

## LONG MELFORD CEVC PRIMARY SCHOOL

### Assessment Policy

#### Statutory National Tests.

1. The school uses the NFER Baseline. Early Years Foundation Stage Baseline information is recorded within 4 weeks of pupils starting main school: this is the baseline and this information is used as a starting point in progress meetings. Teachers use their observations to record pupils' development in learning journeys. February observations are used for discussion around progress at the midpoint of the year. In 2016, EYFSP data will be the final data which is reported to parents and the appropriate national and local authority.
2. Teachers of Y1 pupils (and of some Y2 pupils who did not reach the required standard in Year 1) are required to carry out a phonic screening check in June of each year. Outcomes are reported to the appropriate national and local authority and parents.
3. Y2 teachers are required to use SATS to inform teacher assessments that are made at the end of the school year. This data is also reported to the appropriate national and local authority and parents.
4. Y6 pupils are required to complete statutory tests in reading, spelling, grammar and punctuation and mathematics. This data is reported to the appropriate national and local authority and parents.

#### Teacher Assessment

5. The Interim Teacher Assessment Frameworks (2015) will be used to inform the teacher assessments of Year 2 and Year 6 pupils at the end of the academic year 2015 – 2016. This framework includes a teacher assessment of science.

#### In School Assessment

6. Assessment for learning enables teachers to help pupils to understand the next steps in their learning. Teachers must follow the school marking policy. Marking may be recorded directly into pupils' exercise books or included in pupils' learning journeys.
7. Attainment and progress in reading, writing and maths is assessed by the class teacher six times per year towards the end of each half-term. Assessments for science and speaking and listening are completed twice a year.
8. In *mathematics*, evidence for the assessments can be taken from: Class work books, Rising Stars materials, weekly times tables tests,
9. In *writing*, evidence will come from Big Red Writing, independent writing done as part of class work, independent writing done as part of other curriculum areas. It is important that the teacher is mindful of the amount of support given to the pupil during the task and is not using writing that has been heavily supported or done as a group to inform their judgements.
10. The half-termly 'Big Red Writing' task is used across the school. The writing is independent work for all pupils. It is an opportunity for pupils to apply previous learning. It is important that the work is marked carefully and used to identify next steps. To preserve the writing book, annotations should be done on a photocopy of the work and next steps identified.

11. In *reading*, the majority of evidence will come from guided reading and individual reading records. Every pupil is expected to read at home. The home – school reading record will provide information for the teacher and the pupil. However in order to get detailed information about inference, prediction and response to text other records should be made by teaching staff to provide evidence.
12. All pupils do Young’s Spelling tests and Salford Reading tests every term. These are administered by the same person each term to ensure consistency. The outcomes of these tests are used to inform pupil progress meetings and to inform the statements highlighted on Target Tracker.
13. Every child does a ‘Good to be Me’ assessment which provides a self-esteem score.
14. The school uses an Essex LA BESD assessment for relevant pupils.
15. In the Nursery, observations are recorded on entry which is informed by the ‘Learning Journeys’ from previous settings. Progress is monitored against criteria set out in Development Matters on at least a termly basis.

### **Target Tracker**

16. Target Tracker is the system used to record assessments, track progress and for data analysis.
17. Target Tracker has video tutorials which should be used if colleagues are unsure about any aspect of using the tracker. There is also a ‘Help’ section and a helpline if required.
18. Target Tracker has exemplars which should be used by all year groups to inform their judgements about a pupil.
19. Before a statement is highlighted for a pupil, there must be concrete evidence or observations that the pupil is secure in their learning. The pupil should be able to show their learning independently and in more than one context before the teacher is sure it can be highlighted.
20. It has been agreed that at Long Melford we will use all of the statements, not just the KPIs or the child friendly version.
21. Every half term, before the progress information is put onto the tracker there will be an in school moderation meeting where colleagues present the evidence for the statements they wish to highlight as achieved. SLT and Subject Leaders will act as moderators to challenge the evidence and make sure the discussion is robust.
22. Target Tracker allows statements to be highlighted in different colours:
  - Black: Not begun or not assessed
  - Red: working towards, not fully confident.
  - Blue: achieved or fully confident.
  - Orange: embedded deep learning

(Note that there are exemplars of these.) It is really important that at Long Melford we use the colours consistently.
23. Target Tracker ‘steps’ will be recorded each half term. The 5<sup>th</sup> step within each band (secure) is equivalent to the National Expectation.
24. Every class will use the ‘child friendly’ pupil sheets in their Maths, English and Reading Record books. This is to raise pupils’ awareness of the targets they are working towards by the end of the year. On these, each statements has two boxes. One box can be used to indicate some progress towards a statement and when both boxes are ticked, the pupil is secure in that area.
25. A full set of ‘Steps Posters’ for the year group is shown in each classroom.
26. The ‘Teacher Tick Sheets’ may be used to support tracking if colleagues find them useful.
27. In 2015-2016, individual Foundation Subject Leaders are trialling the use of target tracker to track progress in their own subject. This will be reviewed later in the academic year.

### **Moderation and Standardisation**

28. In school moderation and standardisation takes place each half term before information is entered on Target Tracker.
29. The school takes part in cluster moderation so that judgements can be discussed with colleagues from other schools.
30. The school is part of the cycle of County LA Moderation.
31. The school is collating a 'Standards File' in Maths and English to show examples of pupil work where the pupil is showing age related expectations.
32. At the end of each school year, achievement data is passed to receiving class teachers in handover meetings. At this point the assessment information is agreed by both teachers so there is a firm basis from which progress can be measured in the next school year.

### **Pupil Progress Meetings**

33. Each Class Teacher and Teaching Assistant meet with the Head Teacher, Inclusion Manager, Maths, English and Phase leaders, half-termly (Pupil progress meetings) to discuss pupils' progress and plans to address issues that have arisen. Class teachers are particularly required to monitor the progress of vulnerable groups of pupils, planning how to address needs in order to narrow the achievement gaps between the learners in different groups.
34. Where assessment or observation identifies a particular need, this is discussed at the pupil progress meeting. An appropriate action or intervention is planned following this meeting and a baseline assessment is made and assessment takes place again at the end of the intervention to measure the impact of the programme.

### **Governors / IEB**

35. Governors receive attainment information in English and Mathematics termly in order to monitor and challenge standards. Data is reported to Governors by Year group, gender, ethnicity, FSM, SEN, AG&T with analysis of progress. Governors will pro-actively monitor this Assessment Policy.

### **Parents / Carers**

36. The school has provided opportunities for parents to understand how their child is assessed during the school year and through Statutory Assessments.
37. Parents receive a full written report at the end of the summer term.