

# Assessment Policy



**Review frequency:** Three Years- except where revisions are required due to DFE policy changes or update in practice.

**Approval by:** Standards Committee

**Policy Date:** January 2018  
**Review Date:** January 2021  
**Lead Personnel:** Gemma Kendall  
**Version:** 2

## ***Aims which guide our policies and practice***

*As a school, we seek to promote shared moral and ethical values to unite both local and global interests which enable children to become global citizens. Our agreed school aims are:*

- To create a happy and stimulating learning environment, in which each child will develop to their full potential, thereby achieving high educational standards.*
- To develop self-awareness, self-respect and tolerance of others by developing an understanding of the world in which they live.*
- To appreciate human achievements and aspirations; develop aesthetic sensitivity and appreciation; physical ability and co-ordination and a concern for the safety of themselves and others.*
- To prepare children to live and work with others, enabling them to be responsible and caring members of the community.*
- To give children, at the end of their period of primary education, an appetite for acquiring further knowledge, experience and skills, so ensuring they are prepared for the challenges of the next stage in their education.*

*We ensure that all of our policies and practices are guided by these aims and we seek to ensure that they are at the forefront of all that we do.*

## **Assessment Policy**

### **Introduction**

At Dane Royd Junior and Infants School, we endeavour to support children to achieve to the best of their abilities and reach their full potential. We believe that assessment is fundamental to being able to extend and challenge children in their learning. Assessment should be incorporated systematically into teaching strategies in order to assess progress and understanding areas for development, whether as an individual, group, class or whole school.

### **Wider school aims/ethos:**

- Provide detailed formal and informal assessments of pupil progress
- Provide clear, accurate records of pupil's achievement and progress that will inform planning and target setting
- Enable assessment to be an integral part of the planning cycle and to promote effective teaching and learning
- Enable senior leaders to identify strengths and weaknesses of the school
- Encourage children to begin to take responsibility for their own learning and to be aware of their progress and next steps in learning
- Provide relevant information to Governors, for parents, for the feeder Secondary School and for National data sets.

## **2. Roles and responsibilities**

### **The Role of the Assessment Co-ordinator is:**

- The Assessment Leader ensures that each new member of staff is aware of this policy and related documents.

- The Assessment Leader orders and stores the summative assessment materials.
- The Assessment Leader, alongside the SLT and the Head-teacher, plans and holds the Pupil Progress Meetings.
- The Assessment Leader ensures she is fully up to date with new policies and Government notifications, and relays this information to the relevant staff.
- The Assessment Leader meets with the Maths and Literacy teams to analyse historical and in-year data.
- Lead staff meetings when appropriate.

**The Role of Others is:**

- Governing Body: Monitor whole school attainment and progress data
- Headteacher: Hold teaching staff to account for pupil attainment and progress through the monitoring of assessment and data and performance management targets
- Upper Foundation Stage, Year 1, Year 2 and Year 6 teachers are expected to work alongside the Assessment Leader, SLT and Head-teacher to provide end of year projections and teacher assessments for their year group.
- Teachers: Carry out regular, accurate assessment of pupils, provide high-quality feedback in their marking and use assessment information to inform planning
- Support staff: Support children with their learning as directed by class teachers and provide feedback on children's learning
- Parents/Carers: Support children with home learning

### **3. Aspects**

#### **Equal Opportunities**

Assessment is only effective if there is a regular review, communicated and acted upon at all levels. Our assessment procedures are free from bias, stereotyping and generalisation in respect of gender, class, race and stage of the SEND code of practice. However, we do analyse the progress of different groups against national data in order to ensure that we meet individual and group needs.

#### **Differentiation**

Effective assessment enables teachers to plan differentiated tasks to ensure the correct level of challenge for each child. By offering differentiated tasks we respond to the various needs and abilities of our children. We remember that each child is an individual and regardless of race, ethnicity, gender or ability. We strive to present every opportunity for our children to be assessed in a positive way.

#### **Staff Training**

The Assessment Leader will attend all local authority assessment courses where key national and local messages will be disseminated. At these meetings, it is an opportunity to liaise with other assessment and leaders and discuss good practice in similar Wakefield Schools.

Statutory guidance courses are provided for EYFS teachers, Year 2 and Year 6 staff.

The Assessment Leader and EYFS staff attended training on the new Baseline assessment.

## Assessment across School:

Following the implementation of a new National Curriculum, the government have removed the level descriptors which were previously used to measure progress and attainment. With levels being removed and the focus moving towards all children working at age related expectations, the school adopted a new approach to tracking attainment and progress in school. An explanation of the process can be found in Appendix 2.

### Formal and statutory testing

At Dane Royd we use a range of tools to support our assessment and recording procedure. This document outlines the actions taken to make judgements on children's attainment and progress within the Foundation Stage.

### Overview of Assessment Tools and Procedures

#### 2Simple

2 Simple will be used for recording observations across a range of situations, including child-initiated learning and adult led activities.

All observations are linked to Development Matters objectives and to Classroom Monitor which records the coverage and progress.

#### Classroom Monitor

Observations are automatically recorded in Classroom Monitor markbook, however, the ongoing assessment of each child (accessed through Class Markbook) is adjusted by the teacher through a combination of the automated highlighted system (derived from 2 simple observations) and teacher judgements. Each learning strand can be assessed as **Met**, **Almost** or as a **Target** - a target would be the child's next step.

Overall judgements for each area will be made for the Baseline Data and at the end of every term. This information will be inputted using the summative assessment score.

#### Attainment Records

Attainment Record sheets are exported from Classroom Monitor (for cohort and group information). This is colour coded (highlighted below) to show **Well Below**, **Below**, **Working At** & **Working Above**.

Two Attainment Record Sheets are produced, one showing the attainment as a percentage across the cohort and another that includes the children's names with their individual attainment. (These can also be modified to show data for specific groups such as PP or SEND).

#### Pupil Progress

Pupil Progress record sheets are exported from Classroom Monitor (for cohort and group information). This is colour coded to show the **Regressed**, **Little to No Progress**, **Expected Progress** & **Above Expected Progress**

#### Dane Royd Attainment Tracker Colour Code

Colour codes are used to on attainment tracking grids to show where children are.

Red- well below, Orange - Below, Green - Typical, Purple - Above Typical.

LFS On Entry	16-26			22-36			30-50			40-60		
	Beg	Dev	Sec	Beg	Dev	Sec	Beg	Dev	Sec	Beg	Dev	Sec

LFS December	16-26			22-36			30-50			40-60		
	Beg	Dev	Sec	Beg	Dev	Sec	Beg	Dev	Sec	Beg	Dev	Sec

LFS	16-26			22-36			30-50			40-60		
	Beg	Dev	Sec	Beg	Dev	Sec	Beg	Dev	Sec	Beg	Dev	Sec

April													
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LFS July	16-26			22-36			30-50			40-60		
	Beg	Dev	Sec	Beg	Dev	Sec	Beg	Dev	Sec	Beg	Dev	Sec

UFS On Entry	22-36			30-50			40-60			ELG		
	Beg	Dev	Sec	Beg	Dev	Sec	Beg	Dev	Sec	Em	Ex	Ec

UFS December	22-36			30-50			40-60			ELG		
	Beg	Dev	Sec	Beg	Dev	Sec	Beg	Dev	Sec	Em	Ex	Ec

UFS April	22-36			30-50			40-60			ELG		
	Beg	Dev	Sec	Beg	Dev	Sec	Beg	Dev	Sec	Em	Ex	Ec

UFS July	22-36			30-50			40-60			ELG		
	Beg	Dev	Sec	Beg	Dev	Sec	Beg	Dev	Sec	Em	Ex	Ec

#### **Assessment Information in Early Years**

##### **Overview of Judgements in Foundation Stage**

The typical expected journey for most children will be:

- Entering to Nursery - 30-50 entering
- Exit Nursery (June-July) - 30-50 securing / 40-60 entering (taking into account age and time in school)
- Entry to UFS (September) - 40-60 entering
- Exit UFS - EYFSP Early Learning Goals at Expected level (reference Ofsted School Inspection Handbook page 67, paragraph 198)

It is expected that most children at the end of EYFS will attain a good level of development (GLD) which means they will have attained at least the expected level in all the early learning goals in Communication and Language, Physical Development, Personal Social Emotional Development, Mathematics and Literacy. They will have developed the key skills needed to make a good start in the next stage of their education.

##### **Baseline**

At Dane Royd Nursery will baseline children as they enter the setting. Practitioners in the setting will use 30-50 months statements from Development Matters to help guide a judgement in whether a child is 'typical'. Earlier (months) or later statements can be looked at by the practitioner if they feel the 30-50 months area does not fit their child.

In UFS, no baselining will take place for children who enter the setting from Dane Royd nursery. Nursery's end of year data will be used as a starting point. For children who enter from other settings statements the setting will use 30-50 and 40-60 months statements from Development Matters to help guide a judgement in whether a child is 'typical'.

In both cases Dane Royd work with other child care providers to ensure information and data is passed on. This information will be used to support our judgements.

### **Attainment Below Typical**

Where attainment on entry is below age related expectation, practitioners must aim for accelerated progress from the child's starting point to close the gap between their learning and development and that of the rest.

### **Progress**

Individual progress must always be measured from the child's starting point.

- It is possible that a child with high attainment may not have made the expected amount of progress. For example a child who starts at a higher level of development and meets all the ELGs but exceeds none of them is unlikely to have made enough progress.
  - A child may have made good progress whilst their development is still typical of a lower band than expected for their age.
  - A child starting at a lower level of development and meeting all the ELGs may be said to have made rapid progress.
- (Ref: Ofsted School Inspection Handbook page 67, paragraph 198)

Progress can be quantified in steps. Progress from 'beginning' to 'developing' is one 'step', and similarly, progress from 'developing' to 'securing' and from 'securing' to 'beginning'. Expected progress is one step per term and typical progress is three steps across three terms.

### **Pupil Progress**

SLT will consider the proportions that have made typical or better progress taking account of point of entry and the length of time children have been at the school. SLT will also consider the achievement of different groups especially those who are vulnerable to underachievement, including those for whom the school receives additional funding such as pupil premium.

A Pupil Progress record sheet will be produced using classroom monitor and colour coded using the key below to show individual pupil progress in each area.

	Regressed	Little to no progress - orange	Expected progress - Green	More than Expected Progress – Purple
Autumn	-1.01—0.01 -	0-0.99	1-1.99	2-2.99 +
Spring	0-0.99 -	1-1.99	2-2.99	3-3.99 +
Summer	1-1.99 -	2-2.99	3-3.99	4-4.99 +

### **UFS to KS1 Data**

The judgements about children's attainment at the end of UFS will form the baseline against which progress across Key Stage 1 is measured. 'Expected progress' across Key Stage 1 is as follows:

- Children who achieved the Early Learning Goal (at the 'Expected' level- a number two) would be expected to reach the age-related expectation at the end of Key Stage 1.
- Children who exceeded the Early Learning Goal would be expected to be working beyond the age-related expectation at the end of Key Stage 1.
- For children who did not achieve the ELG, we would advise practitioners to agree an Early Years Outcomes 'step' (e.g. 40-60developing) to best represent their level of attainment. Progress across KS1 will then be measured from that step. Using target tracker, expected progress would be 6 steps from that starting point – although teachers would be encouraged to try to accelerate the progress of children who were below the ELG at the end of UFS so that they can achieve the age-related expectation by the end of year 2 if possible.

### **Simple Steps for Teachers**

#### **Baseline**

- All children will be baselined against Development Matters objectives (this information will then be recorded in CM Class Mark book)
- Attainment judgement made for each strand (recorded in CM summative assessment scoring system)

- Produce Attainment Record sheet with percentages (colour coded)
- Produce Attainment record sheet with pupil names (colour coded)
- Produce baseline overview of each stand and % well below, below, at & above
- Present assessment information to the Early Years leader, Assessment Coordinator and SLT.

#### Termly Data

- Ensure CM mark book is updated and accurate
- Record summative assessment data
- Produce Attainment Record sheet with percentages (colour coded)
- Produce Attainment record sheet with pupil names (colour coded)
- Produce baseline overview of each stand for % of children working at & above
- Present assessment information to the Early Years leader, Assessment Coordinator and SLT.

#### **Key Stage 1**

Year 1: pupils are assessed at the end of the year in phonics

Year 2: pupils will undergo statutory end of year assessments in Reading, Writing, Spelling, Grammar and Punctuation and Maths.

#### **Key Stage 2**

Year 6: pupils will undergo statutory end of year assessments in Reading, Spelling, Grammar and Punctuation and Maths. Writing will be assessed from the work produced in class and will be teacher assessed.

#### **Organisation:**

##### **Communicating with Parents**

Children's attainment and progress will be discussed at the Parent Consultation Meetings which take place during the Autumn and Spring term.

Curriculum Evenings are held in the Autumn term for all year groups, where the year group curriculum, age related expectations and assessment procedures are discussed with parents.

Additional meetings are held for Year 2 and Year 6 parents, where the statutory assessment arrangements are discussed. End of year reports will comment on children's attainment and progress against the year's groups age related expectations.

#### **Pupil Progress Meetings**

Every term, each teacher will complete a Pupil Progress Meeting. This will inform discussion between the Cohort Teachers, SLT and Headteacher and Subject Coordinators. Progress and attainment is discussed about the cohort as a whole, and groups such as SEND and Disadvantaged. Teachers will have to provide evidence of children's work and class interventions to support their data, expecting to be professionally challenged about decisions. See Appendix 2

#### **Moderation**

Staff meetings will be allocated for moderation of Writing and Maths as a whole school and in Key Stages.

Moderation between the pyramid schools will take place in writing and maths and for EYFS.

The school is subject to external moderation for EYFS, Year 1 Phonic Screening, Year 2 and Year 6.

#### **Targets and Target Setting**

End of year targets are set for individual pupils at the beginning of each year in reading, writing and maths. Progress towards them is monitored through termly Pupil Progress meetings.

#### **Marking:**

*See the Marking and Feedback Policy*

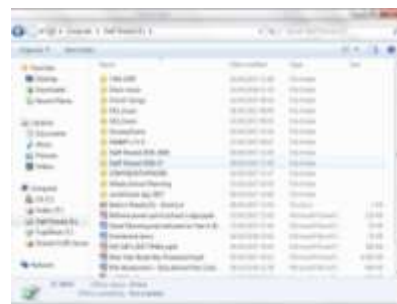
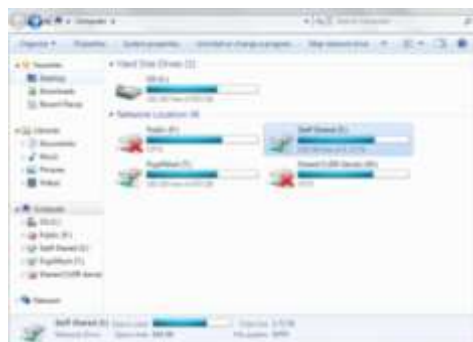
#### **Monitoring and evaluation:**

*See the Monitoring and Assessment Calendar.*

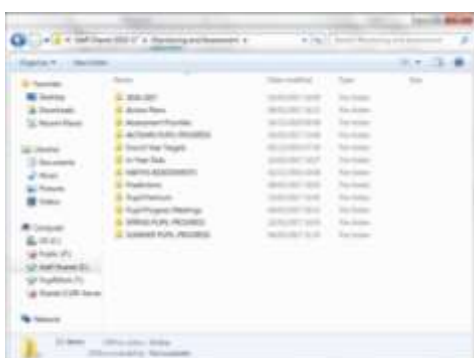




- 1) Open Staff Shared from the computer network
- 2) Find the relevant year file

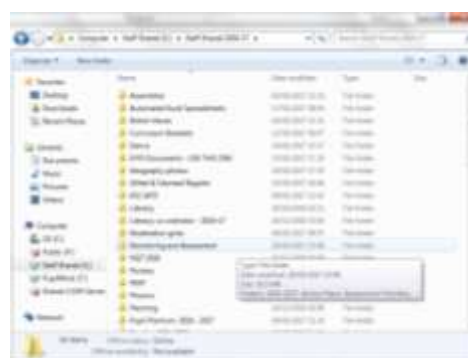


- 2) Open the Monitoring and Assessment file

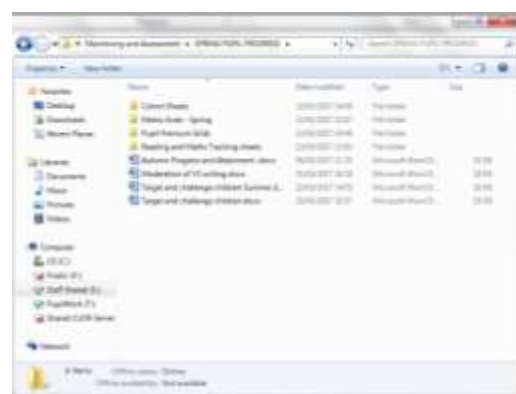


- 4) Select the relevant folder - Autumn/Spring/Summer - DO

NO CHANGE COMPLETED DATA



- 5) Inside the folder are several sheets that need completing before the Pupil Progress Meeting - these are the 'Matrix Grids' and the 'Reading and Maths Tracking sheets'



## Before the meeting

The 'Matrix Grids' have three tables to be completed - Reading/Writing/Maths. In Key Stage 1, children's names will already have been put in to the relevant rows based on their EYFS results. A child's name should NEVER move row throughout their time in KS1. You move the child's name in to the column where you believe them to be working at that point in the Year, and off the objectives you have taught so far. The table is colour coded in order to demonstrate expected progress in **green** and better than expected in **purple**. It is important to remember that your judgement must be based on evidence and can be drawn from a range

of areas e.g. books/assessments/reading records/intervention assessments etc. It is also important to remember that we assess from the baseline for that Key Stage i.e. for KS1 it is from EYFS and for KS2 it is KS1 results not the previous year's outcomes, therefore if a child was at expected age in Year 2 finishes behind expectations in Year 3, it is expected that the following teacher accelerates progress to get them back on track in Year 4 (that would be expected progress for that child not accelerated).

The only difference with the Key Stage 2 Matrix Grids are that the rows demonstrate what the child achieved in KS1 e.g. Working Below/Working Towards/Working At/ Greater Depth or for children who sat the old curriculum Level 1/2c/2b/2a/3. Next to each child's name in brackets there is a number (1-3) or (1-9) indicating what the child achieved at EYFS. These should be used as an indicator as to which children have made expected or accelerated progress throughout KS1 or who may be off track and need a clear progression plan to get them back on track. Again, a child will never move row throughout their time in KS2.

Prior to the meeting you should use the SEN register and Pupil Premium register to check that all children are highlighted - **Blue for SEN** and **Yellow for Pupil Premium** or **BlueYellow** for both.



At the bottom of the grid for each subject there is a breakdown of % for each of the columns and for the various focus groups in school. These will be completed as part of the Pupil Progress Meeting as further moderation and discussion may result in a child being moved. However, it is important to note that when working out the % for groups it is the group vs non-group.

As part of the meeting challenge and target children will be identified based on where they are working currently. If they are demonstrating potential to achieve more and accelerate progress they will be challenged in the following term to get there, if they are off track they will be targeted to catch up and a discussion will take place on how to achieve both of these goals.

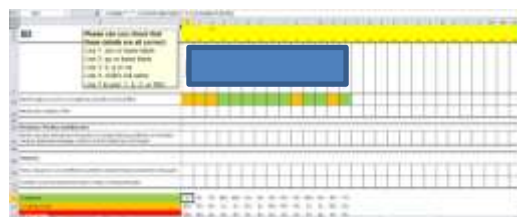
Target and challenge children for the Summer term

Year Group	Target Children	Challenge Children
Year 1	Reading Writing Maths Science	Reading Writing Maths Science
Year 2	Reading Writing Maths Science	Reading Writing Maths Science

## On-going assessment used to inform Pupil Progress Meetings

At the start of every academic year an excel spreadsheet with all national curriculum objectives for reading and maths will be populated for each class. These are to be filled in throughout the year as the objectives are taught with either a 1 (green) to identify that the child has mastered the concept a 2 (amber) to show that they are working at Age Related Expectation for the concept or a 3 (red) which shows they have little understanding of the concept - they should be left white if not taught yet. A range of information can be used to inform these decisions e.g. books/assessments/interventions.

The spreadsheet then produces a % based on the objectives taught so far that year to demonstrate whether the child is on track to secure GD or ARE or is working behind. This should be used to inform planning and possible interventions and check curriculum coverage.



The assessment coordinators and subject leaders will keep a record of in-year data from Reading/Writing/Maths and a record of the combined % of children working at ARE and GD across all 3 areas.

Maths in year Data

Year Group	Last Year	Autumn %	Spring %	Summer %
Year 1 ARE	100%	100%	100%	100%
Year 1 GD	100%	100%	100%	100%
Year 2 ARE	100%	100%	100%	100%
Year 2 GD	100%	100%	100%	100%
Year 3 ARE	100%	100%	100%	100%
Year 3 GD	100%	100%	100%	100%
Year 4 ARE	100%	100%	100%	100%
Year 4 GD	100%	100%	100%	100%
Year 5 ARE	100%	100%	100%	100%
Year 5 GD	100%	100%	100%	100%
Year 6 ARE	100%	100%	100%	100%
Year 6 GD	100%	100%	100%	100%

Combined In Year Results

Year Group	Last Year	Autumn %	Spring %	Summer %
Year 1 ARE	100%	100%	100%	100%
Year 1 GD	100%	100%	100%	100%
Year 2 ARE	100%	100%	100%	100%
Year 2 GD	100%	100%	100%	100%
Year 3 ARE	100%	100%	100%	100%
Year 3 GD	100%	100%	100%	100%
Year 4 ARE	100%	100%	100%	100%
Year 4 GD	100%	100%	100%	100%
Year 5 ARE	100%	100%	100%	100%
Year 5 GD	100%	100%	100%	100%
Year 6 ARE	100%	100%	100%	100%
Year 6 GD	100%	100%	100%	100%

## Foundation Assessments

Foundation assessment should take place every half term in between Pupil Progress meetings. In most subjects they take the form of an excel spreadsheet which tracks the objectives taught and whether the child is working at Age Related Expectations or not.

