



At Esh Winning Primary School we aim for high quality teaching and learning, and at the heart of this is effective assessment, underpinned by our growth mindset belief that all pupils can succeed.

Aims

The aims of assessment are to enable:

- Teachers to respond accurately to the learning needs of each pupil and, with support staff, give ongoing support to enable all pupils to make progress.
- Teachers to set aspirations for individuals, groups and whole classes.
- Pupils to demonstrate what they know, understand and can do.
- Pupils to have an active role in identifying their own learning needs, reflect on their own progress and understand their strengths and identify what they need to improve in their own work.
- Teachers to inform parents of their children's progress at the parent's meetings in Autumn, Spring and Summer. This gives parents an opportunity to look at the progress through the year, the current aspirations and how they can support their child at home. End of year SATs or equivalent test results are also stored.
- Parents to support their children in their learning.
- Leaders to evaluate and continually improve the quality of provision for all pupils.
- All staff to moderate their assessment judgements with colleagues in school, other schools in our cluster or further afield to make sure our assessments are accurate.
- Our governors to support and challenge our school's progress.

We use three forms of assessment: in-school formative, in-school summative and national standardised summative assessments.

In-school formative assessment

This is an integral part of teaching and learning. It helps children to measure their strengths and areas for improvement. It allows teachers to understand pupil performance on a continuous cycle, enabling them to identify pupils who are struggling; when they have consolidated their learning and when they are ready to progress or extend. It supports teachers to plan and provide appropriate activities. It also enables staff to evaluate their own teaching of particular topics and to plan future lessons accordingly. Staff can also report the findings of these assessments in relation to the National Curriculum age related outcomes on our bespoke Classroom Monitor system (Year 1 – 6).

Children can be assessed as:

- taught but not achieved (red)
- taught and achieved some (yellow)
- taught and achieved (green)
- taught and exceeded (purple)

With children who are exceeding the statement, staff are asked to keep evidence, such as a photograph or notes attached to the objective in Classroom Monitor.

Typical methods of formative assessment include:

- ✓ Our Esh Winning Standards cards which every child owns
- ✓ Effective marking of the pupils books (following the school's marking and feedback policy)*
- ✓ Pupil self and peer assessment (using green pens or pencils)*
- ✓ Question and answer sessions

- ✓ Targeted questioning
- ✓ Ongoing observations
- ✓ Opportunities for pupils to make their learning visible (such as on whiteboards or post-it notes)
- ✓ Discussions with children and staff
- ✓ Verbal and written feedback

* Allowing children appropriate time to revisit learning and reflect on the marking given is vital. We believe it is important to create a dialogue with pupils to extend, challenge, support and consolidate learning. Please read our Marking and Feedback policy for further information.

In-School Summative Assessment

This will be used to monitor and support children's performance. It will provide children with information about how well they have learned and understood an area of learning or learning taught over a period of time. Teachers will make use of these assessments to evaluate both pupil learning and the impact of their teaching. This will then support teachers to plan subsequent teaching and learning. These assessments will also be used at a whole school level to monitor the performance of pupil cohorts, identifying where interventions may be required and to support teachers to ensure pupils are targeted to achieve sufficient and expected progress.

Our in-school summative assessments include:

- ✓ Ongoing teacher led assessment
- ✓ NFER tests in the Autumn and Summer term (Years 3, 4 and 5).
- ✓ Short end of topic tests or tasks
- ✓ Half termly assessments of the National Curriculum reported on our bespoke Classroom Monitor system (using the traffic light system)

National standardised summative assessment

This will be used to provide information on how children are performing in comparison to children nationally. Teachers will have a clear understanding of national expectations and assess their own performance in the broader national context. It also allows the school leadership team to benchmark the school's performance against other schools, locally and nationally.

A range of national standardised summative assessment will be used across Early Years, Key Stage One and Key Stage Two.

Early Years

A baseline assessment in reception carried out through teacher assessment against the Foundation Stage Profile.

Key Stage One

A phonics tests in Year One (pass/fail with a follow up in Year Two for those children who do not meet standard).

National curriculum tests and teacher assessments (externally set and internally marked) at the end of Key Stage One.

Currently the Key Stage One Interim framework will be used by teachers to assess children. These frameworks clearly state the objectives required for a child to achieve the end of Key Stage One standard. We operate a "best fit" model when assessing children's knowledge and understanding and judging their achieved standard.

Key Stage Two

There are national curriculum tests at the end of Key Stage Two (externally set and marked). These tests are marked and then each child is given a scaled score. The score of 100 is the average. Those children

who cannot be assessed through these tests will be assessed through teacher assessment and the P scale system.

Currently the Key Stage Two Interim framework will be used by teachers to assess children. These frameworks clearly state the objectives required for a child to achieve the end of key stage two standard. We operate a "best fit" model when assessing children's knowledge and understanding and judging their achieved standard.

Pupil Progress Meetings

Pupil progress meetings are held regularly (half termly) for teachers and leaders to analyse the data within cohorts and across phases or school. This is to ensure that all children's progress is measured and tracked. It allows for early identification of those children who are at risk of not making expected progress and those children who require more depth and stretch.

All individuals and cohorts are tracked throughout the year and discussed at pupil progress meetings. We also focus on groups including: pupil premium, SEND, more able, lower attainers and gender.

Early Years' Assessment

Within 6 weeks of the child starting our school, in both Nursery and Reception, they will be given a 'baseline' assessment. We will use our professional judgement to assess the age band children are working 'within' across the EYFS 17 areas of learning. All EY practitioners are involved in the assessment of the children through discussion, sharing anecdotal evidence, learning journeys, work books etc. In reception the staff also use the NFER baseline assessment tool to provide staff with a scaled score (which takes into account the child's age as well as attainment).

Expected Standards for Early Years are:

Start of Nursery (three years old)

- 30-50 months = In line with ARE (Age Related Expectations)
- 22-36 months = Below ARE
- Any other lower age band below = Significantly below ARE

Start of Reception (four years old)

- 40-60 months = In line with ARE (Age Related Expectations)
- 30-50 months = Below ARE
- Any other lower age band below = Significantly below ARE

Formative Assessment

As the year progresses children are monitored on their development and progress in all areas. Examples of children's learning, showing their individual level and stage of development are built up throughout the year. These are collected in a personal Learning Journal. Provision is made for these observations and assessments through experience and play. Progress is recorded by observing and assessing children either using hand written observations, staff notes or by use of iPads, using the 2simple program. Data is recorded on individual highlighting sheets. Staff collect other assessment information, to support intervention programmes, the plan do review system, etc.

Assessment Cycle

Baseline

- Within 6 weeks of the child's start date
- Reception to use NFER to submit data

Progress

- Autumn 2
- Spring 1
- Spring 2
- Summer 1

At each progress point staff set targets for the coming half term, reflecting on current provision and practice. It is also an opportunity to organise intervention time, whether individual or small group, to ensure progress for all children.

Summative data

- Reception to submit Early Learning Goal data in Summer 2
- Nursery to assess children against Age Related Expectation in Summer 2

End of Nursery

- Developing or secure in 40-60 months or higher = Above expectation
- Secure in 30-50 months with aspects of emerging in 40-60 = In line with Age Related Expectations
- Emerging or developing in 30-50 = Below Age Related Expectations
- Any other lower age band below = Significantly below Age Related Expectations

End of Reception

- Beyond the Early Learning Goal = Above expectation
- Early Learning Goal in all areas = In line with Age Related Expectations
- 40-60 months = Below Age Related Expectations
- Any other lower age band below = Significantly below Age Related Expectations

Roles and Responsibilities

The responsibility for assessment lies with all class teachers, with overall responsibility lying with the Head teacher, Senior Leadership Team and the Governing Body.

- It is the class teacher's responsibility to ensure that assessment is carried out effectively and accurately to inform planning and to provide high quality marking and feedback following the school's marking and feedback policy. They will also update Classroom Monitor and attend pupil progress meetings.
- It is the support staff's responsibility to support pupils with their learning as directed by class teachers and provide feedback on children's learning.
- Subject leaders have responsibility for monitoring and moderating assessments within their curriculum area; providing appropriate support and guidance to staff in this area.
- The Assessment leader is responsible for updating the policy in line with any new developments in the school and new government guidance. Also to use pupil progress meetings and data analysis effectively to monitor the performance of individuals, groups and cohorts.
- The head teacher is responsible for holding teaching staff to account for pupil attainment and progress through the monitoring of assessment data and performance management targets.
- Governors are responsible for holding school to account in terms of outcomes, attainment and progress.

Reviewed April 2018.