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Assessment Policy

The staff at Edleston Primary School reviewed and adapted the Assessment curriculum in line with the changes to the National curriculum in September 2014 and following our curriculum review in Summer 2019.

The main changes to Assessment include:

- The previous National Curriculum Levels e.g. 2A, 3C, 3B have been removed.
- Edleston Primary will use a selection of assessment tools to assess what progress the children have made in the academic year.
- We will use a combination of Standardised scores (Reading and Maths) and Edleston Points Scale (EPS) to describe attainment and track progress. This will be shared with parents as 'Emerging/Below', 'Expected/In line' and 'Exceeding/Above' the expected standard.

"As part of our reforms to the National Curriculum, the current system of 'levels' used to report children's attainment and progress will be removed. It will not be replaced. We believe this system is complicated and difficult to understand, especially for parents. It also encourages teachers to focus on a pupil's current level, rather than consider more broadly what the pupil can actually do."

(Department For Education Website)

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 staff in their planning so that each child is equipped with the skills, attitudes and abilities to succeed in this challenging world.

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

Principles of Assessment followed at Edleston

Assessment for learning or formative assessment

Assessment for learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there. The goal is to monitor student learning to provide ongoing feedback that can be used by teachers to improve teaching and learning.

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

All lessons should provide opportunities for both the learner and teacher to obtain and use information about progress towards learning goals. Teacher will monitor any children who have excelled; general errors/misconceptions and note any children who need further support/address misconceptions on the 'One-off interventions sheet'. Assessment for learning is also used throughout the school via the Assertive Mentoring system and NFER / PJMA / PIRA tests and diagnostic analysis of questions is done to inform planning. Teaching has to be flexible to respond to initial and emerging ideas and skills. Feedback (written and verbal) is done in accordance with the school's **Marking and feedback policy**.

• **Assessment should take account of the importance of learner motivation**

Assessment encourages learning fosters motivation by emphasising progress and achievement rather than failure. 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.

• **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.

• **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.

• **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.

Formal Assessment

At Edleston Primary School, we use the following tools to support our judgements:

	Reading	Writing	Maths	Science
Rec	Baseline assessment Throughout the year, assess against development matters. RWI half termly assessment End of year children are assessed in ELG – Early Learning Goals.			
Y1	RWI half termly assessment PIRA reading tests at the end of Autumn and NFER at the end of Spring term and Summer term. Y1 Phonics screening tracking and test in Summer term. Readers working below RA tracked.	Termly moderation [from December] – highlight Edleston's Interim Assessment Framework [kept in English book] further exemplification found in The Literacy Company document. CEW termly assessment In-school moderation	PJMA autumn tests plus NFER tests in the spring and summer term. Place value termly data Times tables and KIRFS termly tracking	Headstart Unit Science unit test
Y2	RWI half termly assessment until off. Autumn term NFER reading assessment. Spring term KS1 past SATs tests Summer term – SATs. Y1 Phonics screening [termly re-test until pass] Readers working below RA tracked.	Termly moderation – highlight ITAF sticker every other piece of writing. Further exemplification found in The Literacy Company document. Moderation by the leadership team. In-school moderation CEW termly assessment	Autumn term NFER maths assessment. Spring term KS1 past SATs tests Summer term – SATs. Place value termly data Times tables and KIRFS termly tracking	Headstart Unit Science unit test
	Reading	Writing	Maths	Science

Y3				
Y4	Termly NFER reading assessments. Readers working below RA tracked. Y1 Phonics screening [termly re-test until pass]	Termly moderation – highlight Edleston’s Interim Teacher Assessment Framework [kept in English book] further exemplification found in The Literacy Company document. Fortnightly AM Grammar Hammer Test. CEW termly assessment In-school moderation	Fortnightly AM Skills Test Termly NFER maths SS assessments. Times tables and KIRFS termly tracking	Headstart Unit Science unit test
Y5				
Y6	Termly – past reading papers. Readers working below RA tracked.	Termly moderation – minimum highlight ITAF sticker every other piece of writing in Themed learning book. Fortnightly AM Grammar Hammer Test. CEW termly assessment Moderation with local schools whenever possible. In-school moderation Moderation by the Leadership team. KS2 SATs past papers and SPaG online.	Fortnightly AM Skills Test KS2 SATs past maths tests. Times tables and KIRFS termly tracking	Headstart Unit Science unit test

- NOTE - If a child is on a EHCP, or on SFP’s the teacher will make a judgement as to whether it would be beneficial to sit the test, and use teacher assessment if not.
- At KS2 SPaG Grammar Hammer assessments and Maths Weekly skills are used on a bi-weekly basis [assertive mentoring]. These are used to teach the children skills in maths and spelling, grammar and punctuation and then used the following week as an assessment tool.
- At the end of each term data is collected on the number of CEW [common exception words] each child can spell, X tables that they know, and place value knowledge in KS1 [and Y3 if appropriate].

• **Individual Needs**

The responsibility for identifying, assessing and monitoring children with special educational needs, or who are most able, is the responsibility of the class teacher in conjunction with the SENCo. The SENCo, and where appropriate any outside agencies, are there to support the class teacher in providing a differentiated curriculum in order for the child to achieve their potential. Assessment procedures supports all the aims and practices for the SEN policy in helping each child achieve his/her own potential.

Records and Information passed on from one year group to the next at the end of the Summer Term

- End of year assessments in reading, writing and maths
- SATs results
- For children on SEN provision data sheet/parent/carers’ views, one-page profile, support plan
- SPaG data [assertive mentoring Grammar Hammer latest scores] at KS2
- Headstart science unit tests
- Safeguarding reports
- Foundation subjects assessments for individuals in terms of emerging, expected, exceeding.

Reports

- Parents receive a written record 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. Reports identify how each child is achieving compared with national expectations, ie Y5 exceeding expectations. We hold 2 Parents' Evenings and 1 open afternoon [Summer] to enable parents to discuss their child's attainment and progress.

Tracking pupil progress and attainment

- Every term, class teachers submit Teacher assessments in Writing, Reading and Maths. They work in teams to moderate samples of work in addition to the work scrutinies carried out by the Leadership Team, whole staff team and Subject Leaders.

- We use the following scales for assessment to show attainment and progress:

ES

Children are assessed against development matters / Early Learning Goals. Each child is assessed against each area of learning.

Y1

Baseline / Autumn, Spring and summer term- In writing the expected progress is 1 point each term. If a child is at expected at the end of the autumn term they are on 10 points. If expected at the end of the spring term 11 points. At the end of the summer term writing is assessed in the same way, so expected attainment would be 12 points. In maths and reading standardised tests are used to calculate a standardised score for each child.

Y2

At the end of the autumn term the Standardised score will be used for reading and maths taken from the NFER tests. In writing expected is 13 points. At the end of the spring term previous SATs papers will be used to generate a Scaled Score, along with expected at writing being 14 points. At the end of the summer term KS1 SATs will generate a scaled score, alongside the TA in writing, where expected is 15 points.

Y3

At the end of all three terms the NFER tests for reading and maths will generate a Standardised score for each child. In writing, where TA is used, expected will be 16 at the end of the autumn term, 17 at the end of the spring term and 18 at the end of the summer term.

Y4

At the end of all three terms the NFER tests for reading and maths will generate a Standardised score for each child. In writing, where TA is used, expected will be 19 at the end of the autumn term, 20 at the end of the spring term and 21 at the end of the summer term.

Y5

At the end of all three terms the NFER tests for reading and maths will generate a Standardised score for each child. In writing, where TA is used, expected will be 22 at the end of the autumn term, 23 at the end of the spring term and 24 at the end of the summer term.

Y6

At the end of the autumn and spring term the scaled score will be used for reading and maths taken from previous SATs tests. Teacher assessments will be used in writing at the end of the autumn and spring term and expected is 25 [autumn] and 26 [spring]. At the end of the summer term KS2 SATs will generate a Scaled Score, alongside the TA in writing, where expected is 27 points.

We have decided to continue to use point scores in writing so that we can measure progress and it gives a clear indication of where a child is attaining [ie if they are 15, they are working at the end of Y2 regardless of which year group they are in].

- Teachers will be teaching the curriculum of their year group. We are committed to ensuring that children have the depth of knowledge in their year group to enable them to fully understand the concepts they have been taught and so that they are able to use these skills and knowledge in different contexts.
- Assessments carried out [as detailed in the table on the previous 2 pages under – Formal assessments] are used as a diagnostic tool to move learning forward too. All assessments are analysed by teachers [on a question by question basis for each child] and target curricular targets which can be personalised for classes, groups or individuals. These are then used to inform provision and interventions.
- Assessments will inform the termly Teacher Assessments for core subjects [Reading, Writing, Maths]. This data is discussed each term, when the HT, DHT SENCO and English lead meet with teachers for a 'Pupil Progress meeting'. Prior to these meetings, the data is rigorously analysed and individuals and groups of pupils progress and attainment are on track. At the meeting, any child[ren] or groups of children who are not on track for either progress or attainment are discussed in detail. The outcomes from these meetings then inform the interventions and TA provision for the next term.
- Foundation Subjects are assessed against the end points and submitted at the end of each academic year and given to Subject Leaders.

Foundation Stage

- FS assess every term against Development matters and follow the same rigorous analysis of data and discuss of progress and attainment at the Pupil Progress meetings as the other Key Stages.
- FS have a Lorry Learning basket for children to put their physical learning in
- Evidence is collected via videos, photographs, observations and written evidence and added to the online learning journey against Development Matters.
- Parents can add comments and evidence to the online Learning Journal [Tapestry].
- Evidence in books / displays / play etc is referenced to Development Matters.

Scrutiny

- Work scrutinies are routinely carried out by the LT, by the HT/ DHT and by subject leaders. Some staff meetings are also used to look at the quality of the learning in children's work.

Moderation

- Moderation meetings are regularly carried out within school, across key stages and with other schools where possible.

Target Setting

- Teachers in KS1 and KS2 set targets for the end of term in reading, writing and maths. Teachers in Y1, Y5, Y2 and Y6 also set end of key stage targets. These are based on knowledge of the pupils and assessments.

Evidence

- Marking comments in exercise books
- Pupil tracking data
- SATs results
- Summer reports
- Assertive mentoring data
- Foundation subject assessments
- Tapestry online Learning journey
- NFER data
- PJMA / PIRA data

Data Storage

Assessment information is stored in Class Intervention and assessment files.

Policy links

Marking and feedback policy