

# Box CE VC Primary School

## Assessment Policy

### Section 1: Overview

#### 1.1 Aims

The aim of this policy is to explain our approach to assessment. It has been developed through staff and governor discussion and is based upon the DfE Principles of Effective Assessment Systems (published April 2014).

#### 1.2 Underlying principles

Our approach to assessment:

- Drives school improvement.
- Gives reliable information to parents about how their child and their child's school is performing.
- Ensures that the school is keeping up with external best practice and innovation.  
(Refer appendix 7)

#### 1.3 Rationale

At Box Primary School we believe that all children, regardless of ability, race, religion or gender, have the right to achieve their full potential. Robust assessment procedures are central to this.

#### 1.4 Related Policies and documents

- Curriculum Policies
- Special Educational Needs and Disabilities Policy
- Equal Opportunities Policy
- School vision and values
- Assessment records
- National Curriculum 2014
- Interim frameworks for Y2 and Y6 2017

#### The four strands of assessment:

- **Formative Assessment.** This is the on-going, day to day assessment for learning, otherwise known as AfL. This is an integral part of teaching and learning where the interactions between learners and teachers shape the next steps for improvement. (See section 2)
- **Periodic Tracking.** This helps teachers to track pupils' progress, outside of lessons, by using precise criteria to assess the standards they are reaching and what needs to be changed to secure further improvement. (See section 3)
- **Summative Assessment.** This is the use of summary tests and tasks. These are used to inform teacher assessment and provide comparisons against national standards. (See section 4)
- **Diagnostic assessment.** This is done for a specific purpose to ascertain where a particular child or group's strengths and weaknesses lie. Individual and group intervention programmes can be developed. (See section 5)

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## 1.6 Terminology - Achievement and attainment

At Box CE Primary School, we use the following definitions:

**Achievement** is progress over time (e.g. how good a child's progress has been between the foundation stage and end of KS 2).

**Attainment** is an indication of the standard that the child is currently working at.

## Section 2: Assessment for Learning

### 2.1 What does assessment for learning look like?

This is the on-going, lesson by lesson assessment that teachers, teaching assistants and the children themselves carry out. The most common ways of assessing in this way are:

- Adapting planning as a result of lesson evaluations
- Observations
- Discussions either with the class, group or individual child, or other teachers or TAs, about their learning;
- Success and Improvement Marking (see 2.2)
- Children's verbal and written responses to feedback and marking
- Pupil self and peer evaluation

### 2.2 Success and Improvement Marking for English and maths

At Box Primary School we use success and improvement marking (also known as constructive marking) which is based on the work of Shirley Clarke. Success and improvement marking is a style of marking that we use in writing and maths. It involves the teacher providing clear feedback on what the child has done well and how they might improve their learning based on success criteria for the learning objective. Crucially, the children are then given the opportunity to respond to this feedback and improve their learning.

(Refer appendix 6 for examples of marking prompts)

### 2.3 Aims of Marking

Through our marking we aim to:

- Acknowledge effort and attainment.
- Demonstrate that we value the children's work.
- Provide constructive feedback and scaffolded suggestions for improvement.
- Address mistakes and misconceptions.
- Provide an element of challenge to move learning on.
- Assess children's performance against learning objectives and inform future planning.
- Prompt children to correct age appropriate key word spellings and misspelt words with common letter patterns
- Ensure a consistency of approach throughout the school.

### 2.4 Colour coded marking

All marking is done in purple and green roller type pens and will model the school's cursive script (see handwriting policy). Marks and comments in purple demonstrate aspects of the success criteria that the children have done particularly well - their best examples. Green

marks and comments indicate where and how a child could improve their learning; this can be through either correcting an error or responding to a challenge.

Symbols may also be used as a means of providing written feedback (see appendix 1).

It is expected that children will respond to the green marks and comments in order to demonstrate visible learning. The children may use a blue pen to assess and improve their own work (see 2.5).

### **2.5 Pupil self-assessment**

Children play a critical role in their own assessment through working with the class teacher to set and review own targets and also being actively involved in discussing, marking and evaluating their own work. For written work, all children are expected to complete the 1,2,3 check when they have finished their written work. (See appendix 2). Blue pens are readily available in each class and the children are introduced to the concept of editing their first drafts.

### **2.6 Peer discussion and assessment**

Children are encouraged to work collaboratively to discuss and share aspects of their learning in order to identify their successes and areas for improvement. At Box Primary School, peer assessment will take place through discussion only; children will not write in each other's books.

### **2.7 Marking of foundation subjects**

The marking of foundation subjects is done using the same colour coding system. Marking for foundation subjects is usually a lighter touch; detailed feedback requiring a child's response will be used only when a class teacher deems it appropriate.

## **Section 3: Periodic Tracking**

### **3.1 Statutory requirements for Reading, Writing and Maths**

Children's learning is assessed 6 times a year (at the end of each term) for reading, writing and maths. They are assessed against the statutory requirements defined in the National Curriculum 2014.

### **3.2 Interim frameworks for Y2 and Y6**

The final teacher assessment will be based on the interim frameworks for reading, writing, maths and science. Judgements will be made on the basis of whether a child is working below the expected standard, at the expected standard or at greater depth within the expected standard.

### **3.3. 5 bands of judgement and progress measures**

Judgements are based upon children's responses to the objectives defined in the statutory requirements AT THAT POINT in the year. Against each objective taught, children are assessed as:

Emerging - rarely  
Developing - sometimes  
Expected - mostly

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Exceeding - usually  
Excelling - naturally

'Expected' in term 1 will look different (less challenging) than 'expected' in term 6. Progress is shown through an increase in the 'AIR index' (see appendix 3) rather than transitioning through the 5 bands of judgement. A child can make good progress whilst remaining in the same band of judgement.

### **3.4 The Average Index Rating (AIR index), mini-tracker and Wiltshire Tracker**

The data from the statutory requirements assessments is transferred into the 'mini tracker' which converts these teacher assessments into a numerical value - an AIR index. This numerical value is then transferred into the Wiltshire Tracker where term on term progress can be measured by child and by cohort.

### **3.5 Assessment of Grammar, Punctuation and Spelling**

Pupils' spelling ages are assessed twice yearly (February and July) using either the Diagnostic Spelling Test or the Vernon Spelling Test. Additionally, progress in spellings and in Grammar and Punctuation is measured 6 times yearly (each half term) using the Rising Stars Assessment Toolkit. As this has been rigorously tested nationally, it enables children to be compared to a national standard. Teachers will also complete weekly spelling tests to monitor progress in spellings (see Spellings Scheme of Work).

### **3.6 Responding to the tracking - pupil progress meetings**

The data provided by the statutory requirements grids, Wiltshire Tracker and the assessment of Grammar and Punctuation forms the basis of school improvement and is analysed regularly by the Senior Leadership Team and Inclusion Manager. In addition, this data forms the basis of pupil progress meetings with the Deputy Head and individual class teachers. Full minutes are recorded and adjustments to practice are made. The impact of these actions forms the basis of subsequent pupil progress meetings.

## **Section 4: Summative Assessments**

### **4.1 Introduction**

These are 'summary assessments' of tests and tasks that are completed in order to gauge where a child is compared to national standards.

### **4.2 Overview of end of year summative assessments**

Year 1	Phonics Screening
Year 2	Statutory tests for reading and mathematics. Optional tests for grammar and punctuation and spellings.
Year 3	Optional NFER tests for reading and mathematics
Year 4	Optional NFER tests for reading and mathematics
Year 5	Optional NFER tests for reading and mathematics
Year 6	Statutory tests for reading, mathematics, grammar and punctuation and spellings.

### **4.3 Teacher Assessment of Writing**

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Progress in writing is measured through the teacher assessment of extended writing. Five times yearly, an extended piece of planning and writing is assessed in line with the statutory requirements for writing (and the interim frameworks for children in years 2 and 6). Evidence of this is kept in the children's English Record Books or English Books.

#### **4.4 Moderation of judgements**

To ensure consistency, teacher assessment judgements are regularly moderated within year groups, across key stages and across the local cluster. In the EYFS and years 2 and 6, exemplars and standardisation materials are also used and in year 6, moderation may take place with the local secondary school.

### **Section 5: Diagnostic Assessments**

#### **Section 5.1: Diagnostic Assessment**

A number of diagnostic assessment tools are used to analyse the specific needs of individual children. These include:

- Classroom Teachers Assessment Pack
- Wiltshire Graduated Response
- York Assessment for Reading Comprehension (YARC)
- WESforD (Wiltshire Early Screener for Dyslexia)
- Dyscalculia Screener
- Sandwell Maths

### **Section 6: Assessment in the Early Years**

#### **6.1 Introduction**

During the Early Years Foundation Stage (EYFS) the children are continually assessed through observation and their progress is recorded in their electronic learning journey (Foundation Stage Profile). A baseline assessment is recorded for all the EYFS children by the end of their first term in school so that we can measure the progress that they make during the year.

#### **6.2 Judgements and use of standardised exemplars**

A judgement is made 3 times a year as to whether a child is emerging, expected or exceeding using standardised exemplars produced by the DfE and moderation with cluster schools.

#### **6.3 Areas of learning**

Children are assessed in the following areas of learning:

Primary Areas of Learning:

- Personal, Social and Emotional Development
- Physical Development
- Communication and Language

Specific Areas of Learning:

- Literacy

- Maths
- Understanding of the World
- Expressive Arts and Design

## **Section 7: Assessment across the curriculum**

### **7.1 Assessment of Science**

In science, children are assessed three times a year against age appropriate skills and knowledge and understanding. This is recorded on the school's 'skills' document. In years 2 and 6, at the end of each key stage, children are assessed in science in line with the interim frameworks for science.

### **7.2 Assessment of Religious Education**

In Religious Education, children are assessed three times a year against age appropriate expectations based on 'learning about religion' and 'learning from religion'. These are collated by the Religious Education subject leader who analyses the data and feeds back to teachers.

### **7.3 Assessment of the foundation subjects**

In the foundation subjects a skills document is highlighted at the start of each term to ensure key skills at an age appropriate level are taught. These are reviewed at the end of each term and pupils exceeding or not meeting them are identified. Other assessments for foundation subjects include photographs or observations to show progress throughout the year. However, termly completion of the skills document for the foundation subjects means that teachers know where children are working in foundation subjects. The identification of key skills also feeds into the 'main outcomes mindmap' that the teachers complete as part of their planning.

## **Section 8: Target Setting**

### **8.1 Target setting**

End of year numerical targets are set for each child in reading, writing and mathematics. These are based on the AIR index recommended by Wiltshire Local Authority. (see appendix 3)

### **8.2 Good progress and aspirational targets**

As defined by Wiltshire Local Authority, good progress is an increase of 3 AIR points each academic year. This will be reviewed and adjusted accordingly. Progress towards these targets will be reviewed as part of pupil progress meetings.

### **8.3 Curricular Targets for reading, writing and maths**

Teachers (in conjunction with the assessment leader) set curricular targets for their class based on a particular area for development. These targets are rigorous, achievable and differentiated according to 'must', 'should' or 'could'.

Targets are set in accordance with the ability group of individual classes rather than year groups. Teachers then tailor planning in order to explicitly address these targets.

Curricular targets are displayed in classrooms, shared with pupils and copies stuck into writing books, maths books and reading diaries. A copy for parents is provided in homework books.

#### **8.4 Individual Education Plans (IEPs)**

Should a child be on the Special Needs Register, personalised targets will be set on their IEPs. Interventions will be tailored towards these targets and regularly reviewed. IEPs and reviews are shared with parents/carers during parent meetings.

### **Section 9: Communicating to parents**

#### **9.1 Curricular Targets**

Curricular targets are set 3 times a year and are reviewed at the end of each period. Parents are informed of the progress their child has met against these targets.

#### **9.2 Termly progress reports**

The school provides parents with progress reports for reading, writing and maths three times a year.

#### **9.3 Annual report to parents**

The school provides parents with an annual report which summarises how their child is progressing and identifies areas of development. The report contains a detailed analysis of their child's progress in English, maths, science, RE and the foundation subjects. The report also sets out the children's current attainment in English and maths as well as setting targets for future learning.

At the end of Year 1, parents are provided with their child's phonic screening score. At the end of Year 2, parents are provided with **teacher assessment** levels for the end of KS1 tests. At the end of KS2 parents are also provided with a breakdown of their child's statutory test scores.

The school's teacher assessment results for KS1 and teacher assessment and statutory test results for KS2 are also published annually in the school prospectus and on the school website.

#### **9.4 Parent interview sessions**

Parents are given the opportunity to attend two formal meetings a year to discuss their child's progress with the class teacher and an open evening in the summer term.

### **Section 10.1: Communicating to governors**

Assessment and progress is discussed regularly with governors as part of the Policy, Curriculum and Pupil Progress Committee and during Full Governing Body meetings.

### **Section 11.1: Staff development and training**

Assessment is a rapidly changing aspect of our work in school and therefore there will be regular training of staff through staff meetings. The assessment leader, senior leadership team and foundation stage leader will ensure that they keep abreast of the latest local and national thinking so that they can provide the best practice available.

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### **Section 12.1: Data Protection**

We share data regarding pupils' attainment and achievement with relevant people only. We ensure that all data is transported either on a password protected laptop, an encrypted memory stick or accessed via the staff 'shared area'. Any personal data is not emailed as school email addresses are not secure.

### **Section 13: Appendices**

Appendix 1: Marking Symbols

Appendix 2: 123 check

Appendix 3: AIR index

Appendix 4: English Record Book pro forma

Appendix 5: Assessment timetable

Appendix 6: Feedback prompts

Appendix 7: DfE Principles