



Marshfield CE VC Primary School

'Learning Together, Inspiring Each Other, Achieving Our Best'

Assessment Policy

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| Ratified by Governing Body on | Date: 21/01/2020 |
| Due for review | Date: January 2021 |



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Assessment Policy

At Marshfield Primary School we believe that in order for 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 ascertain pupils' prior skills and knowledge and to inform the next steps in teaching and learning. By doing this we aim to develop the right skills for all of our children to reach their maximum potential. We have a robust assessment system that is a carefully planned mix of both formative and summative assessment, together with an effective tracking system. Our creative curriculum is an opportunity for pupils to consolidate learning and deepen understanding in a range of purposeful contexts. As a result we are able to:

- Help drive improvement for pupils and teachers by identifying gaps in learning and planning to meet the learning needs of each child.
- Measure progress of individual children and cohorts, track underachievement and those falling behind by analysing and evaluating performance. (We define 'progress' as the widening and deepening of skills, knowledge, understanding and behaviours.)
- Celebrate progress and set ambitious targets for attainment and achievement.
- Make sure that, as a school, we are in line with external best practice and innovation through networking with other schools.
- Give reliable information to parents about how their child, and their child's school, is performing.

Assessment of EYFS children.

Currently children in EYFS are assessed against the Foundation Stage Profile and the 17 Early Learning Goals (ELG). Children are reported as 'emerging', 'expected' or 'exceeding' for each ELG and whether they have achieved a good level of development by the end of the year.

From September 2015 the government introduced a baseline assessment for all children entering Reception in order for them to improve how they measure the progress of children in primary schools. 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.

Phonics Screening Year 1.

In June all pupils in year 1 are required to take a phonics screening check. This is a statutory requirement and gives an indication of children's phonetic decoding skills. Pupils who do not achieve the required threshold at the end of year 1 repeat the check at the end of year 2.

Statutory Assessment at the end of Key Stage 1 and 2 - Year 2 and Year 6.

From September 2015 Year 2 and Year 6 children have been assessed against the new end of Key Stage performance descriptors for the 2014 National Curriculum. Children in year 2 and year 6 will continue to sit national Standardised Assessment Tests (SATs) in English and Maths. In year 2 the test papers/tasks will be used to inform teacher assessment. Year 6 pupils tests are externally marked. Writing for both year 2 and year 6 will continue to be teacher assessed. Teacher assessment is moderated against other schools within the Local Authority to ensure accuracy against national benchmarked criteria.

National Curriculum Assessments in 2018/19

| Year group | 2018/9 Tests/tasks |
|---|---|
| Year 2 – all teacher assessment | Reading test as part of the evidence base Maths tests – arithmetic and problem solving as part of the evidence base Spelling, punctuation and grammar test as part of the evidence base Writing teacher assessment |
| Year 6 – mix of tests and teacher assessment | Reading test Maths tests – arithmetic, two problem solving papers Spelling, punctuation and grammar test Writing teacher assessment |

Assessment in Years 1,2,3,4,5,6.

From September 2015 children in years 1-6 have been assessed against the new National Curriculum for reading, writing and mathematics. For each year group there is a set of Age Related Expectations (AREs) for a child to meet. As a school we assess each child three times a year against the AREs for reading, writing and mathematics by looking for evidence that they are able to consistently apply these skills independently in a range of contexts which include cross-curricular work. In order to make a judgment on the percentage of the AREs a child has met each term, we use a range of evidence – work in books, tests, mini assessments, observations and annotated planning. Over the year the percentage of AREs a pupil has met will be tracked on SIMs (School Information Management System).

At the end of the academic year the total percentage of AREs a child has met will then be converted into an end of year judgement. The end of year judgement will report as to whether a child is **‘emerging’**, **‘developing’** or **‘secure’** in the AREs for their year group. For each end of year judgement a percentage of the ARE’s must be met. These percentages have been agreed between the majority of schools in South Gloucestershire LA in order to ensure consistency.

Standardisation/Moderation

The process of moderation is an essential part of our school assessment system. As a 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, school, and local schools. Teachers and support staff are involved in the moderation process to ensure agreement on the criteria for the AREs and ELGs in the following ways:

- With colleagues in school – staff meetings, 1-1 with subject leaders
- With colleagues from other schools through local networks, cluster meetings, joint staff meetings
- With our School Improvement Advisor on her visit three times a year
- By attending LA sessions to ensure our judgements are in line with other schools

Moderation takes place before assessments are agreed and put into SIMs.

Tracking pupil progress

- As a school we use SIMs in order to record pupil data and track progress. We record achievement and progress 3 times a year for reading, writing and maths from Year 1 to Year 6.
- Before the data is entered, a sample of pupils' work is moderated by subject leaders and senior leaders.
- Pupil data is reviewed termly at Pupil Progress meetings and used to target children who are not working at ARE and for planning/evaluating intervention.
- Senior leaders, subject leaders and the SENCO all complete an analysis of the data to review progress for their specific area of responsibility.

Reports and sharing information with stakeholders

- Three times per year the governors receive a data report.
- Parents' evenings are held twice a year where teachers share progress data with parents.
- Parents receive one written report a year, which refers to the progress a child has made and the areas for development.
- Our website is kept up to date with attainment at the end of EYFS, Year 2, Year 6 and the Year 1 phonics check. We have links to our school data dashboard and record of our assessment process.

Assessment tests and tasks

| Year groups | Autumn | Spring | Summer |
|-------------|--|--|--|
| EYFS | Baseline assessments In EYFS Assessment against ELG | Assessment against ELG | Assessment against ELG EYFS Profile |
| Year 1 | Reading, writing and mathematics assessment Science, history and geography | Reading, writing and mathematics assessment Science, history and geography | Reading, writing and mathematics assessment Year 1 Phonics Check Science, history and geography |
| Year 2 | Reading, writing and mathematics assessment Science, history and | Reading, writing and mathematics assessment Science, history and | SATs papers for Year 2 – reading, maths and SPaG. Teacher assessment |

| | | | |
|----------|---|---|---|
| | geography | geography | Year 2 – Phonics check for those who did not pass in Year 1. Reading, writing and mathematics assessment Science, history and geography |
| Year 4 | Reading, writing and mathematics assessment Science, history and geography | Reading, writing and mathematics assessment Science, history and geography | Reading, writing and mathematics assessment Science, history and geography Statutory multiplications check |
| Year 3,5 | Reading, writing and mathematics assessment Science, history and geography | Reading, writing and mathematics assessment Science, history and geography | Reading, writing and mathematics assessment Science, history and geography |
| Year 6 | Reading, writing and mathematics assessment Science, history and geography | Reading, writing and mathematics assessment Science, history and geography | SATS Year 6 – reading, maths, SPAG Teacher assessment for writing and Science Science, history and geography |

Assessment of other National Curriculum Subjects

The school follows the 'Chris Quigley Essentials curriculum' which measures progress in milestones based on standards in the new national curriculum programmes of study. Children's progress is tracked against these milestones to inform lesson planning and is tracked and monitored using our own school system.

Reviewed by Curriculum and Health & Safety Committee: 07/01/2020

Date of next review: January 2021

Signed **Chair of Governors** date.....

Signed **Headteacher** date.....

Age Related Expectations (AREs)

From September 2015 children in years 1 to 6 will be assessed against AREs. These replace National Curriculum levels. The new National Curriculum has a clear set of knowledge and skills or descriptors for each year group.

We will be using the following assessment model that has been developed by a South Gloucestershire Assessment Group consisting of Headteachers and Local Authority advisors:

- Assessment will use the language of **emerging (E)**, **developing (D)** or **secure (S)** within the descriptors for a particular year group.
- A child is **emerging (E)** in 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%-84% of the descriptors in the programme of study for a particular year.
- A child is **secure (S)** in their understanding of a programme of study if they have a good understanding and knowledge of 85% or more of the descriptors in the programme of study for a particular year and potentially some 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; however some children in a year may be working on the programme of study of a different year group as we must be sure that a child has all the knowledge and skills of a year group before moving onto those of the next year.

| | 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 |