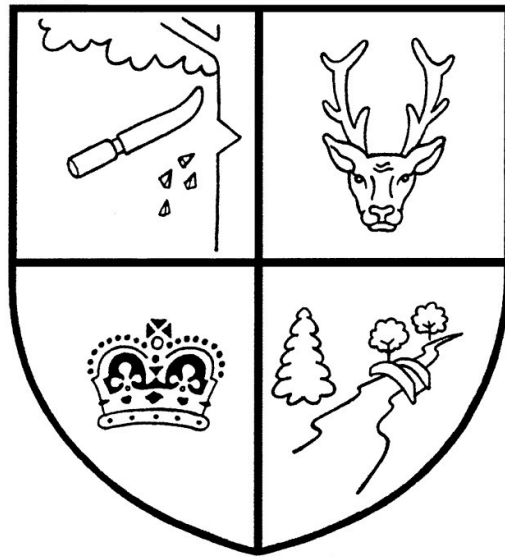


Thomas Willingale School and Nursery



Assessment Policy

December 2021

Review 2024

The aims of assessment:

To give reliable information to parents about how their child, and their child's school, is performing

- a. Allow meaningful tracking of pupils towards end of key stage expectations in the new curriculum, including feedback to parents.
- b. Provide information which is transferable and easily understood and covers both qualitative and quantitative assessment.
- c. Differentiate attainment between pupils of different abilities, giving early recognition of pupils who are falling behind and those who are excelling.
- d. Are reliable and free from bias.

Help drive improvement for pupils and teachers

- a. Are closely linked to improving the quality of teaching.
- b. Ensure feedback to pupils contributes to improved learning and is focused on specific and tangible objectives.
- c. Produce recordable measures which can demonstrate comparison against expected standards and reflect progress over time.

Make sure the school is keeping up with external best practice and innovation

- a. Are created in consultation with those delivering best practice locally.
- b. Are created in consideration of, and are benchmarked against, national best practice.

(DfE – Assessment Principles)

Responsibilities:

The Assessment Leader is responsible for updating the assessment policy. (Lynda Collins).

Governors are responsible for ensuring the policy is adhered to and maintained.

All teachers are responsible for following the procedures in the policy.

All are responsible for monitoring the effectiveness of assessment practices in the school.

No levels:

- Alongside the introduction of the new National Curriculum in 2014, from September 2015 levels were removed for all year groups.
- At the end of KS1 and KS2 pupils are given a scaled score and a 'performance descriptor' against the expected standard. For KS2 this is reported to parents in the annual school report, KS1 parents can request this information. (Please note, in 2020 and 2021 all statutory assessments were cancelled due to the national pandemic.)
- Parents of children in Years 1, 3, 4 and 5 are informed via the annual school report whether their child is working above, at or below age related expectations. In addition all children from Years 1 to 6 will receive a mid-year progress/attainment sheet indicating whether their child is working below, at or above age related expectations.

How do we assess your child?

1. Nationally standardised assessments - DfE:

- From September 2021, children in reception will have a baseline assessment completed within the first six weeks of them starting school. At the end of the reception year—the EYFS profile is completed. (Summer term).
- Year 1 (and 2 for children who did not pass in Year 1) - Phonics check (June). (In 2020 and again in 2021 all children in Year 2 completed or will complete the phonics check in the autumn term as they were cancelled at the end of Year 1 due to the pandemic.)
- Year 2 and 6 - end of Key stage assessments known as SATs (May) (not in 2020 or 2021 due to the pandemic)

From 2022 Year 4 will be assessed on their times tables knowledge. (This has been delayed due to the pandemic.)

2. In school formative assessments:

- Ongoing assessment throughout the school from nursery to Year 6. These may not be formal but will inform the teachers as to next steps to support children's progress and identify areas where additional support may be needed.

Teachers will use questioning, observations, tasks and talk amongst other strategies to elicit what children's targets and next steps should be. Children will be involved in this as much as possible. They will assess themselves against their targets and choose tasks for their level of understanding regularly.

3. In school summative assessments:

- Children are assessed three times per year:

	End of Autumn	End of Spring	End of Summer	Other Statutory assessments
Nursery	Teacher assessment	Teacher assessment	Teacher assessment	
Reception	Teacher assessment	Teacher assessment	Teacher assessment	Baseline Assessment in September and EYFS profile in June
Year 1	Rising stars – English and maths assessments	Rising stars – English and maths assessments	Rising stars – English and maths assessments	Phonics Check in June
Year 2	KS1 Past Sats paper	KS2 Past Sats paper		KS1 teacher assessments in May
Year 3	Rising stars – English and maths assessments	Rising stars – English and maths assessments	Online PTE and PTM (English and maths)	
Year 4	Rising stars – English and maths assessments	Rising stars – English and maths assessments	Online PTE and PTM	Multiplication Tables Check in June
Year 5	Rising stars – English and maths assessments	Rising stars – English and maths assessments	(English and maths)	
Year 6	KS2 Past Sats paper	KS2 Past Sats paper		KS2 SATs in May and teacher assessment for writing in June

Year 1 complete a National Curriculum baseline at the beginning of the autumn term (within three weeks of the start of the term).

For children in years 1 to 6 'Not as You Know It' objectives are used to assess children in reading and maths; in writing we use target grids which, as the children move through the school, the children can complete themselves; in all other subjects we use the Chris Quigley Essentials milestones to assess the children. There are three milestones for the children to complete in each subject spanning two year groups:

Milestone 1 – Years 1 and 2;

Milestone 2 – Years 3 and 4;

Milestone 3 – Years 5 and 6.

At the end of the academic year we carry out formal assessments using online assessments for Years 3, 4 and 5 in reading, grammar and maths- we use these to inform the final end of year assessment, Year 1 use booklet tests which the teachers administer. This gives us a robust and reliable form of assessing the children.

In Year 2 teachers use the DfE framework objectives to assess the children in reading, writing and maths throughout the year and formally at the end of the year. SATs tests are used to support the teacher judgements in reading, SPaG (spelling, punctuation and grammar) and Maths.

In Year 6 the SATs are used for the end of year assessment in reading, maths and SPaG. Teachers in Year 6 use the DfE framework objectives to assess children's writing throughout the year. Past SATs papers are used throughout the year to ascertain the children's progress and inform teachers' planning.

Children will be judged as expected (meeting the standard for the year group, greater depth (exceeding the standard for the year group) or below expected (below the expected standard for the year group). Where a child is below expected, the teacher will assess how far below the expected standard and what interventions or support will be needed to help them catch up.

Children will rarely work within a higher curriculum year. Children should master their curriculum; gaining a broader and more secure knowledge from which they can build upon.

Nursery and Reception:

- The EYFS profile is used to assess children throughout their time in Nursery and reception. Children are assessed through observations, questions, tasks and purposeful talk. From September 2021, children in Reception are assessed on the government's baseline assessment. This is carried out within the first six weeks of starting the Reception classes with a familiar adult 1:1.
- Data is updated and analysed on a termly basis.
- How a child is doing within the EYFS profile is reported to parents at the end of each academic year via the school report.

EYFS Profile:

- The EYFS profile assessment is carried out in the final term of Reception.

- The main purpose of the EYFS profile is to provide a reliable, valid and accurate assessment of individual children at the end of the EYFS.

- EYFS profile data is used to:

Inform parents about their child's development against the early learning goals (ELGs) and the characteristics of their learning. The annual report to parents will indicate whether a child has achieved a Good Level of Development (GLD - age related expectations for the end of the Early Years) and how they have performed within the EYFS profile.

Give a clear indicator as to the progress and attainment each child has made whilst in the Early Years.

Help year 1 teachers plan an effective, responsive and appropriate curriculum that will meet the needs of each child.

To support the teachers' on-going assessments in Nursery and Reception we use 'Tapestry,' an on-line recording system which parents can also contribute to. This creates a 'Learning Journey' of each child's work and learning whilst with us in the Early Years.

Phonics Screening Check, Year 1

- The Phonics Screening Check demonstrates how well a child can use the phonics skills they've learned up to the end of Year 1 and to identify children who need extra phonics help.
- The check consists of 40 words and non-words that a child will be asked to read one on-one with a teacher. Non-words (or nonsense words, or pseudo words) are a collection of letters that will follow phonics rules all children have been taught, but don't mean anything.
- The 40 words and non-words are divided into two sections – one with simple word structures of three or four letters, and one with more complex word structures of five or six letters.
- Each child will be scored against a national standard, and the main result will be whether or not they fall below or meet this standard.
- Children who do not meet the required standard in Year 1 will be re-checked in Year 2.

SATS are carried out in Year 2 and Year 6 during May of each year.

KS1 English, Year 2

Reading Test

- The reading test is comprised of two components; one integrated reading and answer booklet and one separate reading booklet with an associated reading answer booklet. Children have access to all components but teachers can stop the child at any stage of the test that they feel is appropriate for that particular child.

Grammar, Punctuation and Spelling test

- Children sit two papers,
- Paper 1 – Spelling, 20 marks.
- Paper 2, Grammar, Punctuation and Vocabulary questions, 20 marks.

Writing

- No formal test, ongoing teacher assessment.

Maths Year 2

Children take two maths papers:

- Paper 1, arithmetic, 25 marks, context free calculations.
- Paper 2, fluency, solving problems and reasoning, 35 marks.

All of the KS1 tests are marked internally and are used to inform teacher assessments. Teacher assessments are reported to parents at the end of the year NOT test results. Teacher assessments are also reported to the DfE and the local authority.

KS2 English, Year 6

Reading Test

- The reading test is a single paper with questions based on 3 or 4 unrelated texts of between 1800 and 2300 words, there is an emphasis on comprehension. Children are given one hour, including reading time, to complete the test, 50 marks available.

Grammar, punctuation and spelling test

- The grammar, punctuation and spelling test consists of two parts: a grammar and punctuation paper requiring short answers, lasting 45 minutes, and an aural spelling test of 20 words, lasting around 15 minutes. (70 marks in total)

Writing

- No formal test, ongoing teacher assessment

KS2 Maths, Year 6

Maths Test:

There are three papers in maths:

- Paper 1: arithmetic, (four rules of number, calculations and fractions, decimals and percentages) 30 minutes (40 marks)
- Papers 2 and 3: mathematical fluency, solving problems and reasoning, 40 minutes per paper (70 marks in total) Calculators are no longer permitted in any of the maths papers.
- Paper 1 consists of fixed response questions, where children have to give the correct answer to calculations, including long multiplication and division. Each question has a grid to encourage working out, questions are context free.
- Papers 2 and 3 assess children's ability to apply mathematics to problems and to reason, they involve a number of question types, contextualised and context free.

The Year 6 SATs are externally marked and the results sent to school in July. Parents are informed of the children's results in the end of year report along with the teacher assessments for reading, writing, maths and science.

Where there are tests the progress of children is tracked from their KS1 results.

Year 4 Multiplication Tables Check (MTC)

The MTC is an on-screen check consisting of 25 times tables questions. Each child will answer 3 practice questions before moving on to the official check and will then have 6 seconds to answer each question. On average, the check should take no longer than 5 minutes to complete.

The purpose of the MTC is to determine whether pupils can recall their times tables fluently, which is essential for future success in mathematics. It will help schools to identify pupils who have not yet mastered their times tables, so that additional support can be provided.

Schools will have a 3-week check window in June to administer the MTC. Results will be reported to parents in the end of year school report.

Assessment Timetable:

Please see the attached yearly assessment planner for further information.

Targets for achievement and/or progress are set each year.

Three times per year children are assessed and data is input into our school tracking system (Target Tracker). This is with the exception of YN and YR who complete baselines when the children start and then complete assessments termly. Year 1 complete a National Curriculum baseline early in the first autumn term and then fall in with the assessments from Autumn 2. (For the year 2020 only, all year groups have carried out a baseline assessment following the lockdown of schools during the pandemic in addition to the three assessments for the year 2020-21.)

Within school, the assessment leader tracks the progress and attainment of all children and different groups of children after each assessment input by the teachers. This is reported to governors, shared with class teachers and senior leaders.

After each round of assessments there are Pupil Progress Meetings, conducted with the Deputy Headteacher and the Headteacher. This is to discuss what has gone well and to pinpoint areas for further development. It will also be an opportunity to identify areas where interventions may be needed to support children's learning and progress further. Data will be discussed and targets reviewed.

The Inclusion Manager will also meet separately with teachers to conduct a progress meeting with a focus on children with Special Educational Needs.

The DfE/Local Authority collect data on the following:

- EYFS Baseline data. (Schools are given a narrative on each child but no score)
- EYFS outcomes at the end of the Reception year
- Phonics scores in Year 1 (and for children who retake the test in Year 2)
- KS1 teacher assessments for reading, writing, maths and science (Y2)
- KS2 SATs and teacher assessments for writing and science (Y6)
- Year 4 Multiplication Tables Check

Subject Leaders have access to the data analysis for the core subjects and they can also access all data on Target Tracker to identify strengths and weaknesses across the whole of the school.

Moderation of Assessment:

Writing is moderated both within school and across local schools within the Local Consortium.

There are phase and staff meetings set aside each term for writing moderation where children's workbooks are shared and their outcomes agreed.

Subject Leaders carry out book looks and planning scrutinies as per the assessment and moderation timetable. They also talk to children to gain their perspective on their learning.

The Local Authority moderates the teacher assessment judgements for the end of EYFS (Reception), KS1 (Year 2) and KS2 writing (Year 6) in approximately 25% of schools each year. They also moderate schools that have teachers who are new to these particular year groups.

The Assessment Leader attends the termly Assessment Leaders Update meetings which are run by the Local Authority. Information from this meeting is disseminated to staff as necessary.

In addition, Year 2 and Year 6 teachers are encouraged to attend any courses regarding SATs training. Staff in other year groups are also given the opportunity to attend training specific to their cohort/needs as it arises.

Addendum:

Following the Covid 19 pandemic, the government cancelled all assessments in the summer term of 2020 and 2021. This included KS1 and KS2 SATs and teacher assessments, Phonics, EYFS assessments and the multiplication check for Year 4. These cohorts of children will not have this data from which to track their progress as they move through the school.

As a school we have baselined all of the children following the full re-opening of schools in September 2020 and carried out three further assessments of the children throughout the year. For the academic Year 2021-22 assessments will continue as per the timetable.