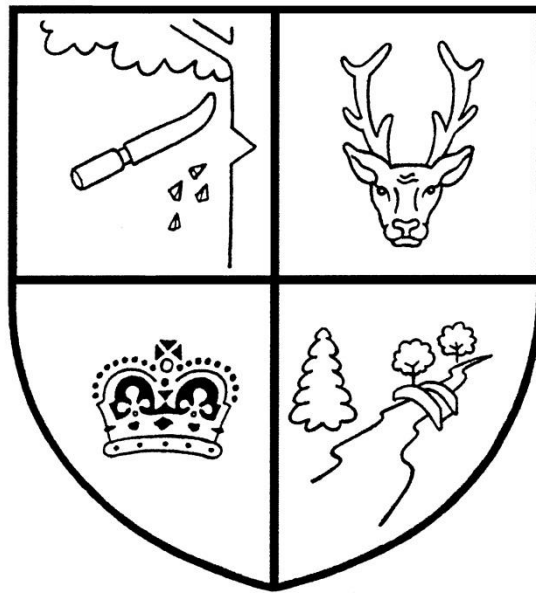


Thomas Willingale School and Nursery



Assessment Policy

September 2024

Review September 2025

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 KS2 pupils are given a scaled score and a 'performance descriptor' against the expected standard. This is reported to parents in the annual school report.
- Parents of children in Years 1 to 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 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).
- Year 4 – Multiplication Tables Check (MTC) (June)
- Year 6 - end of Key stage assessments known as SATs (May)

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:

- Y1 - Y6, three times per year for all subjects. These may be formal assessments through tests (eg NGRT assessments – reading, PTE – reading comprehension and grammar/ NGST – spelling and PTM – Progress tests in maths/Rising Stars/White Rose and NTS maths and reading assessments, past SATs papers) or through teacher assessments. These may take the form of a computerised assessment.

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 children are tested termly on either paper based assessments or computer assessments in reading and maths; in writing we use The Jonathan Bond assessments, which, as they 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 2, 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 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. Any child who needs additional support with their phonics after Year 2 will continue to get this as they move through KS2.

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

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 2-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.

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)
- 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 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 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.

Appendix 1 – Assessment planner

[Assessment Planner 24-25 Final.odt](#)