



Causeway Green Primary School

Assessment Policy 2020

Governors approved:

Signed: 9 July 2020

Review Date: February 2023

Causeway Green Primary School Assessment Policy

Key Points

- We teach the National Curriculum (2014) using a skills based assessment system.
- Our assessment will show how a child is performing compared to the age related expectation for each year group which has been set by the government.
- It will measure the progress each child makes.
- Statutory Assessment Tests will be carried out in Reception, Year 1 Phonics, Year 2 and Year 6.
- Assessment tests will be given twice a year for Maths, Reading and SPaG, From Reception to 6. However, in Reception, pupils will have a reading assessment first in the spring term and a maths assessment in the summer.
- New arrivals to school, after an appropriate settling in period, are tested using our assessment system. This is because assessment procedures between schools may differ.
- We use Standardised tests reinforce our assessment and deem a standardised score of 100 as age related
- CWG have frequent cross school and internal moderation for Reading, Writing and Provision Maps are used to record attainment and progress. They show provision for each child which is monitored by SLT termly.

Rationale

Assessment should make children successful learners by identifying their stage of development and achievement (academic, social, creative and spiritual) and developing their skills in order for them to achieve their maximum potential. It is a progressive process which, by the collection of holistic evidence (both individual and comparative), assists adults and teachers in their planning so that each child is equipped with the skills, attitudes and abilities to succeed in this challenging world.

At Causeway Green we ensure that the targets set for pupils are both realistic and challenging.

Principles of Assessment followed at Causeway Green

Assessment for learning is the process of seeking and interpreting evidence for use of learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.

Assessment for learning should be part of effective planning of teaching and learning.

A teacher's planning should provide opportunities for both the learner and teacher to obtain and use information about progress towards learning goals. It also has to be flexible to respond to initial and emerging ideas and skills. Planning should include strategies to ensure that learners understand the goals they are pursuing and the criteria that will be applied in assessing their work. Teachers annotate plans and use this to inform the next step of learning. Pupils are also proficient with using a variety of assessment strategies, including self and peer assessment against success criteria.

Assessment should take account of the importance of learner motivation

Assessment that encourages learning, fosters motivation by emphasising progress and achievement. Motivation can be preserved and enhanced by assessment methods, which protect the learner's autonomy, provide some choice and constructive feedback, and create opportunity for self-direction, including target setting. Each child will have a target card in their English (Marvelous Writing target) and Math's (Puma target) book. Once the target has been achieved three times, a star or award will be given and a new target set.

Assessment for learning should promote commitment to learning goals and a shared understanding of the criteria by which they are assessed

For effective learning to take place, learners need to understand what it is they are trying to achieve - and want to achieve it. Understanding and commitment follows when learners have some part in deciding goals and identifying criteria for assessing progress. Communicating assessment/success criteria involves discussing them with learners using terms that they can understand, providing examples of how the criteria can be met in practice and engaging learners in peer- and self-assessment.

Learners should receive constructive guidance about how to improve

Learners need information and guidance in order to plan the next steps in their learning. Teachers should: pinpoint the learner's strengths and advise on how to develop them, be clear and constructive about any weaknesses and how they might be addressed; provide opportunities for learners to improve

upon their work. Children will be given next step targets, gap task as per the school marking policy. Within English, art, PHSE and DT school follow a 'no marking policy' instead using responsive teaching strategies to refine the next lesson supporting pupils to see their own misconceptions and empowering them to improve on a more independent level.

Assessment for learning develops learners' capacity for self-assessment, so that they can become reflective and self-managing.

Independent learners have the ability to seek out and gain new skills, new knowledge and new understandings. They are able to engage in self-reflection and to identify the next steps in their learning. Teachers should equip learners with the desire and the capacity to take charge of their learning through developing the skills of self and peer assessment.

Individual Needs

The responsibility for identifying, assessing and monitoring pupils with special educational needs, or who are gifted and talented, is the responsibility of the class teacher in conjunction with the Inclusion Manager.

The Inclusion Manager and outside agencies are there to support the class teacher in providing a differentiated curriculum in order for the child to achieve their potential. Our assessment procedures support all the aims and practices for the SEN policy in helping each child achieve his/her own potential.

Items passed to the next teacher at the end of the Summer term

End of Year Hand over Checklist

1. Assessment Folders (Electronic File on Teachers Shared area)

Please make sure that your electronic data folder is up to date ready to pass on to the next class teacher in the last week of term. It should contain all data for the spring term including:

- Year 2 SATs/EYFS teacher assessment data (provision maps)
- Year 1 teacher assessment phonics screening outcomes
- the latest pupil progress meeting document (Spring term)
- All ontrack data documents and PPM form included in PPM folders from Spring term (LPAG, Diminishing difference, attainment and progress)
- Class provision maps updated with spring data, projected targets for end of Key stage 1/2/EYFS

2. In the Assessment folder please make sure that you have scanned filed:

- Any records/information from a previous school

3. Reading Folder (Yellow)

- Reading overview sheet- Book bands, levels, bench marking, phonics phases
- ORT records (if applicable)
- Phonics phases/Spelling Bank (eg. Year 3 Term 2 completed)
- Reading Recovery/BRP Records/other reading interventions
- Reading Records for all pupils
-

4. **SEN Folder:** Please ensure corrections have made to SEN folders- all folders passed up to be complete and in the order / divided into sections stated on contents page.

Please move current year in to historic section of the folder and set up new All about me in the new year group

- Cover sheet
- All about me (old in historic and new in new year group)
- Data summary sheet/ base line complete with Autumn, Spring date
- Aut / Spring IPMs with evaluations, teacher comments added.
- All external agency information/ notes/ reports from this year in sections, including speech and language programmes and care plans.
- Working file - evidence of interventions completed this year e.g. running records date etc.
- Historical section separated into year groups

5. **Speech and language/ care plan folder** (if year group needs one):

- Each child own section, past and current speech programmes included.
- Each child own section, past and current care plans included.

Attendance

Please also include an attendance print out for the year (from Jayne) annotated with any children whose progress has been impacted.

Pupil work

Please pass on 4 examples of work/books from each ability group (SEN/Beginning/Developing/Secure) in each cohort. **These must then be clearly labelled e.g. D3 and stored in the staffroom.**

Pupil log in details:

Please print out and pass on log in/administration details for:

- Times Table Rockstars

Reports

Parents receive written records of their child's achievement in the second half of the summer term each year. This details the child's academic attainment with reference to the Foundation Stage Curriculum/ National Curriculum as well as recognising personal and social development and achievements. It includes the child's 'Best Fit' level for Reading, Writing, Maths and Science. A next step target for improvement is highlighted.

In addition, parents will receive a mid-point, mini report of their child's achievement this details the attainment and progress with reference to the Foundation Stage/ National Curriculum. It includes the child's 'Best Fit' level for Reading, Writing, Science and Maths

Both reports also inform parents of the effort their child has put into the work they do.

In the Foundation Stage, records of progress are continually updated and evidenced in Physical development, Personal and Social and these are evidenced in pupils' Learning Journeys. Progress and achievement is tracked across all the 17 areas of the EYFS curriculum. Please refer to the attached EYFS Assessment Policy (page 11).

In Key Stage 1 and 2, progress is measured through teacher assessment twice yearly (in February and June) for Reading, Writing, Maths, SPaG and Science. These are monitored and a Teacher Assessment Discussion (TAD) with a member of the SLT and then a pupil progress meeting.

Testing

Twice a year, from Year 1 to Year 6 PUMA (maths), NTS (reading) and GAPS (SPAG) tests are used to assess pupil progress and a standardised score is recorded

Reception will be assessed using PIRA in the Spring Term and PUMA assessment in the Summer term. **(Please see the appendix for further information relating to testing and COVID 19 academic term 2020/2021)**

In Summer 1, Years 2 and 6 are tested/ assessed using national tests (SATs), and teacher assessments. In Year1 and 2 children also have a Phonics screening check.

Twice a year pupils in KS2 complete the PASS survey. This on line survey analysis's pupil's attitudes to school along with their perception of their self-image. This information is used to inform intervention for Social, Emotional and Mental Health interventions and used to support the PHSE curriculum.

How we assess pupils and use Otrack

Otrack has been implemented at Causeway Green to monitor the progress and attainment of each individual child. A 'Best Fit' result for Reading, Writing, Maths, SPaG and Science is entered on a termly basis. This will be based on a variety of evidence gathered: the child's test analysis and results, reading records, unit assessments, book scrutiny, target setting and overall teacher assessment.

From this information, each teacher will create a summary report for the SLT on the overall progress of the class. At a Pupil Progress Meeting a plan is formalised for pupils who are underachieving and provision will be made to support them. TADs (Teacher Assessment Discussions) ensure that data entered into the system is accurate. In addition to this the teacher will also assess the children against the skills of each foundation subject (e.g. History, Geography etc.)

Target Setting

Assessment of progress against targets involves a range of strategies including teacher, peer and pupil self- assessment. Pupils' progress through steps (6 is expected in a year) is recorded graphically in each classroom, motivating pupils to reach the next step. Children each have a 'Helping Hand' for Reading, Writing and Math's which are displayed on the classroom. EYFS will have the child's next steps displayed alongside their photograph or name.

How we make Best Fit Judgements in Reading, Maths. Writing and SPaG

| Assessment and Evidence | Judgement |
|---|---|
| <ul style="list-style-type: none"> • % Year Group NC statements • Age standardised score • Reading/Maths age • Work in books • PUMA / NTS/ GAPS tests • Other assessments such as BAS/ comprehension tests • <u>Book Bands</u> • <u>Guided Reading</u> • <u>SPaG</u> • <u>Grammarsaurus</u> • | <ul style="list-style-type: none"> • Best Fit assessment judgment (Otrack) |

How we make Best Fit Judgement in Science and Foundation Subjects.

| Assessment and Evidence | Judgement |
|---|---|
| <ul style="list-style-type: none"> • % Year Group NC statements • Work in books • Science End of unit assessment / taps • Scientific enquiry • Including cross curricular activities | <ul style="list-style-type: none"> • Best Fit assessment judgment (Otrack) |

A 'typical' child will be a B+ or a D (Beginning Plus or Developing) at assessment point 1 half way through the Spring term and will have made 3 steps progress. A further 3 steps progress will have been made by the end of the summer term resulting in an ARE of D+ or a S (Developing Plus or Secure). Therefore, expected progress would be 6 steps per academic year. This will be recorded as D1/S1 for a child in year 1 and so on.

As all the children are different, many pupils will not follow this exactly. For example, a child in Year 4 may be working at S2 or B3 at the beginning the Autumn term. It would be clear that this child would not be working at the expected level for their age. Likewise, another child in Year 4 may be working at B4 at the beginning of the Autumn term and in this case the child would be working above the age related expectations. Regardless of their starting point each child would be expected to make at least 6 steps progress per year.

Grid Showing age related expectations for the end of each term:

| <u>At the end of term:</u> | <u>'Best fit' judgment (age related expectation)</u> |
|--|--|
| Mid Spring Term Assessment point 1 | B+ (Beginning Plus) D (Developing) |
| End of Summer Term Assessment point 2 | D+ (Developing Plus) S (Secure) |



Causeway Green Primary School

Early Years Assessment Policy



Assessment in Causeway Green Early Years plays an important part in helping parents, carers and practitioners to recognise children's progress, understand their needs, and to plan activities and support. The staff respond to their own day-to-day observations about children's progress and observations that parents and carers share.

As each child enters the Early Years Foundation Stage we use our professional judgement to assess the age band children are working 'within' across the EYFS 17 areas of learning. Within 4 weeks of the child starting they will be given a 'baseline' assessment.

Baseline assessments

Nursery

Baseline assessments take place within 4 weeks of child's start date. This is done by assigning all children with a key worker on entry to Nursery. Children become a part of a family group of either Red Birds or Yellow Ducks. Children then begin Nursery over a staggered start to allow for a settling in period of 2 weeks. During this time key workers and other staff will collect observational notes on the children that will be collected in their learning journey. After 4 weeks these are collated by the class teacher and shall form the child's 'baseline' assessment.

Reception

Baseline assessments are finalised within 4 weeks of children starting in September. Children will remain in their family group (from nursery) or will be allocated a family group as they move into Reception. Children will be assigned of a new key worker and parents will be informed. Observational notes are then collected during the settling in period and added to a child's learning journey. After 4 weeks these are collated by the class teacher and shall form the child's 'baseline' assessment.

Formative Assessment

As the year progresses children are continually monitored and observed on their development and progress in all areas of development. Examples of children's learning, showing their individual level and stage of development are built up throughout the year and filed in the child's Learning Journey. Provision is made for these observations and

assessments through experience and play. Assessment does not entail prolonged breaks from interaction with the children. Progress is recorded by observing and assessing children either using hand written observations, staff notes, developmental steps stickers or by use of digital photography. Any learning and development needs are addressed with parents (and any relevant professionals) as an ongoing process.

In Nursery and Reception daily observations of child initiated and adult initiated activities are recorded and shared with parents through play and stay sessions, parent's evenings or at the request of the parent.

Phonics

Phonics is taught from nursery through to the end of Key Stage One. The children are closely tracked against the sounds which they know confidently and can both read and write. Subsequently they are taught specific 'phases' in order to ensure at good progress. All children who are working at the expected level will leave Reception secure at phase 4. This is to ensure that children are 'school ready'. Phonics data will be handed over to KS1 as part of the schools induction policy.

Parents

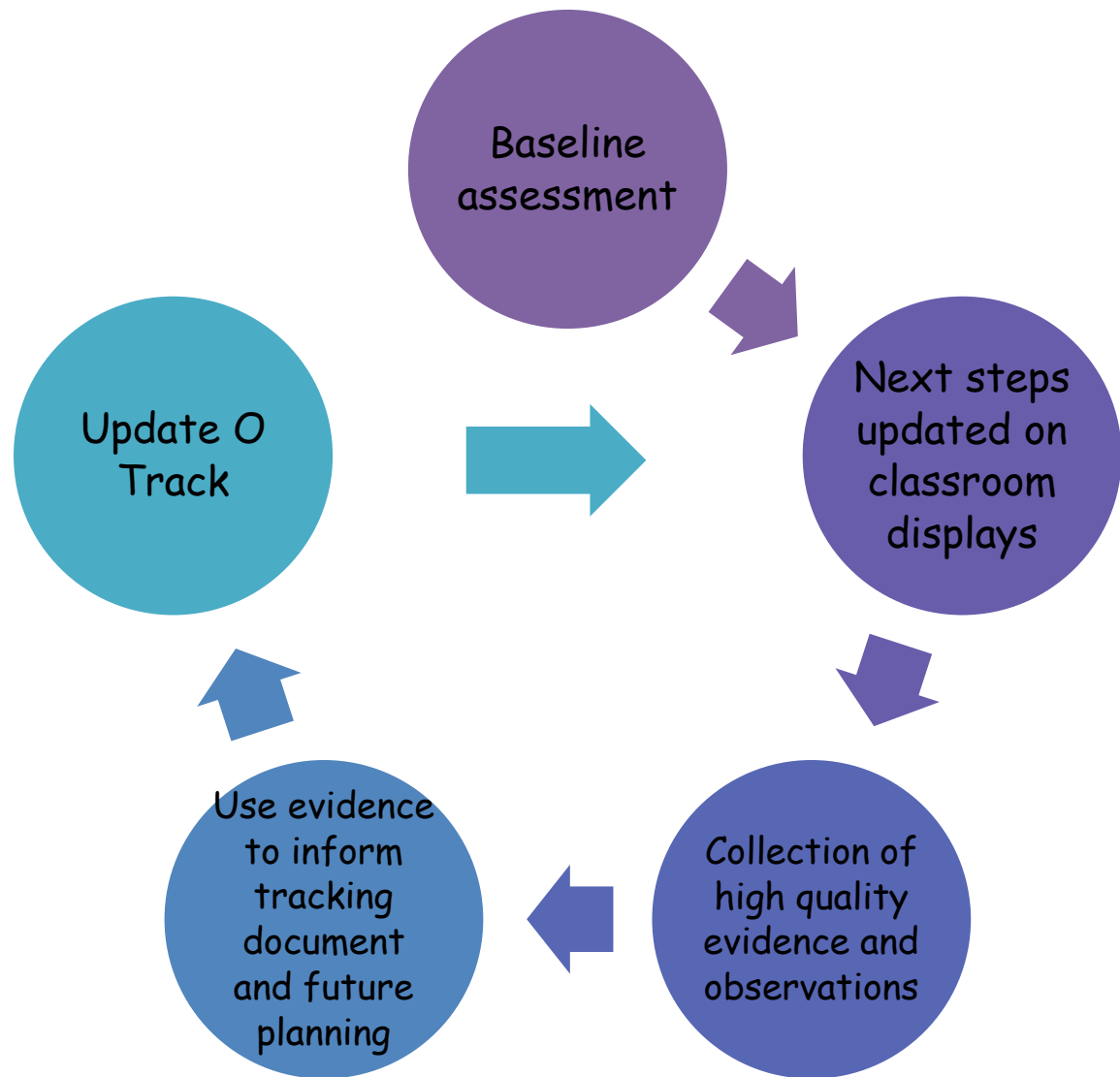
Parents contributions are highly valued. We are keen to instil an excellent three-way partnership (teacher, parent, pupil) to ensure continued learning is robust, informative and effective.

Parents are included in the following ways:

- ✓ Learning Journeys
- ✓ 'Wow moments' certificates for parents to send in.
- ✓ Newsletters
- ✓ Parent/teacher meetings upon request
- ✓ Formal parent's evening's during the school year
- ✓ Informal conversations at drop off and pick up
- ✓ Mid-year reports and full school reports
- ✓ Use of the characteristic of effective learners 'teddies' postcards.

Assessment Cycle in the Early Years at Causeway Green

This assessment information is used by staff to facilitate planning and next steps of learning for their key children and to celebrate, document and share successes.



Summative assessment

Nursery

The Progress Check at Two is checked with parents during home visits before children begin Nursery. Reporting to parents on a child's progress in the Nursery has emphasis on the seven areas of learning, characteristics of learning, and next steps. Children are tracked on a termly basis.

Reception

At the end of the Reception year the children are assessed against the EYFS Profile Early Learning Goals, stating whether they are EMERGING, EXPECTING or EXCEEDING. The EYFS profile is shared with parents as part of their Summer Term report. Parents and the Year 1 teachers are provided with a copy of the children's profile report together with a short commentary on each child's skills and abilities in relation to the three key characteristics of learning. Reception teachers meet with

Year 1 teachers to discuss the child's stages of development and learning needs. Assistance with planning of activities in Year 1 will be provided if required. Children are tracked on a termly basis.

Have the levels below changed for Year 1 or was this just to do with the base line?

| <u>Grid Showing age related expectations for the end of EYFS:</u> | | |
|---|---|---------------------------|
| <u>ELG Learning Goal</u> | <u>'Best fit' transfer into level judgment into KS1 (age related expectation)</u> | |
| 1. Emerging | BO BO+ DO | Beginning into developing |
| 2. Expected | DO+ | Developing |
| 2+ | SO SO+ | Secure |
| 3. Exceeding | B1 | Exceeding |

Local Authority requirements

The EYFS profile results and entry scores for Reception are sent to Sandwell Local Authority upon request. Causeway Green Primary School takes part in all reasonable moderation activities and attempts to organise moderation outside the borough in order to support teacher judgements. Early Years Advisors visit the school upon request to discuss good practice and enhance our setting.

Monitoring and review

The Senior Leadership Team will carry out monitoring on the EYFS as part of the whole school monitoring system with the inclusion of the EYFS phase leader. Moderation for the whole Early Years team are planned regularly as well as full explanation of termly data analysis where staff will add to the EYFS action plan. This ensures a fully comprehensive understanding of the strengths and areas to develop next.

This policy will be reviewed before the start of each academic year and will evolve to incorporate the views of all staff concerned.



Appendix

Due to the school closure in the Summer term 2020 (related to the COVID-19 pandemic) there is the need for testing to take place at three points during the school academic year 2020/2021.

The NTS reading test and a mathematic Puma test will be administered in the Autumn term at the end of November in order to obtain a baseline for each pupil. The remaining testing points in the Spring and Summer term will remain the same as stated in this policy.

This amendment of three assessments points instead of two assessment points within a school year will only apply to the academic year 2020/2021.