

ASSESSMENT POLICY

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MAYFIELD PRIMARY SCHOOL
MAYFIELD ROAD, OLDHAM, OL1 4LG

1.0 Overview of Assessment

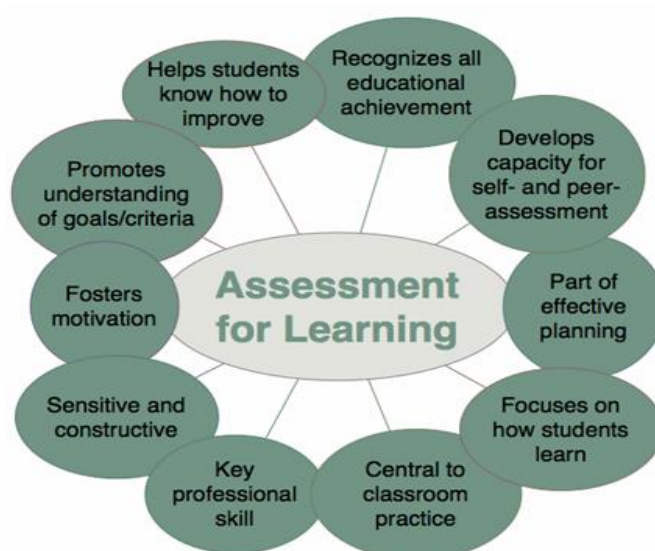
At Mayfield, assessment is an ongoing process which underpins the planning and learning that takes place throughout the school. 'Assessment For Learning' strategies are used during every lesson to assess the children's progress and next steps. Teachers assess the children in reading, writing and maths (termly) as well as the foundation subjects (twice per year) using school's internal assessment system (Target Tracker) which enables teachers to evaluate children's attainment and progress outcomes.

Regular verbal, and where appropriate, written feedback about a child's learning is provided to help them to understand how to be successful, what they have achieved and what they need to do to improve further. Good assessment practice ensures lesson planning is relevant and is based on a sound knowledge of the pupils' learning styles, attainment, progress and the next steps in their learning. Reporting to parents / carers at termly parents' / carers' evenings, along with a written report at the end of the year, ensures that teachers and parents / carers are working together to support our children and raise standards.

Detailed analysis of assessment information / evidence plays a crucial role in school self-evaluation by identifying areas of strength and next steps at an individual, group, class, year group and whole school level. This information then guides strategic planning at these levels. This analysis is also essential in enabling the governors to have a clear understanding of the performance of the school.

2.0 Assessment for Learning

Assessment for learning is a key part of our approach to teaching and learning at Mayfield Primary School. Staff use success criteria, peer marking and peer and self-assessment to involve pupils in their learning and to inform them of their next steps. Feedback and marking should be against the learning objective and should identify successes and areas for improvement. Effective questioning is also used to inform assessments. Our effective marking and feedback enable children to know what they have done well and what they need to develop further to improve.



3.0 The Purpose of Assessment

The DfE state that effective assessment systems:

- Give reliable information to parents about how their child, and their child's school, is performing
- Allow meaningful tracking of pupils towards end of key stage expectations in the new curriculum, including regular feedback to parents.
- Provide information which is transferable and easily understood and covers both qualitative and quantitative assessment.
- Differentiate attainment between pupils of different abilities, giving early recognition of pupils who are falling behind and those who are excelling.
- Are reliable and free from bias.

To help drive improvement for pupils and teachers:

- Systems are closely linked to improving the quality of teaching.
- Ensure feedback to pupils contributes to improved learning and is focused on specific and tangible objectives.
- 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:

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

4.0 The purpose of assessment in our school is:

- For children to demonstrate what they know, understand and can do.
- To help children understand their strengths and what they need to do next to improve their work.
- To enable teachers to plan work that accurately reflects the needs of each child.
- To track the attainment and progress of individual pupils, groups and cohorts of pupils and thus inform future planning.
- To provide the pupils' next teacher with information which will ensure smooth transition and promote continuity and progression across the school.
- To provide receiving schools with information to ensure the child's swift transfer and continuous progress (for example secondary school).
- To provide the headteacher and deputy with information which enables them to monitor and make judgements about the effectiveness of the school and identify strengths and next steps for further improvement in the curriculum and to utilise this information to inform school improvement planning.
- To provide key stage leaders with information which enables them to monitor and make judgements about the effectiveness of practice within their key stage.

- To provide subject leaders with information which enables them to monitor and make judgements about the effectiveness of practice within their subject area.
- To provide governors with information on the school's performance to aid their monitoring procedures.
- To provide regular information for parents / carers to enable them to support their child's learning.
- To provide parents with information about the performance of the school.

5.0 Tracking Attainment and Progress

At Mayfield our main assessment tracking system is Target Tracker. To track pupils' attainment, the Target Tracker system has a number of steps.

Each year group band has been broken down into six steps:

beginning (b) beginning + (b+) working within (w) working within + (w+) secure (s) secure+ (s+)

The three broader sections may be thought of in these terms:

Beginning – Pupil learning is focussed on the criteria for the band. Up to 30% of the statements within this band are being met. There may be a small number of statements from the previous band that children are still working on.

Working Within –Pupil learning is fully focussed on the criteria for the band. Up to 70% of the statements are confidently achieved.

Secure – Almost all the criteria for the band being met. There may be pupil learning still focussed on gaining confidence in some minimal elements but the broad expectations for the band have been met.

For children to be working at age related expectation, they need to reach the 'secure' (s) step at the end of the appropriate year. 'Secure +' effectively represents the consolidation and mastery of the band.

6.0 Formative Assessment

This is used by teachers to evaluate pupils' knowledge and understanding on a day-to-day basis. Teaching is then adapted, and interventions/support are put into place in response to this.

Formative assessment is embedded across all lessons in all subjects across the curriculum. Teachers assess pupils' understanding of individual learning objectives and identify where there are gaps. Formative assessment enables adults to focus on key areas identified within future lessons and enables them to adapt their teaching approach to improve pupils' understanding.

Strategies used will vary according to the subject and learning objective – these can include:

- Use of rich question and answer sessions to evaluate pupil knowledge, understanding and identify gaps or misconceptions.
- Use of whiteboards, flip charts and post its to get instant feedback of knowledge and understanding.
- Mini-plenaries to determine knowledge and understanding at regular intervals.
- Short re-cap quizzes or recall of facts.
- Observational assessment.
- Scanning work for pupil attainment and progress.
- Self (or peer) assessment at the end of lessons based on individual learning objectives and the Success Criteria.
- 1:1 or group discussions with pupils.
- Next step marking and feedback (see Marking and Feedback Policy).

Formative assessment is used to show what pupils have learned and what they still need to work on. It is essential that the teachers then use the information from formative assessments to impact the lesson that they are in, future lessons and interventions/support when appropriate.

7.0 Summative Assessment

Assessments of pupils outcomes are carried out on a termly basis in Reading, Writing and Maths, in order to track attainment and progress at an individual, group, class, year group, key stage and whole school level. (Summative assessments are completed twice per year for all other subjects across the curriculum). This information is also used to identify pupils who need to be targeted for additional support and to set the focus of discussions in pupil progress meetings. This is used to evaluate how much a pupil has learned at the end of a unit of work. This can be done using a gap analysis, teacher made assessment and or test.

8.0 Assessment in Reading

Reading is assessed through ongoing assessments in guided and whole class reading. Teachers make notes against the year group criteria that the children are being assessed against as they read. To assist in the assessment and targeting gaps, the children are tested at least termly using gap progress tests. These will not tell the teacher exactly where the children are against age related expectations, but they will inform the teacher of gaps that need to be targeted. Teachers use evidence from these sources to then highlight the statements on Target Tracker and make the final decision of which band the child is within.

9.0 Assessment in Writing

Writing is assessed through the progress that children make between their hot and cold write, for example. Teachers also use assessment pieces of writing using a genre that has been taught previously with minimal input. Independent writing evidence that is gathered is then used to highlight statements and make a final judgment on Target Tracker.

10.0 Assessment in Maths

Maths is assessed termly with the use of short tests based on previous learning. Assessment data is then analysed, and targeted support is provided where necessary. To support assessment, teachers use formal tests termly, weekly arithmetic tests and school-based chapter tests (from 'Maths no Problem' scheme) as necessary. A range of independent maths assessment activities inform judgements on Target Tracker.

11.0 Foundation Subjects

Foundation subjects are assessed using Target Tracker. Teachers use ongoing assessment and pre and post assessments to update statements on Target Tracker.

Religious Education and PSHRE are assessed using the half termly school-based assessments, with overall judgements against age-related expectations also being made on Target Tracker.

12.0 Nationally Standardised Summative Assessment

Children are assessed through formal testing at several points throughout their school life. These are: Baseline Assessment within the first six weeks of entering Reception; SATs tests at the end of Key Stage One (Year 2) and Key Stage Two (Year 6); Phonic Screening Check in Year 1 with resits in Year 2 resits; and in Year 4 the Multiplication Times table Check.

Parents / carers are informed of these summative assessments through information evening, written reports and information / updates sent home, as appropriate.

13.0 Reception Baseline Assessment

The baseline assessment takes place within the first six weeks of a pupil starting Reception. This is carried out on an individual basis with a familiar adult, usually the class teacher. The purpose of the assessment is to ascertain a child's starting point as they enter the Primary phase of their education. It enables the class teacher to gather information about what they can do and what they find challenging. The data is added to a portal for National analysis and is used to inform expected achievements at the end of Key Stage 2 when pupils are assessed through SATS.

14.0 Phonics Screening Check

The Phonics Screening Check is a short assessment carried out part way through Year 1, to confirm whether individual children have learnt phonic decoding to an appropriate standard. It will identify the children who need extra support to improve their reading skills. Pupils who do not meet the standard in Year 1 will retake the check in Year 2 so that school can track children until they are able to decode. This is undertaken in all state schools in Year 1 and for children in Year 2 who did not meet the Year 1 standard. They are administered internally by teachers, with data collated nationally.

The phonics screening check is a short and simple assessment of phonic decoding. It consists of a list of 40 words, half real words and half pseudo (made up words), which Year 1 children read to a teacher.

Pseudo are included because they will be new to all children, so there will not be a bias to those with a good vocabulary knowledge or visual memory of words. The pseudo words are presented alongside a picture of an imaginary creature, and children can be told the nonword is the name of that type of creature.

15.0 Key Stage 1 SATs – Year 2

The Year 2 teacher is responsible for judging the standards a child is working at in English reading, English writing, mathematics and science, by the end of Key Stage 1. To help inform those judgements, pupils sit national curriculum tests in English Reading and Mathematics, commonly called SATs. They may also sit an optional test in English Grammar, Punctuation and Spelling. The tests are a tool for teachers to help them measure a child's performance and identify their needs as they move into Key Stage 2. They provide a view of how each child is performing against national expected standards. Pupils may not even know they are taking them as many teachers will incorporate them into everyday classroom activities. The information from these tests, as well as work produced throughout the year, will give the teachers the information they need to accurately assess the children as working below, within or above the standard.

Writing is assessed through independent work produced throughout the year. Teachers use Government produced exemplars to support their judgement of writing, supported by quality assurance moderation processes within school.

16.0 Structure of the tests

Subject	Test paper
Reading	Short text including questions Long test with separate questions
Mathematics	Arithmetic Mathematical reasoning
Spelling, Grammar and Punctuation (optional)	Punctuation and grammar, including vocabulary. Spelling

17.0 Multiplication Tables Check – Year 4

The purpose of the Multiplication Tables Check is to determine whether pupils can recall their times tables fluently, which is essential for future success in mathematics. It will help teachers

to identify pupils who have not yet mastered their times tables, so that additional support can be provided.

The Multiplication Check is an on-screen check consisting of 25 times table questions. Children will then have 6 seconds to answer each question. On average, the check should take no longer than 5 minutes to complete

18.0 Key Stage 2 SATs – Year 6

Children in Year 6 will take National Curriculum tests (SATs) in English Grammar, Punctuation and Spelling (SPaG), English Reading, and Mathematics. The tests help measure the progress pupils have made between the key stages and help to identify if children need additional support in a certain area. The tests are also used to assess schools' performance and to produce national performance data. The Key Stage 2 tests will be taken on set dates unless a child is absent. School's then follow the guidance which explains criteria for whether tests can be sat on an alternative date. These tests are externally marked, and results sent to school, to then be shared with children and parents / carers.

Writing is assessed through independent work throughout the year. Teachers use Government produced exemplars to support their judgement of writing.

19.0 Structure of the tests

Subject	Test paper
English grammar, punctuation and spelling	Punctuation and grammar including vocabulary. Spelling
Reading	One test paper based on three passages of text.
Mathematics	Paper 1: Arithmetic Paper 2 and 3: Mathematical Reasoning

20.0 EYFS Assessment

Throughout the Early Years, teachers use the EYFS framework and Development Matters as part of their daily observation, assessment and planning. Ongoing formative assessment is at the heart of effective early years practice. Staff make regular observations of how children interact and learn. Data is then logged onto Target Tracker termly and daily observations are logged on Learning Book.

21.0 Target Setting, Pupil Progress and Moderation Meetings

Meetings are held at the following times and are attended by member(s) of the Senior Leadership team and the class teacher:

- Autumn Term
- Spring Term
- Summer Term

The focus of the target setting meetings is:-

- To discuss attainment and progress within the class
- Set targets for any pupils that require additional support and devise plans for how these targets will be achieved.

Pupil Progress meetings are held termly. The class teacher and assessment lead look at the previous half term's data, focussing on attainment and progress of both the class and individual children. Where progress or attainment is not as expected, reasons are discussed, and children are then targeted for specific intervention / support. Alongside these meetings, there are termly Teaching and Learning Reviews with the assessment lead, maths lead or English lead, where information / evidence from pupils' books, data and lesson observations is triangulated, to check for accuracy.

- Assessment moderation is also carried out by subject leaders with subject leaders of other schools in the cluster in order to ensure consistency against the standards materials.
- Staff have regular meetings to moderate work against National Standards. Work is carefully examined against the online Standards Files.
- Moderation takes place within key stages, between key stages and with other schools.
- Staff involved in Foundation Stage Profile, or Key Stage 1 and 2 Standard Assessment Tasks, attend training which includes the moderation of children's work.

22.0 Monitoring and evaluation

The Headteacher will ensure this policy is implemented consistently throughout the school using strategies such as discussion with teachers, pupils and parents/carers, sampling pupils' books and reports, lesson observations, learning walks and sampling teachers' planning.

Literacy and Maths subject leaders will carry out monitoring on a termly basis and will carry out assessment moderation, book looks and drop ins, as part of this process.

Foundation Subject Leaders will look at assessment practices within their subject as part of their annual monitoring of their subject.

23.0 Reporting to Parents / Carers

Reports to parents / carers are given verbally at parents' / carers' evenings twice a year (Autumn and Spring), along with written information on children's attainment and their targets. A written summary report is provided at the end of the Summer term. The reports are written in a clear, straightforward manner and are personal to the child. They inform parents / carers of: -

- How their child is performing in relation to their past achievements and to national standards.
- Their child's strengths and any particular achievements.
- Areas of development and improvement.
- Whether the child is happy, settled and behaving well.

Parents / carers are given the opportunity to discuss their child's report with the class teacher. In addition, meetings with parents / carers to discuss their child's progress can be arranged at a mutually convenient time.

24.0 SEND

Early identification of children with special educational needs is essential. The school's SEND Policy gives details of the procedures for identification and assessment.

25.0 Transition and Transfer

Assessment information, both academic and social, is transferred between professionals at each stage of the child's schooling, where appropriate, for example: between classes, key stages and schools. This ensures that children have the maximum opportunities to achieve.

Transition meetings are held between class teachers and with the child's secondary school at the end of year 6.

When children move schools, information is sent through the CTF (Common Transfer File).

26.0 Equal Opportunities

Equality of opportunity is a fundamental right for all children regardless of race, culture, gender or special educational needs. Leaders are aware of identified protected characteristics. This policy is written for all and recognises that every child has equal opportunities:

- We have high expectations of all pupils and of all groups of pupils
- We carry out data analysis of pupil performance identifying areas of development for all pupils and groups of pupils, comparing their progress with national expectations and are committed to taking action, where underachievement is identified
- We recognise and value all forms of achievement