



**Marshfield CE VC Primary School**

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

# Assessment Policy

Ratified by Governing Body on	Date: 17/05/23
Due for review	Date: May 2024

# Assessment Policy

## Academic Year 2022-23

At Marshfield Primary School we believe that in order for children to be successful learners, 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 and knowledge 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.
- Support transition from one year group to another, between key stages and schools.

### Assessment of EYFS children.

A new statutory framework for EYFS began in September 2021 [Statutory framework for the early years foundation stage \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/94426/early-learning-goals-framework.pdf)

There are four guiding principles which underpin the framework:

- The unique child
- Positive relationships
- Enabling environments with teaching and support from adults
- Importance of learning and development

There are 7 areas of learning which will be assessed against the ELG (Early Learning Goals). A baseline assessment will take place in the first six weeks of school. In the final year of term (no later than 30<sup>th</sup> June), the EYFS profile will be completed for each child which assesses the child against the early learning goals. The teacher will assess whether a child is meeting the expected level or has not yet met the expected level (emerging). This information must be shared with their year one teacher and parents. It will also be shared with the LA (South Gloucestershire).

## **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.**

Since 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 6 will continue to sit national Standardised Assessment Tests (SATs) in English and Maths. National tests may be used in year 2 to support and 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**

<b>Year group</b>	<b>2022/23 Tests/tasks</b>
<b>Year 1</b>	<b>Phonics screening</b>
<b>Year 2 – Teacher assessment</b>	<b>Reading test as part of the evidence base</b> <b>Maths tests – arithmetic and problem solving as part of the evidence base</b> <b>Spelling, punctuation and grammar test as part of the evidence base</b> <b>Writing teacher assessment</b>
<b>Year 2 - Screening</b>	<b>Catch up Phonics (all year 2 expected in Autumn)</b>
<b>Year 4- MTC</b>	<b>Multiplication tables check</b>
<b>Year 6 – mix of tests and teacher assessment</b>	<b>Reading test</b> <b>Maths tests – arithmetic, two problem solving papers</b> <b>Spelling, punctuation and grammar test</b> <b>Writing teacher assessment</b>

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

Since 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 at least 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 Arbor (IMS).

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.

### **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, hub meetings, joint staff meetings
- With our Challenge Support Partner (CSP)
- By attending LA sessions to ensure our judgements are in line with other schools

### **Tracking pupil progress**

- As a school we use Arbor in order to record pupil data and track progress. We record achievement and progress at least 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 at least 3 times a year by SLT
- Data is reviewed with class teachers via Pupil Progress Meetings and used to target children who are not working at ARE and/or making good progress.
- 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	National entry assessments  Assessment against ELG	Assessment against ELG	Assessment against ELG  EYFS Profile
Year 1	Reading, writing and mathematics assessment  Science, history, geography, computing, RE, PSHE, art, music and DT	Reading, writing and mathematics assessment  Science, history, geography, computing, RE, PSHE, art, music and DT	Reading, writing and mathematics assessment  Year 1 Phonics Check  Science, history, geography, computing, RE, PSHE, art, music and DT
Year 2	Reading, writing and mathematics assessment  Science, history, geography, computing, RE, PSHE, art, music and DT  Phonics Check (moved from June 2021 due to Covid)	Reading, writing and mathematics assessment  Science, history, geography, computing, RE, PSHE, art, music and DT	SATs papers for Year 2 – reading, maths and SPaG.  Teacher assessment  Year 2 – Phonics check for those who did not pass in Year 1.  Reading, writing and mathematics assessment  Science, history, geography, computing, RE, PSHE, art, music and DT
Year 4	Reading, writing and mathematics assessment  Science, history, geography, computing, RE, PSHE, art, music and DT	Reading, writing and mathematics assessment  Science, history, geography, computing, RE, PSHE, art, music and DT	Statutory multiplications check  Reading, writing and mathematics assessment  Science, history, geography, computing, RE, PSHE, art, music and DT

Year 3,5	Reading, writing and mathematics assessment  Science, history, geography, computing, RE, PSHE, art, music and DT	Reading, writing and mathematics assessment  Science, history, geography, computing, RE, PSHE, art, music and DT	Reading, writing and mathematics assessment  Science, history, geography, computing, RE, PSHE, art, music and DT
Year 6	Reading, writing and mathematics assessment  Science, history, geography, computing, RE, PSHE, art, music and DT	Reading, writing and mathematics assessment  Science, history, geography, computing, RE, PSHE, art, music and DT	SATS Year 6 – reading, maths, SPAG Teacher assessment for writing and Science  Science, history, geography, computing, RE, PSHE, art, music and DT

### 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.

RE is assessed using the SACRE scheme and PSHE using Jigsaw.

### Reviewed by Curriculum and Health & Safety Committee:

**Date of next review:** May 2024

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

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

## Appendix 1.

### 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 **secure + (S+)** in their understanding 95% of year appropriate grid and moving on to next year
- 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.