

# Carlton Junior & Infant School

## Assessment Policy

September 2019



## Rationale

At Carlton Junior and Infant School assessment is an implicit part of the teaching and learning programme. In order to plan an appropriate programme of work, each teacher needs to know the skills and abilities of each child. Alongside this, children need to know what they are going to learn and how this fits into the learning programme for the term; how they are going to learn; and how their success will be measured.

In this way they are able to take ownership for their learning, and in consequence make greater progress.

Information gained from assessments is used to review and improve teaching and the curriculum that is offered to children.

## What is Assessment?

Assessment is a judgement based on evidence at a particular point in time. A range of well-planned assessment strategies and activities allows pupils, teachers and school to:

- Involve all pupils including those with Special Educational Needs.
- Ensure that assessment is a coherent part of the whole school teaching and learning policy.
- Enable teachers and schools to evaluate achievement.
- Enable schools and teachers to evaluate their teaching and learning programme.
- Enable schools to set targets and measure attainment and progress within a year group and across the school.
- Enable schools to judge their success - compare progress with similar schools.
- Enable teachers to set targets for pupils.
- Encourage pupils to take ownership of their own learning.
- Enable teachers to identify children for booster groups, SEN, pivotal pupils and high achievers.
- Enable teachers to plan appropriate and challenging activities.
- Help children recognise their strengths and what they need to do to make further progress.
- Involve all pupils.
- Enable schools to provide evidence of attainment.

Following the introduction of a new National Curriculum framework from September 2014, the government has decided to remove level descriptors, which was the way in which children were bench-marked up until July 2015. The government's policy of removing level descriptors from the National Curriculum is set out in terms of freeing schools from an imposed measure of pupil progress. The Department for Education has said that levels are not very good with respect to helping parents to understand how far their child is improving. In their place, from September 2014, "it will be for schools to decide how they assess pupils' progress".

With levels removed and the focus now on raising the achievement of every pupil, Carltons governors, leaders and teachers have chosen a new way to measure pupil attainment and progress.

During the academic year 2016-2017, the school was in a period of transition from old levels to new assessment descriptors:

- Nursery and Reception assessments are not changing in school or nationally.
- All other year groups will now be assessed against the new national curriculum with Year 2 and Year 6 receiving statutory government standardised tests at the end of the academic year.

## National Curriculum: Tim Oates on assessment

Tim Oates from Cambridge Assessment talks about the purpose of changes to assessment in the new curriculum and rationale behind moving away from levels. There is a video clip of this talk available on YouTube.

### Our new assessment system

The old and new curricula have different content. Many of the objectives in the old curriculum have shifted to lower year groups in the new, more rigorous curriculum, this means it is not possible to have an exact correlation between a level that was the outcome of the old National Curriculum assessment and the requirements of the new National Curriculum. This means a shift in thinking and in the way we assess children's outcomes.

The school has welcomed the changes in the National Curriculum and saw it as an exciting opportunity to review our assessment and reporting systems to create a more holistic approach that makes sense to parents. We were very clear that whatever assessment tool we used, it needed to be robust and track pupils' progress across the school and not just at the end of a Key Stage.

Since 2014 we have been assessing children against the new framework, one for which they may have not been taught the previous years' objectives and content. During this transition time children and teachers have completed baseline assessments to find out their starting points for the new national curriculum.

The principles that underpin our new assessment system are:

- Every child can achieve: teachers at Carlton Junior and Infant School have the mindset, 'What do I need to do next to enable a child in my class to achieve?'
- The new National Curriculum objectives are used as the expectations for all children.
- Children will make age appropriate progress – 12 months in 12 months.
- Teachers are experts at assessment - assessment will be effectively used to ensure the correct scaffolding is built into lessons to ensure all children achieve.

In order to be 'secondary ready' children need to meet the required end of Key Stage 2 expectations; this is broken down into key outcomes for each curriculum year. We use the National Curriculum objectives to assess outcomes for children at the end of each curriculum year – for example:

- A child that has achieved all the objectives set out for Year 3 for English (and no further) would be said to be working at the end of Year 3 expectation for English.
- A child achieving half or so of the mathematics objectives for Year 5 would be classed as working at the mid-Year 5 expectation for maths.
- A child achieving only a few reading objectives for Year 1 would be classed as working at the beginning of Year 1 expectation.

A model of 'best fit' is no longer relevant and pupils are expected to demonstrate that they are hitting all of the statements in the assessment frameworks at the end of Key Stage 1 and Key Stage 2.

### Our assessment and reporting system includes both formative and summative assessments:

#### Formative examples:

- Ongoing assessment by the class teacher throughout each lesson, through questioning, observation and dialogue.
- Children knowing what they are being asked to learn and more importantly, why.
- Pupils are encouraged to self-assess against success criteria when producing written work.
- Three-way feedback, pupil, peer, teacher with clearly identified next steps – this can be written or verbal feedback.
- Regular pupils' work scrutiny, teachers' planning scrutiny, learning walks and lesson observations.
- Target Tracker termly formative Summative examples:
- Termly tests produced by 'PUMA and PIRA'.
- PUMA and PIRA end of year assessments in Years 1, 3, 4 and 5.
- Statutory government standardised tests in Years 2 and 6.
- Target Tracker Termly summative

The above will all be used to make a judgement as whether a child is emerging, developing, secure or mastery for their year group at the end of each term. This information will be inputted into Target Tracker.

Teachers will complete a class profile at the end of each term using Target Tracker and this, in addition to all of the above will feed into our termly pupil progress meetings.

Pupils eligible for pupil premium funding will have a longer appointment time for parent-teacher consultations to enable parents to be fully aware of how their children are achieving. Teachers of these pupils will meet with the Head Teacher and Deputy Head teacher annually (in addition to termly whole class pupil progress meetings) to ensure that there is a sharp focus on where these sometimes hard to reach children are achieving and how their attainment and progress can be raised.

### Tracking progress over time

We will use codes to track pupils' progress over time, against age-related expectations in each subject area:

- Below
- Below+
- Working towards
- Working towards +
- Secure, reflecting that age-related objectives have been achieved
- Secure+, showing that age-related objectives have been achieved and the child is working at a deeper level of understanding and application

The codes and tracking scheme are the back-bone to track progress across the school. These will be recorded on Target Tracker (TT) as the year group followed by the code, for example: 3E (Year 3 Below), 4S (Year 4 Secure).

### Tracking and the Effective Use of Data to Plan Learning

Teachers will record their assessments on Target Tracker six times per year. To make a step judgement, children achieve the statements and this is transferred onto Target Tracker (statements are taken directly for the National Curriculum). The amount of statements achieved determines which step the child is working at within year group expectations e.g. b, b+, w, w+, s, s+. Each half term the Head Teacher, Deputy Head Teacher and SENco will meet with year groups in Pupil Progress Meetings. Progress and Attainment of the class is discussed and children or groups within the class may be identified for interventions.

B	<b>Beginning</b> (below the expected EOY age related standard)	Some statements are achieved
B+	<b>Beginning Plus</b> (below the expected EOY age related standard)	Approximately 25% statements are achieved and/or approximately 50% statements are working towards
W	<b>Within</b> (below the expected EOY age related standard)	Approximately 50% statements are achieved
W +	<b>Within Plus</b> (below the expected EOY age related standard)	Approximately 50% statements are achieved <b>including all of the Key Performance Indicators</b> and the remaining statements are at least working towards.
S	<b>Secure</b> (At expected EOY age related standard) and on track for a scaled score of 100+	Approximately 75% statements are achieved <b>including all of the Key Performance Indicators</b> and the remaining statements are at least working towards.
S+	<b>Secure Plus</b> (Above the expected EOY age related standard) and on track for a scaled score of 100+	All of the statements are <b>achieved including all of the Key Performance Indicators</b>

### More able children

Rather than moving onto the next year's curriculum, able pupils will work on 'mastering' their knowledge through the application of skills in different contexts – they will be deepening their learning.

The depth and application of a child's learning is an important marker of their achievement and progress. For more information on more able and talented pupils, see the following policies:

- **More Able and Talented Policy** • **Teaching and Learning Policy**

### Early Years - Nursery & Reception

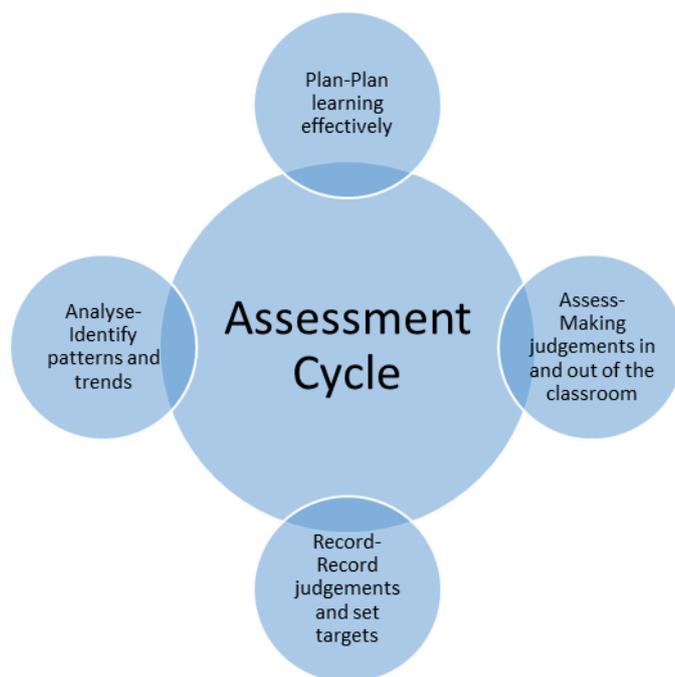
Children in Reception will continue to be assessed against the Prime and Specific areas of Learning in the EYFS profile.

At the beginning of the year, base line tests will be carried out to determine the child's starting point.

Assessments will be based on observation of daily activities and events. At the end of Reception for each Early Learning Goal, teachers will judge whether a child is meeting the level of development expected at the end of the Reception year:

- Emerging, not yet reached the expected level of development
- Expected
- Exceeding, beyond the expected level of development for their age

Assessment follows the following cycle:



The DfE and Ofsted will measure progress formally at the end of KS1 and the end of KS2 against the performance descriptors. This will be reported as a scaled score. This will also be used as a progress measure for children from the end of KS1 to the end of KS2.

### Examples:

A child with a scaled score of 100 at the end of KS1 will be expected to achieve a scaled score of 100 at the end of KS2 to have made expected progress.

A child with a scaled score of 105 at the end of KS1 will be expected to achieve a scaled score of 105 at the end of KS2 to have made expected progress.

A child with a scaled score of 97 at the end of KS1 will be expected to achieve a scaled score of 97 at the end of KS2 to have made expected progress.

### Standardisation and Moderation

It is essential that regular standardisation and moderation opportunities are planned in. At Carlton, reading, writing and maths are moderated in school termly and cross-school at least annually.

## Computing, science and non-core subjects

**Science:** The objectives from the National Curriculum as on Target Tracker

**All other foundation subjects:** The objectives from the National Curriculum as on Target Tracker

All non-core subjects will be assessed on a termly basis with summative data produced yearly to report back to SLT.

In science and all other foundation subjects the objectives on Target Tracker are used in the same way as maths, reading and writing, where teachers use a range of evidence at the end of each term to consider whether children are working towards the objectives, have mostly achieved them, achieved them or understood them at greater depth. This information is used to determine whether a child is below, working towards or secure for their year group.

Pupils will also be assessed formatively in terms of their learning skills and social skills. Soft data will be collated to ensure that any interventions that have been put into place are having the required impact.

### ROLES AND RESPONSIBILITIES

#### **Class Teachers**

It is the responsibility of the class teacher to:

- Use assessment for learning procedures during each lesson to ensure all learners make progress.
- Use the school Marking and Feedback policy to mark children's work and provide them with feedback
- Plan and prepare future work based on assessment showing individual needs.
- Compile and maintain individual pupil records.
- Compile and maintain individual IEPs.
- Administer Formal Assessments.
- Ongoing use of Target Tracker to highlight objectives met by children
- Attend termly Pupil Progress meeting to discuss on progress with their class.
- Report to pupils, parents and staff on progress
- Liaise with the relevant subject leaders for advice or support as required.
- Report to parents as required regarding individual pupil progress.
- Produce Cohort Reports for the next teacher.

#### **Key Stage Leaders**

It is the responsibility of the Key Stage Leader to:

- Ensure that all team members are familiar with assessment for Learning procedures and principles.
- Ensure that all team members regularly discuss pupil progress with children.
- Ensure that all team members are confident to mark and moderate children's' work.
- Ensure that all team members complete accurate Cohort reports in July to inform the next teachers.
- Support and challenge class teachers where necessary.

#### **Subject Leaders**

It is the responsibility of the Subject Leader to:

- Ensure that all teachers are skilled in assessing accurately within their given subject.

- Ensure that all teachers keep regularly updated assessments within their given subject.
- Produce Subject Leader reports and deliver staff meetings.
- Attend termly Pupil Progress meetings with a clear strategic view of their subject.

### Senior Leaders

It is the responsibility of the Senior Leaders to:

- Keep an ongoing overview on children’s progress (TT)
- Attend termly Pupil Progress meetings to ensure a clear strategic overview of progress within the school.
- Use all strategic assessment information to inform resourcing for the following term.
- Support and challenge class teachers where appropriate.
- To use assessment data to inform the School Development Plan.

### School Governors

It is the responsibility of the School Governors to:

- Support and challenge Senior Leaders.
- Keep a strategic overview of the strengths and weaknesses of the school through questioning the assessment information and meeting with the Assessment Leader.

The Assessment Leader, in consultation with the Headteacher, staff and governors will monitor this policy annually.

Shared agreed with staff	September 2019
Shared with Children and Parents	September 2019
Ratified by Governors	September 2019
Review date	September 2022