



Assessment Policy

Delegated approval required from: Headteacher

Required level of approval: Headteacher

Review frequency: Every 2 years

For Review by: Autumn 2023

Signed
(Delegated approver)

Date: ___/___/___

Please see also our separate policy on feedback and associated procedures for marking.

Rationale

We strongly adhere to the principle that assessment, like marking, should be manageable and meaningful. It therefore needs to be highly efficient in providing teachers with the information they need to plan very effective lessons for their pupils. Assessment is also key to holding ourselves to account for the outcomes we help to generate for pupils and is therefore a cornerstone of our curriculum development at Pensford.

1 Day-to-day teacher assessment – providing the basis for planning.

1.1 At Pensford, we are reflective teachers. We assess pupils' answers to carefully thought-out questions during lessons, and adapt our teaching accordingly. We also adapt lessons in the light of pupils' written work that we read and assess during those lessons themselves.

1.2 For close tracking of pupils (ie all disadvantaged pupils, and others at the teachers' and headteacher's discretion, we use ARE (Age-Related-Expectations) grids. These detail each of the national curriculum objectives in the core subjects by year group. The grids are also used across Key Stages 1 and 2 for all pupils in Writing, and in Key Stage 1 for all pupils in reading and maths. We have identified and ranked what we believe to be the most important objectives and in order to manage workload, focus only on these in Writing.

1.3 We score each of these using our 1,2,3 system:

1: The child has demonstrated good understanding of direct teaching of this objective.

2: The child has demonstrated that they have achieved this objective by applying it to a context independently and NOT immediately following direct teaching.

3: The teacher is confident that the child has secured this objective because they can now apply it in different contexts, WITHOUT direct teaching input.

1.4 We will sometimes use decimal numbers in between 1, 2 and 3 to indicate where part of an objective has been achieved. For example, if an objective refers to "addition and subtraction" we may use 0.5 to indicate that the child has understood direct teaching relating to subtraction but not yet in the context of addition. To support teaching, the teacher may annotate these decimal numbers using a comment box connected to the cell in which the score is recorded.

1.5 In order to support this evaluation, the pupils' achievements in each core subject are given as a single decimal number, x.ab . x represents the year group whose curriculum the child has been taught. This will normally be the year group to which they are assigned as a result of their date of birth. ab is the two-digit decimal part of the number which represents the percentage of the curriculum objectives that child has *secured* (ie the percentage of curriculum objectives that have been scored as a '3' by the teacher on the ARE tracking grids).

1.6 A nominal descriptor of 'emerging', 'developing' or 'secure' is also assigned automatically to each child in each subject according to the percentage of objectives secured:

0-15% - No descriptor

16-49% - 'Emerging'

50-84% - 'Developing'

85%+ - 'Secure'

These descriptions can sometimes be useful when comparing data with other schools, but we pay little attention to them in terms of describing progress. The increase in percentage of objectives secured from one term to the next is much more important to us than whether a child has moved from one descriptor to the next. In this way, we recognize that a child who has increased their knowledge and understanding from 16% to 49% of the curriculum, for example, has made much more progress than one whose understanding has increased from 49% to 50%.

1.7 Teachers review their own assessments in order to focus on disadvantaged and other key children, identifying objectives that are still to be taught, those where a large number of children need further support, and those in which a minority of pupils need to have 'catch-up' work planned in order to keep up with their peers.

2 Medium Term assessment and reporting to others

2.1 In Years 1-6, we use tests in reading, in English punctuation grammar and spelling (EGPS), and in maths, to provide a snapshot of attainment for every child in these subjects. The EGPS results inform teacher assessment of writing. In Year 2 and Year 6 we use past SATs papers. In Years 1, 3, 4 and 5 we use NfER tests.

2.2 Three times a year (in Terms 2, 4 and 6), the headteacher uses the assessment tracking to provide a report on progress attainment across the school, including the data for all disadvantaged pupils. This provides a basis for updating action plans for subject leaders, keeps the governing body up to date, and informing the work of Trust advisers (including our Leadership Partner) and any other external support.

2.3 In order to support this evaluation, we focus on Scaled and Standardised scores as provided by the SATs and NfER accompanying documentation. While we recognize that Scaled and Standardised scores are different, we use both alongside each other. This is because the Y2 and Y6 national tests provide Scaled Scores, while NfER tests provide Standardised scores. See the Appendix below for an explanation of how we interpret these scores. We also use the difference in scores to help us measure progress within an academic year and from one academic year to the next.

2.4 In terms 2, 4 and 6 we report to The Partnership Trust the numbers of children on track to meet the expected standard for their age (EXS) and those on track to reach a Greater Depth standard (GDS). We do this for all pupils and, separately, for disadvantaged pupils in each year group. We will also comply with any additional requirements for data collection from the Trust. The Appendix below explains how we use the Scaled and

Standardised scores to help guide these predictions at different points in the year. Ultimately though, what we report is a teacher assessment that is guided by the scores. The subject leader must agree any teacher assessments that differ from the typical ones for the relevant test scores.

2.5 For Year 2 and Year 6, the objectives tracked are those given in the Interim Assessment Frameworks for Key Stages 1 and 2 respectively. The percentage of objectives achieved is given as a percentage of the IAF objectives for these year groups. The descriptors in this case are much more significant for the pupils. They are assigned according to the statutory guidance about use of the IAFs, with pupils being required to achieve *every* objective at a particular stage in order to reach that standard. There is an exception in the case of handwriting, of which we take account.

3 Moderation – how do we know we are right?

3.1 The English Subject Leader (ESL) and Mathematics Subject Leader (MSL) will moderate samples of work in at least twice per year against the judgements made on the ARE grids by teachers. This may be done with the headteacher or an external advisor in order to quality assure the work of the subject leaders with their own classes.

3.2 We also ensure that our Key Stage 2 teacher assessments in reading and mathematics are moderated by comparing them with test results. Key Stage 1 assessment is supported through short tests and tasks such as sample KS1 test papers, White Rose Maths Hub tests and Twinkl assessments. The results of these are used by the ESL and MSL to inform their moderation of teacher assessment and by the KS1 teacher to inform planning.

3.3 Our end of Key Stage writing assessment is monitored by our chosen moderation authority, Integra. Integra are the moderators for BANES. This moderation happens on a cycle set by Integra, approximately every 3 years per key stage.

3.4 We moderate writing internally and externally each year, through engagement with Trust-wide moderation activities with other Trust schools. We also use test scores in English Grammar, Punctuation and Spelling tests to support teacher judgements of writing. Our English Subject Leader is also a trained Key Stage 2 moderator, who checks samples of work across the school to ensure consistency.

4 Statutory End of Key Stage Assessment

4.1 We comply with all statutory assessment processes as detailed in the Assessment and Reporting Arrangements documents for the current year group for each of the three key stages covered by our school.

4.2 The headteacher registers for weekly updates from the STA (sent out each Tuesday) so that practice is informed by the very latest guidance. Details from this guidance are disseminated to subject leaders and/ or class teachers as appropriate, by the headteacher.

5 Assessment in the Early Years

5.1 Foundation Stage staff use observations to aid their planning. Staff are skilled at observing children to identify their achievements, interests and next steps for learning. We notice what the children are doing at the time and where possible, support their next

steps in the moment. It helps us identify needs early on and provide the support the children want when they require it.

- 5.2 These observations also lead to planning future provision to support children's needs and interests. The majority of the children's learning should come through play, however the children are also taught essential skills and knowledge such as phonics and number skills for a short period of time daily.
- 5.3 We assess the children's' communication, literacy and mathematical attainment within the first 6 weeks as part of the Department for Education's reception baseline assessment. This happens during short one-to-one practical tasks using physical resources. We also carry out our own baseline assessments to cover the Prime Areas and Specific Areas of learning and much of this is done through observation of the children at play and in response to the direct teaching provided. We only assess what we feel to be useful in helping us get to know the children and their learning needs.
- 5.4 The Planning objectives within the Foundation Stage are from the Development Matters Statements from the Early Years Foundation Stage document. We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the Foundation Stage takes the form of both formal and informal observations. At the end of their foundation year in school the children's progress is recorded on to the Early Years Foundation Stage Profile. Each child's level of development is recorded against the 17 Early Learning Goals.

6 Assessment of the wider curriculum in Key Stages 1 and 2

This is done informally and in a practical way to support teachers' planning. In 2019-20 we have introduced a wider curriculum that focuses on the Four Pillars of the Pensford Curriculum: Personal and Social Development; Oracy and Literacy; Problem Solving, Reasoning and Maths; Safe and Effective Use of Technology. The effectiveness of the implementation of this curriculum is reviewed collectively by the teaching staff at least 3 times per year, during allocated staff development meeting time.

In 2021-22 we are developing systems to formalise assessment of the wider curriculum, in line with the principle above that assessment must be manageable and meaningful. From January 2022 we will determine key questions in Geography, History and Science that teachers will use to formally assess children's learning in the key driving subject for each Termly topic.

Please see also our separate policy on feedback and associated procedures for marking.

Appendix - Summary of data collection points and methods used.

In order to reduce workload and sharpen the focus on closing the attainment gap for disadvantaged pupils, the tracking sheets described in Section 1 will be used ONLY for disadvantaged pupils, some pupils with SEND and (exceptionally) other pupils whom the teacher and/or headteacher or subject leader want to track more closely. For all other pupils, testing will be used to track progress, as follows:

	<i>Term 1</i>	<i>Term 2</i>	<i>Term 3</i>	<i>Term 4</i>	<i>Term 5</i>	<i>Term 6</i>
<i>Reception</i>	<i>Baseline assessment</i>	<i>Teacher assessment of EYFS Profile</i>		<i>Teacher assessment of EYFS Profile</i>		<i>Final teacher assessment using statutory guidelines</i>
<i>Year 1</i>		<i>Phonics check practice White Rose maths TA grids for RWM</i>		<i>Phonics check practice NFER Spring for R, M TA grid for Writing</i>		<i>Phonics check NFER Summer for R, M TA grid for Writing</i>
<i>Year 2</i>		<i>KS1 past papers TAF grids for RWM</i>		<i>KS1 past papers TAF grids for RWM</i>	<i>KS1 SATs</i>	<i>Final teacher assessment using statutory guidelines and TAF grids</i>
<i>Year 3</i>		<i>NFER Autumn Tests, Rising Stars EGPS TA grid for writing (and maths & reading for disadvantaged)</i>		<i>NFER Spring Tests, Rising Stars EGPS TA grid for writing (and maths & reading for disadvantaged)</i>		<i>NFER Summer Tests, Rising Stars EGPS TA grid for writing (and maths & reading for disadvantaged)</i>

Year 4		<i>NFER Autumn Tests, Rising Stars EGPS</i> <i>x tables check practice</i> <i>TA grid for writing (and maths & reading for disadvantaged)</i>		<i>NFER Spring Tests, Rising Stars EGPS</i> <i>x tables check practice</i> <i>TA grid for writing (and maths & reading for disadvantaged)</i>		<i>NFER Summer Tests, Rising Stars EGPS</i> <i>X Tables check</i> <i>TA grid for writing (and maths & reading for disadvantaged)</i>
Year 5		<i>NFER Autumn Tests, Rising Stars EGPS</i> <i>TA grid for writing (and maths & reading for disadvantaged)</i>		<i>NFER Spring Tests, Rising Stars EGPS</i> <i>TA grid for writing (and maths & reading for disadvantaged)</i>		<i>NFER Summer Tests, Rising Stars EGPS</i> <i>TA grid for writing (and maths & reading for disadvantaged)</i>
Year 6		<i>KS2 Past Papers</i> <i>TAF grid for writing (and TA grid for maths & reading for disadvantaged)</i>		<i>KS2 Past Papers</i> <i>TAF grid for writing (and TA grid for maths & reading for disadvantaged)</i>	<i>KS2 SATs</i>	<i>Final teacher assessment of writing using statutory guidelines and TAF grid</i>

Writing will be assessed using TAFs for Y2 and Y6 and versions of our teacher assessment grids that focus only on the most important objectives (those rated as '5'). We will do hot task writing in Terms 1, 3 and 5 to support this.

Procedure for reporting data to the Trust

Data will be provided to The Bath and Mendip Partnership Trust for Baseline Assessment in EYFS by the end of Term 1. This is done by reporting the numbers of pupil in each band to the Trust using their template spreadsheet.

In Terms 2, 4 and 6 data for all year groups is reported to the Trust as follows:

- The number of pupils on roll in each year group
- The number of disadvantaged pupils in each year group
- The percentage of pupils *on track* to meet the expected level of attainment in each of reading, writing and mathematics in each year group

- The percentage of pupils *on track* to meet the greater depth/ exceeding/ higher standard in each of reading, writing and mathematics in each year group

We determine who is *on track* as follows:

- Teacher judgement of writing based on their ongoing teacher assessment grids, and observations in the case of EYFS. For Y3-6 we expect to see good correlation between teacher assessment and EGPS test results. We take a score of at least 80% in the Rising Stars EGPS test to indicate greater depth, and a score of 50%-79% to indicate the expected level.
- Teacher judgement of reading and maths in EYFS and Year 1 (Autumn), based on ongoing teacher assessment grids and observations in EYFS
- NfER standardized scores for reading and maths in Years 2-5. We use the standardized scores as follows:

	AUTUMN	SPRING	SUMMER
Minimum standardized score to be <i>on track for the expected standard</i>	96	98	100
Minimum standardized score to be <i>on track for the higher/ greater depth standard</i>	116	118	120

Teachers will review the test results and may adjust the judgement of whether a child is on track if they have compelling evidence in the books or assessment tracking grids and this is agreed by the relevant subject leader and headteacher.

- Past paper scaled scores for reading and maths in Year 6. We use the scaled scores as follows:

	AUTUMN	SPRING	SUMMER
Minimum scaled score to be <i>on track for the expected standard</i>	96	98	100
Minimum scaled score to be <i>on track for the higher/ greater depth standard</i>	106	108	110

As above, the Y6 teacher will review the test results and may adjust the judgement of whether a child is on track if they have compelling evidence in their books or assessment tracking grids and this is agreed by the relevant subject leader and headteacher.