

Trinity CE Primary School

Assessment Policy 2018-2019

Last updated September 2018
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**' to excel, to value, to enjoy,
together'**



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Assessment Policy

This policy should be read in conjunction with the following documents:

- Marking Policy
- Teaching and Learning Policy
- Subject Policies

1. Aims

At Trinity we aim to raise standards by:

- Linking assessment to improving the quality of teaching and setting ambitious targets;
- Ensuring feedback to pupils contributes to improved learning and is focused on specific and tangible objectives;
- Producing recordable measures that can demonstrate comparison against expected standards and reflect progress over time; *and*
- Ensuring assessment feedback inspires greater effort and a belief that, through hard work and practice, more can be achieved.

Our assessment policy aims to give reliable information to parents about how their child and their child's school is performing through:

- Meaningful tracking of pupils against objectives taken from the 2014 Primary Curriculum;
- Providing information that is transferable, easily understood, consistent and covers both qualitative and quantitative assessment;
- Differentiating attainment between pupils of different abilities, giving early recognition of pupils who are falling behind and those who are excelling.
- Ensuring the focus on the philosophy of 'mastery and depth rather than acceleration of learning.' Mastery and depth learning more about a particular objective. It is like exploring the branches of a tree from one branch before moving to another branch. Acceleration is about climbing the tree quickly.

2. Method of Internal Assessment for EYFS

Assessment in Early Years Foundation Stage tends to differ from Key Stage 1 onwards in several ways. Summative assessment usually reflects the age and stage a pupil is working within, as opposed to that which has been attained. Assessment in Foundation Stage is on-going but four times a year teachers will record children's achievements against some key performance indicators that we have identified as a school from the Early Years Foundation Stage Statutory Framework. This document is invaluable for evidencing end of year EYFS Profile assessments, tracking children's progress and providing transition information for the Year 1 teachers.

3. Method of Internal Assessment for Reading, Writing (including grammar) and Maths (Years 1-6)

We assess pupils against year group expectations, which cover the objectives from the 2014 Primary Curriculum. We use Rising Stars Assessment Progression Frameworks for Maths and a bespoke set of Key Performance Indicators based on the Teacher Assessment Frameworks and tailored for Trinity for Reading and Writing. The child's success against each objective is measured against the following criteria:

Assessment	Definition
Taught T (red)	This has been taught but the child <u>has not shown any evidence of understanding.</u>
Almost A (amber)	<u>Some misunderstandings</u> within work; Some inaccuracies in subject knowledge and explanation. Support needed. Children have another go.
Met M (green)	Evidence is <u>unsupported</u> work that meets the objective. (more than once)
Exceeded E MATHS ONLY (blue)	Evidence of ' <u>In depth learning task</u> '; word problems; applying concepts to new situations; demonstration of higher level thinking skills; exploration. Independent.

Teachers use assessment information to plan the learning for every pupil to ensure they continue to develop, meet or exceed expectations. Children that continually exceed in almost all of their year group objectives may reach Mastery and dip into the objectives of the year above. Some children may not be working at their age related expectations and will be assessed against objectives of the year at which they are working. Assessment judgements are recorded onto Classroom Monitor supported by a wide range of evidence including book scrutiny, pupil interviews, learning walk, lesson observations and summative tests.

The number of objectives children have been taught, have met or have exceeded is used to create a 'data snap-shot' of how the child is doing against all their year group objectives. This takes place three times a year, towards the end of each term.

The following table illustrates the codes that are used to measure where the children are in relation to the Year 3 curriculum. The first number represents the year group and the second number represents the number of objectives met.

3 .1	20% of Year 3 objectives met or exceeded	Beginning Year 3 curriculum
3 .2	45% of Year 3 objectives met or exceeded	Developing within Year 3 curriculum
3 .2+	70% of Year 3 objectives met or exceeded	Developing + within Year 3 curriculum
3 .3	85% of Year 3 objectives met or exceeded	Secure within Year 3 curriculum

3 .3+	90% of Year 3 objectives met or exceeded	Exceeding expectations for Year 3
3 M	95% of Year 3 objectives met or exceeded	Mastering Year 3 curriculum

These 'data snap-shots' are used by core subject leaders to produce a termly data analysis report which helps to identify children and groups who will need extra support in the following term. These reports focus on:

- **Attainment** – the key attainment measures will be:
 - Identifying those children who are not achieving age-related expectations.
 - the proportion of children working within age-related expectations
 - the proportion of children working beyond age-related expectations
 - how groups of pupils including vulnerable groups perform in relation to their cohort
- **Progress** – the key progress measures will be
 - Identifying those children who have not made the expected progress.
 - The proportions of pupils making and exceeding expected progress.
 - Progress of vulnerable groups and how they compare within their cohort.

4. Statutory National Assessment

DFE-statutory assessments:

- **EYFS profile** - *At the end of the year we will assess the Foundation Stage children against the EYFS Profile Early Learning Goals, stating whether they are EMERGING, EXPECTING or EXCEEDING.)*
- **Year 1 (and 2) - Phonics Screening Check** - The phonics screening check demonstrates how well your child can use phonics skills they have learned up to the end of Year 1. The results help to identify children who need extra phonics help in Year 2 and 3.
- **Year 2 - End of Key Stage Assessments**
 - **Reading** - 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.
 - **Grammar Punctuation and Spelling** - Children will sit: Paper 1 Grammar and Punctuation; Paper 2 Spelling, 20 questions. Handwriting will also be assessed.
 - **Maths** - Children will sit: Paper 1 Arithmetic, context free calculations; Paper 2 Solving problems and reasoning.
- **Year 6 - End of Key Stage Assessments**
 - **Reading** - The reading test is a single paper with emphasis on comprehension.
 - **Grammar Punctuation and Spelling** This will be in two parts: grammar and punctuation and an aural spelling test.
 - **Writing** - Teacher Assessment only.
 - **Maths** - There will be 3 papers in Maths: Paper 1 Arithmetic (number, calculations, fractions, decimals, percentages); Paper 2 and 3: Mathematical fluency, solving problems and reasoning.

5. Method of Internal Assessment for Science (Years 1-6)

The Science curriculum is divided into two types of objectives. These are knowledge-based and skills-based (e.g. Working Scientifically). The knowledge-based objectives are assessed during different units of work and follow a two-year cycle which can be found in our long-term plans. For each unit of work, six objectives have been identified and the number of objectives that a child meets at the end of the unit determines their grade for that unit as shown in the table below:

Objectives met (out of 6)	Description	Code
1, 2, 3 or 4	Working Towards level expected	WTS
5	Working at Expected level	EXS
6	Working at Greater Depth	GDS

The skills-based objectives (e.g. Working Scientifically) are assessed throughout the year and a summative grade is awarded at the end of the year based on the number of objectives achieved.

6. Method of Internal Assessment for Foundation Subjects (Years 1-6)

The teaching of history and geography has been organised into units of work and are assessed in the same way as the knowledge-based science objectives. For each unit of work, six objectives have been identified and the number of objectives that a child meets at the end of the unit determines their grade for that unit as shown in the table above. During the course of academic year 2018-2019, we will be expanding this system to cover the remaining foundation subjects.

7. Robust Data through a Cycle of Moderation

Moderation and standardisation is a key feature of successful assessment. At Trinity this is done throughout the year and at every assessment point, between classes, across the school and with other schools to ensure reliable, fair and accurate data. Assessment judgements are moderated by colleagues in school and by colleagues outside of school regularly to make sure our assessments are *fair, reliable and valid*. Specific time for moderation and book scrutinies where evidence to support teacher judgements will be analysed has been timetabled into our annual monitoring timetable.

8. Our Use of Assessment

We will use the outcomes of our assessments to summarise and analyse attainment and progress for our pupils and classes. Teachers will then use this data to plan the learning for every pupil to ensure they continue to develop, meet or exceed expectations. Class teachers, phase leaders and subject leaders analyse the data across the school to ensure that pupils that are identified as vulnerable or at a particular risk are making appropriate progress and that all pupils are suitably stretched. Interventions will support those children who are not on track to meet expectations by the end of the year.

We report to parents formally through end of year reports and parents consultations. Parents and children receive rich, qualitative profiles of what has been achieved and indications of what they will do next. We celebrate all achievements across a broad and balanced curriculum, including sport, art and performance, behaviour and social and emotional development.

9. Monitoring and Review

We are aware of the need to review the school teaching and learning policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school.