

Maidensbridge Primary School Assessment Policy and Guidance

***** This is a draft document*****

Aims of the Policy

At Maidensbridge we believe that having an accurate picture of both the attainment that children are making year on year, and the progress that children are making within each academic year is of paramount importance. There are many reasons for this:

- a) To ensure each child is working to their full potential and making the progress that they should be from their starting point.
- b) To ensure any children not making sufficient progress or those working below age expectations are quickly identified and necessary interventions put in place to close the gap.
- c) To ensure teachers and support staff have an accurate picture of the level of attainment in their class/teaching group.
- d) To ensure teachers and support staff have an accurate picture of the level of progress that children in their class/teaching group are making at 3 assessment points throughout the year.
- e) For senior leaders to be able to track attainment and progress in each class, and look at data from EYFS & KS1 to ensure children make at least expected progress across the different phases. (EYFS- KS1 & KS1 – KS2 using PAG grids.
- f) To ensure there is daily assessment to address gaps in children's learning.

At Maidensbridge, there are 3 separate ways in which the attainment and progress of each child is measured and represented.

1) Targets in books – This process is the ongoing recording of week by week progress and helps staff and children to see how progress is developing on an individual basis.

- In each child's English and Maths books target sheets are placed in the front of the book, reflecting the National Curriculum objectives for the year they are currently in.
- For English in Key Stage 2, the objectives are split into phases so objectives should be achieved by end of Year 4 and Year 6.
- In Science books, National Curriculum targets for each year group are on one page which is stuck in the front of the child's books to be completed as units are taught and evidence gained.
- Teachers are to update these targets periodically, when evidence has been seen that children have demonstrated the necessary skill for each objective.
- It is recommended that the assessment and recording of evidence takes place regularly and frequently e.g. weekly or fortnightly, so that accurate planning for curriculum delivery can be made from the assessments.
- The evidence that teachers collect must be from **independent work**. For example this could be a 'check it' activity in Maths, the termly NTS tests or independent writing that children have completed.
- With this, there will be an element of professional judgement but it is important that evidence is not recorded from the day that teachers have taught that particular objective.
- When a child has been seen to demonstrate a particular objective, teachers put a date in the box next to the target in the child's books and use the following code to show where the evidence is located:
- B- book- evidence which is to be found in a child's book

- T-test- evidence gathered from tests/assessments completed. These may be stuck in books or stored by the teacher.
- C- conversation- evidence gathered from speaking and listening activities. This can be recorded on a post it note or similar but will require professional judgement and trust that the child has provided the necessary evidence.
- W-whiteboard- work that children have completed on whiteboards and which is then photocopied and stuck in books.
- Once children have 3 dates against a specific objective, children can colour this in green pencil crayon as it involves the child in understanding how well they are progressing and will serve as a motivational tool to succeed.
- It is also important that evidence is gathered from a range of sources against targets. i.e. 3 pieces of conversation and whiteboard evidence is not suitable.
- This acts as a way for children, teachers, parents and anyone else who looks at books to see very quickly how children are progressing towards the end of year objectives they need to achieve.
- For writing the assessment will be in the form of a criterion scale from which judgements about a child's writing ability will be made.

2) **Progress Tracker –It is designed to allow staff to monitor curriculum delivery, identify target teaching objectives and to analyse strengths and weaknesses of the whole class. It helps staff to monitor the speed of delivery and ensure that the curriculum is being covered adequately and at an appropriate rate. Teachers will use this document to plan for gaps in children's learning within their class.**

- This document represents the progress each child is making throughout the year.
- Again, the objectives for each year group are shown and there are 4 separate tabs for Reading, Writing (including SPAG) Maths and Science.
- Teachers need to use the targets in children's books to update this tracker.
- If one date is in books towards an objective, staff enter 3 which turns cell red.
- If two dates are in books towards an objective, staff enter 2 which turns cell orange
- If 3 dates are in books towards an objective, staff enter 1 which turns cell green.
- This tracker will calculate how many of the objectives each child is emerging with, developing with or secure with as a percentage.
- The tracker also shows how the class/teaching group as a whole are progressing against each objective so that teachers can see if there are any specific objectives that class as a whole need further teaching.
- Children working significantly below the level of the year group they are in, are to have their own diagnostic report from outside agencies i.e. Learning Support Services that teachers will use to plan from.
- Teachers are to ensure this document is up to date and accurate and bring to half termly progress meetings.
- This will enable subject co-ordinators to be able to calculate progress across a term for each year group.

All of the assessment measures will feed into half termly pupil progress meetings that are held with a member of SLT.

3) NTS Tests- A measure to formally assess children’s learning and be able to make a judgement as to whether children are working below, in line or at greater depth against their year groups expectations.

- These are to be completed termly in an assessment week determined by SLT at the start of each academic year.
- They will be for Reading & Maths and match closely to the SATS tests that children have to complete in Year 2 & 6.
- Years 2 -6 will also complete a SPAG assessment which will be issued by the English co-ordinator.
- The score that children achieve in these tests converts to a scaled score and from this it can be determined whether children are working below expected, at expected or at greater depth for their year group.
- Staff will complete question level analysis grids (QLA’s) provided by the assessment co-ordinator with which to identify the gaps from specific tests to help them plan in order to address these gaps swiftly. The QLA’s will also help staff to accurately update progress trackers and targets in children’s books.
- Once all test scores have been submitted, the assessment co-ordinator will create prior attainment grids (PAG) for Reading and Maths for each year group to enable easy identification of those children who are not making adequate progress from their last statutory assessment point.
- Some children in each year group won’t sit the age groups test they are in but will undertake an assessment such as:
 - Complete the year group below’s test.
 - Assessment against P Scales
 - Outside agency reports.
 - Learning Support Service reports which show progress made in areas such as a child’s reading age and also show what the teacher needs to plan net for these specific children.

4) Assessment for Learning (Afl)

- Opportunities for this should be planned into every lesson.
- Teachers to use information gained from this to inform future planning and intervention.
- Examples of activities that could be used for this are:
 1. ‘Check its’ in Maths
 2. Flashback 4 (from White Rose Hub)
 3. Quizzes
 4. Vocabulary check
 5. Revision of SPAG terms
 6. Re-cap events of a text.

EYFS

Ongoing assessment is an integral part of the learning and development process in the Early Years. It involves Early Years practitioners observing children to understand their interests, learning styles and stages of development, in order to plan experiences that will challenge and extend their existing skills.

1) Observations:

- Each child has a unique set of abilities and talents, observations in different situations capture these first hand.
- The starting point is always with the child! Observing what they choose to do, what their interests are and what resources they are engaging with, provides practitioners with reliable information about children as individuals.
- Observations also provide opportunities to gauge children's needs and so more accurately plan next steps in their learning.
- Systematic observations take place on a regular basis as part of the daily routine in Reception.
- Sharing and discussing observations with the children, their parents and other members of the Reception Team provides a starting point for a holistic approach that will ensure that the child is always central to what is planned.
- Observations of achievements in Reception can be captured and recorded on either a paper-based observation format or by using the 2Simple 2Build a Profile App on the class iPads.

Tapestry Online Learning Journey

- Open the Tapestry App on the iPad and take a photograph or video with the device's camera.
- Write the observation on the virtual post-it-note, indicating whether the experience is a **TDA** (Teacher Directed Activity) or **ChIL** (Child Initiated Learning).
- Record the name of the observer.
- Tag the children who are being observed.
- Cross-reference the observation to the corresponding Early Years Outcomes and Characteristics of Effective Learning.
- Proof-read and edit the observation before selecting to place the observation *In Journal*.
- Observations will be automatically uploaded to the Online Journal where they can be viewed and printed at any time.
- Once registered, parents and carers can view their child's Online Journal and leave feedback comments.
- Observations are recorded on the framework coverage snapshots for each aspect of learning.

Paper-based Observations

- Write the child's name, date and name of staff member at the top of the observation record.
- Complete the contextual information to provide background information to the observation. Clearly indicate whether the experience is a **TDA** (Teacher Directed Activity) or **ChIL** (Child Initiated Learning).
- Record the observation including direct speech and the role of the adult.
- Clearly outline next steps for learning.
- Cross-reference the observation to the corresponding Early Years Outcomes and Characteristics of Effective Learning.

2) Learning Journeys

- On-going assessments from Tapestry and Paper-based observations provide evidence of children's progress and are gathered and recorded in chronological order in individual learning journey books. The evidence collected for child is called a 'Learning Journey'.
- Learning journeys are available for parents to access throughout the Reception year.

- Paper-based observations and contributions are recorded on the EYFS aspect coverage grid at the front of the learning journeys. The grid is colour coded according to the contributor. TDA evidence is recorded in black, CHIL in green and Home is red.

3) EYFS Tracking Progress

- The Dudley EYFS Tracker is used to record progress for all aspects of the EYFS.
- Learning Journey evidence and professional knowledge is used to make a 'best fit' judgement for each aspect of learning.
- Progress is recorded at key times in the academic year:
 - Baseline Assessment- Before the end of September.
 - End of the Autumn Term (December)
 - End of the Spring Term
 - End of the Summer Term (July)
- Progress measures differ according the assessment period.
 - **Baseline Assessments:**
 - Children are assessed according to whether they are in-line with national expectation.
 - The benchmark is 30-50 months secure to 40-60+ months emerging.
 - **Autumn, Spring and End of Summer Term:**
 - Children are assessed according to the age expectations.
 - Children are assessed as either emerging, in-line or exceeding their development outcome.

4) EYFS Profile

- In the final term of Reception, a judgement for each aspect of learning is made for each child against the Early Learning Goals (ELG's).
- One of the following judgements will be made:
 - At the **Expected** level of development.
 - At the **Emerging** level of development.
 - **Exceeding** the expected level of development.
- The judgements are transferred to the Dudley E-Tracker then submitted to the LA in June.
- This profile will not be active in 2020-21.

Monitoring

- Assessment will form part of the focus for any monitoring that is completed.
- In particular, focus will be on checking that the evidence that teachers are using is secure and independent and can be located where the code states it should be.
- A robust method of checking assessment procedures will be carried out through internal moderation and SLT monitoring at various times during the year.

This policy also should run in line with the marking and presentation policy that staff use on a day to day basis when marking books.

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Review: September 2021