

Roxbourne Primary School



Assessment Policy

Author	Assessment Lead
Link Governor (if applicable)	N/A
Review Cycle	Annual
Approved By	Curriculum and Achievement committee
Date of Review	September 2023
Date of Next Review	September 2025
Requirement	Non Statutory

Data and Assessment Policy

Assess and Plan is one of the elements of our teaching and learning policy and is a crucial element of the implementation of our school's vision and curriculum. This policy should be read in connection with the **Teaching and Learning Policy** and the **Marking and Feedback Policy**.

“Assessment is, indeed, the bridge between teaching and learning.”

Dylan Wiliam

Contents

- 1. Target Setting**
 - **Baseline**
 - **End of Key Stage Expectations**

- 2. Summative Assessment**
 - **PIRA/PUMA testing**
 - **Writing**
 - **Phonics**
 - **Statutory Government Assessment**

- 3. Formative Assessment**
 - **Checking for understanding**
 - **Using the Marking and Feedback Policy**
 - **Using Question Level Analysis (following PIRA and PUMA going online)**

- 4. Data Reporting**

- 5. Accountability**
 - **Progress Meetings**
 - **Coaching and Mentoring**

- 6. Reporting to Parents**
 - **Numerical reports following assessment periods**
 - **End of Year Report**

1. Target Setting

At the end of the previous academic year, a transition meeting is held with the current year group team and new team to discuss next year's targets for each pupil. These discussions are based on HT6 year group data, pupil progress tracking sheets and teacher's reflections from ongoing formative assessment. The SLT Assessment Lead would lead these discussions and confirm the target projections for the next academic year. They also meet with individual teachers to give them the opportunity to raise any concern about the estimated targets and some targets may be tweaked. Where targets are tweaked, these children are red flagged to ensure they are closely monitored throughout the year. Cohort targets are analysed, and further adjustments made before targets are published and imported into Arbor. In each of the core subjects, the pupils will be projected to be working at the engagement model, pre-key stage, working towards, at expected standard or greater depth.

In the September Inset and in a further CPD session, all staff are updated on the whole school data outlook and what the aims are for future projections. This includes:

- > Year group specific data
- > Statutory summative assessment
- > Use of Perspective Lite to compare local and national data trends
- > Use of Perspective Lite to compare group trends

In Years 2 and 6, the staff meet with the Headteacher and Assessment Lead as part of a vision setting meeting. Within this meeting, aspirational targets are set for the pupils to achieve in their end of key stage assessments. The targets are based on previous projected progress measures, data trends and pupils' needs. These targets are then closely monitored throughout the academic year on an assessment tracker sheet which measures their attainment at each half-term assessment point.

2. Summative Assessment

PIRA/PUMA/GAPS testing

PIRA, PUMA and GAPS testing are used at the end of each term to assess children and their skills/knowledge. For the PUMA tests, they work alongside the Mathematics Mastery scheme to reflect the curriculum the pupils are being taught. These new tests have an increased number of harder problem-solving questions and marks added to each KS2 test, resulting in a gradual increase in test demand. These balanced tests each term, build on previous years' curriculum in Autumn and Spring and ensure all maths skills and strands are tested each time assessments are completed with access arrangements being put in place for year groups where possible, this is done in conjunction with the SENCo. The majority of children sit their correct year group PIRA, PUMA and GAPS assessments. For a small minority of children they will not sit a PUMA/PIRA/GAPS and a teacher assessment will be carried out, this is agreed in advance with the SENDco.

Writing

In the writing curriculum cycle the pupils will write an independent piece of writing at the end of each three weekly cycle (completing two each half term) which will be added to the pupils writing portfolio. The class teacher will use the year group writing moderation sheet to assess the writing targets that the pupils have met in each of their independent writing pieces.

Humanities and Science

As part of the Ark Curriculum Scheme, the pupils will complete daily quizzes to act as retrieval practice for previous taught knowledge. At the end of each unit, the pupils complete an end of unit essay which is a chance for them to evidence all of the content they have been taught that half term. The teacher will then use this to assess pupils' understanding of the unit and identify any next steps in their learning.

Phonics

We assess all pupils following Read Write Inc. Phonics Assessment. Children are assessed at the end of each half term and regrouped according to the progress they have made. The Reading Lead will upload this data onto Arbor so that we can track the progress the children are making and provide intervention for those children that are not making expected progress.

In addition to the termly assessment the children will also sit a Mock Phonics screening in November, March and May. This will give valuable data on how best to support the children and inform teaching.

Statutory Government Assessment

Each academic year, a letter is sent out to parents informing them of the statutory government assessments that will be administered. The results of these are presented to parents in the end of year report.

Year Group	Date	Name of Statutory Government Assessment	Further Information
Reception	June 2024	Early Years Foundation Profile	The EYFS profile is a statutory assessment of children's development at the end of the Early Years Foundation Stage. It is intended to provide a reliable, valid and accurate assessment of each child's development at the end of the EYFS. Practitioners are expected to use their professional judgement to make these assessments, based on their knowledge and understanding of what a child knows, understands, and can do.

Year 1	June 2024	Phonics Screening	The phonics screening check is a short, statutory assessment to ensure children are making sufficient progress in their phonics skills to read words and are on track to become fluent readers who can enjoy reading for pleasure and for learning.
Year 4	June 2024	Multiplication Tables Check	This is an on-screen statutory assessment consisting of 25 times table questions. Your child will be expected to fluently recall their times tables up to 12 and will have six seconds to answer each question.
Year 6	May 2024	SATs Tests	In Year 6, at the end of Key Stage 2, they will take national curriculum tests in English grammar, punctuation and spelling, English reading and mathematics. These tests will show whether your child has met or not met the expected standard at the end of Key Stage 2.

3. Formative Assessment

Feedback and Marking Expectations

Our Marking and Feedback policy sets out for staff the school expectations for live marking and feedback from the work that children have done during the lesson. All staff are expected to follow the policy daily.

Checking for Understanding Expectations

Within daily lessons staff are responsible for ensuring that, as they circulate the classroom, they are fully aware of the progress of individual children such as when they conduct over the shoulder marking. They skillfully ask questions to check pupils have understood the learning and to identify any gaps or barriers which may be preventing them from learning. Key TLaC strategies for formative assessment:

- > Cold Call Ask students without asking for hands (or who haven't put their hands up)
- > Choral Response (Originally Call and Response)
- > Everyone answers at the same time
- > Break It Down In response to an error, re-ask the question in stages to help get to the right answer
- > Pepper Fast paced question asking. Right answer ⇒ move on
- > Circulate Move around the room physically throughout the lesson
- > 3-30-30 3 minutes giving directions, observing the whole class, getting everyone started. Then alternate 30 seconds with an individual, 30 seconds observing the whole group
- > Exit Ticket End every class with a quick assessment of the objective

They will particularly focus their attention on their focus children 'red pupils' who have been identified from the pupils' progress meetings. These staff either address the gaps during the lesson or make a note to feed forward into planning for future lessons, Do Nows, interventions and/or learning the next day.

4. Data Reporting

At each assessment point, staff will enter data into the following two places:

- PIRA/PUMA/GAPS standardised scores.
- Reading and maths data. Using both the PIRA and PUMA mark teachers will manually type in a teacher assessment for Reading and Maths.
- Writing data will be teacher assessed and added onto Arbor
- EYFS teachers will update Arbor on which pupils have or have not achieved the early learning goals.

Reports produced for Teachers

The Assessment Lead will produce the following reports for teachers in order to prepare for pupil progress meetings and provide them with the knowledge of the current attainment profile of their class.

(a) Attainment Overview

(b) Progress Grids

(c) SEN Progress

Reports produced for SLT and Subject Leaders

In addition to the reports prepared above, the Senior Leadership Team will receive the following reports:

(a) Breakdown of Group Attainment at each Year Group (Gender/FSM/SEN/Mobile)

(b) Subject Attainment Overview (Reading/Writing/Maths)

(c) SEN Progress by Year and Whole School

5. Accountability

Pupil Progress Meetings

Following each assessment point, joint pupil progress meetings are held with the class teacher, the Phase Lead and the Assessment Lead. Prior to the meetings, the Assessment Lead will create a transition matrix on Arbor for Reading, Writing and Maths to identify the 'red children' in these subjects.

Each meeting takes between one to two hours. During this meeting, a pupil progress tracker sheet is populated for the year group. This identifies those pupils (red children) who are working behind in the expected standard in one of the core subject areas. On this sheet, it will track:

- > Attendance
- > Data between each checkpoint
- > Marking and feedback
- > Homework engagement
- > Parental engagement
- > Classroom routines such as seating plan and well worn path

This will allow the class teacher to have a holistic view of each red child's strengths and areas of development. From this meeting, actions will be established to help ensure these pupils make accelerated progress before the next assessment checkpoint. Teachers should then be able to discuss what support they are going to put in place that is above and beyond what their peers have access to.

Coaching and Mentoring

All teachers receive at least fortnightly coaching sessions and mentor meetings with their phase lead. These are used as an accountability measure to review how teachers are using the data to inform their teaching. Phase Leads may ask to review the books of those 'red children' identified in pupil progress meetings or coach new strategies on how these pupils can be challenged more in the lessons. These regular meetings allow phase leads to check in that the actions from the pupil progress meetings are being applied and to offer support and expertise to teachers on how they can act on the data.

6. Reporting to Parents

Numerical Reports

At the end of HT2 and HT4 (Christmas and Easter Assessments) parents are provided with a numerical report which is emailed and available via the Arbor App for Parents. In Years 1-6 this includes a child's Reading and Maths Standardised Scores and their Teacher Assessment for Reading, Maths and Writing data. In EYFS the parents will be provided with their child's attainment in each area. Each of these reports will be followed by a parents evening for parents to be able to discuss this information with their child's class teacher.

Annual Reports

At the end of HT6 following the end of year assessments parents are provided. These reports include:

- Reading and Maths Standardised scores
- Reading and Maths Teacher Assessment
- Writing Teacher Assessment
- Explanation of what the child has learnt in Reading, Writing and Maths
- Targets the child should work towards in Reading, Writing and Maths
- Phonics data - if applicable
- Spelling data
- Separately sent out will be a child's data from the DfE (EYFS, Phonics, KS1 and KS2 data)
- General comment with links to successes and next steps in the foundation subjects