

# Assessment Policy



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## **1. Introduction**

1.1 Assessment is a continuous process integral to learning and teaching. It is how teachers gain knowledge of their pupils' needs, achievements and abilities, enabling planning and delivery to be more effective, thereby raising attainment for every child.

1.2 We believe that in order for all our children to be successful learners then assessment for learning must be at the heart of everything we do. The primary purpose of assessment is to inform the next steps in teaching and learning by doing this we aim to develop the right skills for all our children to reach their maximum potential. At Little Stoke we have a robust, shared assessment system. It is a careful planned mix of both formative and summative assessment, together with an effective tracking system. As a result we are able to:

- a. Give reliable information to parents about how their child, and their child's school, is performing
- b. Help drive improvement for pupils and teachers by identifying gaps in learning and plan to meet the learning needs of each child
- c. Measure progress of individual children and cohorts, track underachievement and those falling behind by analysing and evaluating performance
- d. Celebrate progress and set ambitious targets for attainment and achievement
- e. Moderate outcomes between schools to ensure consistency
- f. Share summative data across the partnership to benchmark standards and raise aspirations
- g. Make sure that as a school we keeping up with external best practice and innovation through networking with other schools

1.3 This aligns with the South Gloucestershire Assessment Principles published on our school website.

## **2. Assessment of EYFS children.**

2.1 Currently children in EYFS are assessed against the Foundation Stage Profile and the Early Learning Goals. Children are reported as to whether they are 'emerging', 'expected' or 'exceeding' for each ELG and whether they have achieved a good level of development.

2.2 From September 2015, all children entering Reception undergo a baseline assessment. This will be used to assess the progress of children who enter reception year. The baseline assessment will score each pupil against the knowledge and understanding typical for children at the start of reception year. It will be linked to the learning and development requirements of the [early years foundation stage \(EYFS\)](#) and to the [key stage 1 national curriculum](#) in English and mathematics.

2.3 At Little Stoke we use SIMS to record our Baseline Assessment for Reception using Development Matters.

## **3. Phonics Screening Year 1.**

In June all pupils in year 1 sit a phonics screening check. Pupils who do not achieve the required threshold at the end of year 1 repeat the check at the end of year 2.

#### 4. Statutory Assessment at the end of Key stage 1 and 2 (Year 2 and Year 6).

4.1 From September 2015 Year 2 and Year 6 children will be assessed against the new end of key stage performance descriptors for the 2014 national curriculum. These performance descriptors will be published in the autumn of 2015. Children in year 2 and year 6 will still continue to sit test papers. In Year 2, the test papers/tasks will be used to inform teacher assessment. Writing for both year 2 and year 6 will continue to teacher assessment.

4.2 National Curriculum Assessments in 2016 onwards will be as follows:

Year group	2016 Tests/tasks
<b>Year 2 – all teacher assessment</b>	<ol style="list-style-type: none"><li>1. Reading test as part of the evidence base</li><li>2. Maths tests – arithmetic and problem solving as part of the evidence base</li><li>3. Spelling, punctuation and grammar test as part of the evidence base</li><li>4. Writing teacher assessment</li></ol>
<b>Year 6 – mix of tests and teacher assessment</b>	<ol style="list-style-type: none"><li>1. Reading test</li><li>2. Maths tests – arithmetic , two problem solving papers</li><li>3. Spelling, punctuation and grammar test</li><li>4. Writing teacher assessment</li></ol>

#### 5. Assessment in Years 1-6 (other than statutory end of Key Stage tests):

- 5.1 From September 2015 all children in Little Stoke are being assessed against the new National Curriculum for reading, writing and mathematics. For each year group there is a set of Age Related Expectations (ARE's) for a child to meet. These are a set of statements which clearly outline the skills and knowledge which a child should achieve by the end of a particular year and are shared with parents.
- 5.2 At Little Stoke we assess each child three times a year against the ARE's for reading, writing and mathematics. In order to make a judgment on the % of the ARE's a child has met each term we use a range of evidence – work in books, tests, mini assessments, observations, annotated planning. Over the year the % of ARE's a pupil has met will be tracked and stored on the school's SIMs Information Management System as well as internal analysis and tracking systems.
- 5.3 At the end of the academic year the total % of ARE's a child has met will then be converted into an end of year judgement. The end of year judgement will use the language of emerging (E), developing (D) or secure (S). Assessment will use the language of emerging (E), developing (D) or secure (S).
- 5.4 A child is emerging (E) their understanding of a programme of study if they have a good understanding of 16% to 49% of the descriptors in the programme of study for a particular year.
- 5.5 A child is developing (D) their understanding of a programme of study if they have a good understanding and knowledge of 50-80% of the descriptors in the programme of study for a particular year in the programme of study for a particular year.
- 5.6 A child is secure (S) their understanding of a programme of study if they have a good understanding and knowledge of 80% of the descriptors in the programme of study for a particular year and up to 15% of the following year's descriptors.
- 5.7 A child is expected to make 3 points progress per year. This is how we define good progress at Little Stoke.
- 5.8 We acknowledge that children in a particular year may be working on the programme of study for different years based on their needs.
- 5.9 These % have been agreed between the majority of the schools in South Gloucestershire LA in order to ensure consistency.

5.10 Each statement is tracked to show whether they have:

- ✓ RED – been taught the statement but have only limited understanding or recall;
- ✓ Amber – have demonstrated a satisfactory level of understanding but have not yet fully mastered the concept; or
- ✓ Green – demonstrated complete understanding and mastery of the concept.

5.11 From September 2015, all year groups will be assessed against the ARE's .

5.12 The new age related expectations (ARE) assessment system is outlined below.

- Assessment will use the language of emerging (E), developing (D) or secure (S).
- Children in a particular year may be working on the programme of study for different years.
- A child is emerging (E) their understanding of a programme of study if they have a good understanding of 16% to 49% of the descriptors in the programme of study for a particular year.
- A child is developing (D) their understanding of a programme of study if they have a good understanding and knowledge of 50-80% of the descriptors in the programme of study for a particular year in the programme of study for a particular year.
- A child is secure (S) their understanding of a programme of study if they have a good understanding and knowledge of 85% of the descriptors in the programme of study for a particular year and up to 15% of the following year's descriptors.
- A child is expected to make 3 points progress per year. This is good progress
- A child is expected to secure the descriptors for their age.

Judgement	% of AREs achieved	What this means
<b>Emerging</b>	16% to 49%	The child can demonstrate an understanding of less than half of the Age Related Expectations for their year group and so are working below the expected standard.
<b>Developing</b>	50-80%	The child can demonstrate an understanding of more than half of the Age Related Expectations for their year group and so are almost working at the expected standard.
<b>Secure</b>	80%-115%	The child has mastery of nearly all of the Age Related Expectations for their year group and so are securely working at or above the expected standard.

	Reception			Year 1			Year 2			Year 3			Year 4			Year 5			Year 6		
Code	RE	RD	RS	1E	1D	1S	2E	2D	2S	3E	3D	3S	4E	4D	4S	5E	5D	5S	6E	6D	6S
Point Score	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25

## 6. Standardisation/Moderation

6.1 The process of moderation is an essential part of our school assessment system. At Little Stoke school we ensure that time is set aside each term for moderation to take place. The purpose of which is to ensure that our data is accurate and consistent across the cohorts, our school, and compared to other schools locally. Teachers and support staff are involved in the moderation process to ensure agreement on the criteria for the ARE's in the following ways;

- I. With colleagues in school – key stage meetings, staff meetings, 1-1 with subject leaders,
- II. With colleagues from other local school
- III. Led by an LA moderator or other similar externally procured expert
- IV. By attending LA sessions to ensure our judgements are in line with a wider group of other schools

6.2 Moderation will be organised as follows:

<b>Moderation</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Reading Writing Maths</b>	Key stage/ school based moderation Procured expert moderation	Key stage/ school based moderation Local school inter moderation	Key stage/ school based moderation Procured expert moderation

## **7. Tracking pupil progress**

7.1 We track pupils across the school at 3 points throughout the year.

7.2 Pupil data is reviewed termly (3 times a year) at Pupil Progress meetings and used to target children who are not working at ARE and for plan/evaluating intervention.

7.3 Senior leaders, subject leaders and the Inclusion Leader all complete an analysis of the data to review progress for their specific area of responsibility.

## **8. Reports and sharing information with stakeholders**

8.1 Each term the governors receive a data report the Head teacher.

8.2 Parents' evenings are held twice a year where teachers share progress data with parents.

8.3 Parents receive at least one written report a year. In the reports the teacher will refer to the progress a child has made and the areas for development.

8.4 Each school will publish statutory end of Key Stage data at the end of each academic year on the school website.