



Assessment Policy

| Document Detail | |
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| Category: | Curriculum |
| Authorised By: | Full Governing Body |
| Author: | Deputy Headteacher |
| Version: | 3 |
| Approved: | December, 2016 |
| Next Review Date: | December, 2019 This policy will be checked annually for relevance. |
| To be read in conjunction with: | <i>Teaching & Learning Policy, Early Years Foundation Stage Policy, Inclusion Policies, Home School Agreement, Monitoring and Curriculum Review Policy</i> |

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The Assessment Policy is on Master on Server (Master) > Handbooks and Policies > Assessment Policies. The Assessment Folder on Master > Assessment contains templates of documents used to support assessment at Tidemill Academy.

Some documents used for assessment have their location referenced but all are available on Master.

Assessment

We believe that assessment is:

- The measurement of knowledge, understanding, misconceptions and next steps in learning.
- Most effective when children are actively involved with the teacher in the assessment and learning process.
- Only effective when assessment for learning is at the heart of teaching and learning.

Assessment *of* learning is about reporting where children are now. Assessment *for* learning is about helping children to learn better.

We measure against:

- Learning outcomes (WALT – We Are Learning To..), WILF (What I Am Looking For...), targets and age-related expectations.

We assess to:

- Gain an understanding of pupil's prior knowledge to inform planning.
- Identify strengths and areas to develop in pupil's learning.
- Help identify pupils at risk of underperforming/achieving.
- Inform pupils of their next steps for learning.
- Develop evaluative skills amongst our pupils.
- Monitor achievement (progress and attainment).
- Measure impact of teaching and learning interventions.
- Inform parents and carers of their child's attainment and progress.
- Gauge our effectiveness as teachers.
- Set statutory targets for pupil performance at Key Stage 1 (KS1) and Key stage 2 (KS2).
- Enable us to complete our termly 'Whole School Data Analysis'.
- Compare our pupil performance with other schools – local borough/national results

Assessment for learning should:

1. Be part of effective planning of teaching and learning
2. Focus on how students learn
3. Be recognised as central to classroom practice
4. Be regarded as a key professional skill for teachers
5. Be sensitive and constructive because any assessment has an emotional impact
6. Take account of the importance of learner motivation
7. Promote commitment to learning goals and a shared understanding of the criteria by which they are assessed
8. Provide learners with constructive guidance about how to improve
9. Develop learners' capacity for self-assessment so that they can become reflective and self managing
10. Recognise the full range of achievements to all learners

The Assessment Reform Group, 'Assessment for Learning: 10 principles' (2002)

Forms of Assessment – Generic, across the school and in all subjects

| Method of assessment | Frequency | How and where is this recorded? | Purpose | IMPACT on teaching and learning |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Questioning</p> <ul style="list-style-type: none"> - open/closed - higher order questioning (aim for thoughtful improvement) - use of interactive resources incl. number fans & wipeboards. - hands down & 'think' time - tchr/pupil, pupil/tchr, pupil/pupil | <p>Daily</p> <p>During the starter, lesson introduction, guided group work and during the plenary with the whole class.</p> | <p>AfL questions are included in plans and are highlighted in green</p> | <p>To raise issues about which the teacher needs information or about which the pupils need to think. (Teachers gain immediate feedback on children's misconceptions. Teachers & pupils are able to understand thinking/thought processes.)</p> | <p>Teacher is able to address specific misconceptions and/or extend children's level of understanding. Informs teacher's planning.</p> |
| <p>Self assessment</p> | <p>Regularly, when relevant.</p> | <p>EYFS: verbal response KS1: WILF produced for different genres &/or against targets. Largely, responded to verbally. KS2: WILF produced for different genres &/or against targets. Children use ticks against the success criteria to identify when used in their writing. All: thumbs up/down</p> | <p>Children evaluate their own learning, thus becoming aware of their strengths, areas for improvement & what they need to do to get there. It can inform teachers about children's ability &/or confidence levels.</p> | <p>Pupils are made aware of learning expectations and their next steps so can achieve learning goals. Informs teacher's planning.</p> |
| <p>Peer assessment</p> | <p>When relevant e.g. at the end of each extended piece of writing</p> | <p>Use of talk partners across the school. KS1 children verbalise against the WILF/targets. KS2 children mark against the WILF/targets. Can use two stars and a wish.</p> | <p>Children understand and evaluate work based on the WILF &/or targets.</p> | <p>Pupils are made aware of learning expectations and their next steps. Informs teacher's planning.</p> |
| <p>Marking books against the WILF (What I'm Looking For)/WALT (We Are Learning To)</p> | <p>Daily against the WALT Against the WILF when relevant (e.g. for extended pieces of writing) NOTE: Close marking necessary in Maths in preparation for conferencing. See later in the policy for marking requirements.</p> | <p>Teacher records A (WALT/WILF achieved), PA (WALT/WILF partly achieved) or NA (WALT/WILF not achieved) in children's books See later in the policy for further guidance on marking.</p> | <p>Children can clearly recognise how well they met the WALT/WILF for that lesson. Children are aware of next steps for improvement and how to get there.</p> | <p>Causes children to think about the next steps in their learning and how to get there. Informs teacher's planning.</p> |

Please note: All teachers are expected to keep assessment information for children they teach. This will include: conferencing plans and evaluations, assessment proformas for guided reading, writing and oracy which assess against National Curriculum outcomes and Non-negotiable milestones, outcomes from termly tests, half termly science assessments, spellings and phonics assessments, intervention timetables, provision maps and any further assessment completed.

Assessment in the Early Years Foundation Stage

*Please see the 'Early Years Foundation Stage Policy' for further information (Master – Handbook and Policies – EYFS Policy)

Progress for children in the EYFS is monitored termly using the Early Years Outcomes. Each area of learning is broken down into age bands and children are judged to be beginning, developing and secure against each band. Progress is then monitored from this. At Tidemill we monitor children's progress across a year by measuring how many steps they have made. For example, moving from beginning to developing within an age band would be considered 1 step. 3 steps progress is considered typical age related progress, 4 steps progress is considered good and 5 steps or more is considered outstanding.

There are currently 7 areas of learning in the EYFS, which have been split into 3 Prime areas and 4 Specific areas.

Prime:

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

Specific:

- English Development
- Mathematical Development
- Understanding of the world
- Expressive arts and design

Children are assessed 4 times through the year in Nursery and Reception to chart progress and to identify any areas of need. This includes a baseline assessment and is against 'Development Matters.' Results are recorded on O-Track. Observations are taken using the assessment software to build a profile to gather an overview of each child's abilities and learning styles. This can collect audio, video and written evidence.

The form of assessment must be fit for purpose and should not take away valuable teaching time for focused activities. The Local Authority states that 'when making a judgement for the EYFSP, practitioners should draw on at least 80% of evidence from knowledge of the child, observations and anecdotal assessments and no more than 20% of evidence from adult directed and focused activities.' It must be stressed that there is no link between the early learning goals and National Curriculum levels.

Additionally, a national baseline assessment is now completed within the first 6 weeks of a child starting Reception. Tidemill uses the Early Excellence 'EExBA' system, where children are assessed using the Leuven scales for well-being and involvement, characteristics of learning, prime and specific areas. This data is analysed by Early Excellence and used by some other schools nationally. This enables us to track pupil progress of the 17 areas of learning throughout the year.

At the end of the Reception, children are assessed against the Early Years Foundation Stage profile. Children are said to be Emerging, Expected or Exceeding against the 17 Early Learning Goals (ELG). If children are working below the ELG then they are said to be Emerging, if they meet the ELG then they are given Expected and if they are working consistently above the ELG on the KS1 curriculum, they are given Exceeding. This data is shared with parents, Year 1 teachers and the Local Authority.

Assessment in the EYFS

| Method of assessment | Frequency | How and where is this recorded? | Purpose | IMPACT on teaching and learning |
|---------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Observations made of the children in relation to the ELGs/Early Years outcomes. | Daily | Teacher/support staff observes a child and records on a PDA. This is downloaded regularly into the child's file on Fingertips-Online. | To track a child's progress using the information to inform planning and for summative purposes in Reception. | To inform planning and judgements. |
| Early Years Outcomes & O-Track | Baseline assessment completed within 4 weeks of entering Tidemill. Summative assessments are then made termly during Assessment fortnights. | Teachers assess against the Early Years Outcomes on O-track stating whether children are beginning, developing or secure against the outcomes. | Inform planning. To inform Provision Mapping -analysis of data enables us to inform future planning, including interventions, to meet the needs of individual and groups of children To aid transition to year 1 | Children's individual needs are being met through close analysis of data and detailed planning of interventions and future teaching. Statutory requirement |
| Phonics against Letters and Sounds criteria | Baseline assessment done by 6 weeks. Termly assessments completed after that during Assessment Week. | Phonics Assessment folders where teachers highlight sounds chdn are confident with (kept by individual teachers) Wauton Samuel (Summative - termly results) – Phase levels. | For chdn to establish phonetic knowledge to aid reading and writing. Inform planning | Children are targeted correctly therefore progress is made in phonics. |
| Early Years Foundation Stage Profile | End of Reception Year (End of June/Early July) | Children are assessed against the 17 ELGs (Emerging, Expected, Exceeding) which is submitted to the LA. | To aid transition | Analyse gaps to inform future provision. |

Assessment in English

| Method of assessment (KS1 & KS2) | Frequency | How and where is this recorded? | Purpose | IMPACT on teaching and learning |
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| Marking of Power writing and extended pieces of writing (genre specific) | Power write - Bi-weekly (alternate between Power writing and Maths conferencing). Extended writing – as and when relevant to the year group | Children write in their English books. Extended pieces of writing are always close marked by the class teacher. The sessions may include self or peer assessment. Teachers mark against the WALT/WILF/ targets &/or National Curriculum outcomes. Teachers use the Tidemill editing code for writing when marking pupil work. | Power write - To allow the children an uninterrupted time to write and consolidate new skills or refresh genres learnt earlier in the year. Extended pieces – to allow children time to apply grammar and genre specific skills in an extended piece of writing Work is used by teachers to inform half termly writing assessment judgements (AWL). | Children can showcase their independent writing skills. Informs teacher's planning. Teachers can assess the children before moving on to the next genre. |
| Writing targets | Changed at least half termly – teacher annotates regularly whilst marking. | KS2: Targets are stuck in the back of English books and are checked against when marking extended pieces of writing. Chdn may also use this as a self-assessment tool. KS1: Targets are recorded on pencil cards and dated when achieved. Tchrs will acknowledge target achievement in books with ① | Pupils are clear about whether they are moving towards achieving their writing targets. | Pupils are aware of their learning and next steps needed to make progress. |
| PM Bench Marking | Teachers can assess pupils on a half termly basis (Assessment Week) | PM Bench Marking assessment forms used to assess pupil attainment (reading age) and stored in assessment folders. | To allow teachers to gain a pupils reading age To use pupil achievement as a benchmark against other pupils in the same reading group. The outcomes of the reading assessment can support AWL judgements. | Teachers are able to track progress. Pupils are aware of next steps in reading. |
| National Curriculum/Non-negotiable milestones guided reading record | Guided reading timetable ensures a teacher assesses each group at least once a week against the National Curriculum outcome(s) | Group reading assessment record with comments against individuals. Assessment written against National Curriculum outcomes on Guided Reading Record (Master – Subject Idrs & Ing policies-English-Resources-Guided reading-Tidemill Guided Reading Record). Other significant learning should also be recorded. | Plan sessions to develop and assess children's reading skills - decoding and comprehension. Guided reading notes/assessment against NC outcomes can support AWL judgements and achievement of non-negotiable milestones. | Teachers are able to track progress. Pupils are aware of next steps in reading. |
| * *KS1: where individual reading is needed, the guided reading record format used for group reading is used to record assessment on the individual child. | | | | |
| Spelling | Weekly spelling (KS1 and KS2) | All pupils have spelling books which are used for weekly spelling tests. | Enables children to spell correctly in their writing. | Children apply new spelling strategies in their writing. |
| Phonics (EYFS/ KS1) | See Phonics' in 'Assessment in the EYFS' | Assessments are termly, as appropriate to the level of the child. Phase level recorded on O-Track and in Phonics Assessment folder. | KS2 chdn are assessed in phonics with follow up lessons until they are confident in Phase 6 or receive a different intervention. | Children are targeted correctly therefore progress is made in phonics. |

Assessment in Maths

| Method of assessment (KS1 & KS2) | Frequency | How and where is this recorded? | Purpose | IMPACT on teaching and learning |
|---------------------------------------------------------------------------------------|--------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Pre and post-tests – assess pre and post learning at the beginning and end of a unit. | At the beginning and end of each unit. | Children complete the same task for comparison – work to be stuck in books before and after a unit of learning. All pupils use the same template but the tasks will differ for each year group curriculum. Pre and post assessments will be marked by the teacher. | Children to be aware of their own needs. To inform teacher's planning. To evidence progress. | Teaching meets the needs of the children. Pupils will show progress. |
| Maths conferencing | Bi-weekly (alternate between Power writing and Maths conferencing) | Conferencing plans are written & evaluation sheets completed by class teachers and TA, whilst working with each group, during the lesson (Master-Planning-Maths-Planning formats) | To identify and address misconceptions, consolidate previous learning, plan activities to apply new skills or extend children's knowledge and understanding. Used to inform half termly AWL assessment judgements and non-negotiable milestones. | Children have valuable time to respond to teacher's marking. Teachers can assess the children before moving on to the next unit. Assessments are used to inform planning. |
| RM Maths / My Maths (Optional) | As appropriate. | Graphs can be printed from the programme and will be kept in Assessment folders. | Teachers can identify gaps in learning and plan accordingly. | Development of individuals in response to a personalised programme. Can also inform planning. |

Assessment in other subject areas

| Method of assessment (KS1 & KS2) | Frequency | How and where is this recorded? | Purpose | IMPACT on teaching and learning |
|----------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Science pre and post session tasks Science Assessment Posters | At the beginning (pre-unit) and at the end of the topic (post unit). Children complete the same task for comparison (e.g. annotating a picture or drawing a mind map that is then annotated in a different colour). Teachers stick science assessment posters in all books. Work is marked using A,PA,NA. | KS1 Topic books KS2 Science books | Pupils can pose questions to find out during the topic. Teachers use this information to inform planning. | Informs planning based around children's prior knowledge, areas for development and questions they would like to explore. Summative assessment of knowledge. |
| Science summative assessment | Half termly | Tchrs will complete a spreadsheet identifying children as: WT (working towards), WA (working at) or WG (working at greater depth) for each unit for each strand: Working Scientifically and Knowledge. These judgements will be assessed against the NC. Available on master> Assessments> Science Assessments>Record of Assessment | Alerts teachers to gaps in learning. Informs summative assessment judgement | Teachers are able to complete an end of year summary |
| Historical enquiry (KWL – what I know, what I would like to know, what I have learnt or other gathering of prior learning) | At the beginning of a creative curriculum topic | Children brainstorm what they know so far and set their own questions they want to research. | AfL - chn answer questions at end of a topic. This informs teachers planning and guides direction of topic. KS2 children have time for independent research. | Informs planning based around children's prior knowledge, areas for development and questions they would like to explore. |

Marking

Marking must be frequent and purposeful at Tidemill and should be recognised as an integral part of the learning process. Judgements will be made against the WALT/WILF/ targets.

Teachers will annotate the following **next to the WALT/WILF**:

- A = achieved
- PA = partly achieved
- NA = not achieved

This could include marking in a less detailed way that may simply be a check to see whether the pupil has understood the day's lesson.

Note: TAs, LSAs and other established support staff will record A, PA or NA against the WALT when working with a group. Teachers and support staff will also note down if heavy support is required to complete the task set. This may be recorded as 'Class Teacher support' or 'TA support' using a stamp or a written comment. If a piece of work is completed independently or with limited support, the piece will be left blank (no stamp required). In the Speech & Language Resource Base, teachers will stamp 'independent', if a piece of work is completely independently. Any additional information given will inform the teacher and will be a productive form of communication about the children's learning and progress.

To be effective, *marking should cause thinking to take place*. Therefore the above annotations will need to be supplemented by regular '**close marking**'. This will include feedback on what has gone well, next steps  to move learning on and guidance on how that can be achieved. Next steps can be in many forms and should be used when:

- a pupil has not fully achieved the WALT/WILF or a target
- a pupil needs a specific moving on comment or scaffolded support (teachers will offer a written prompt where an improvement is needed)
- a pupil has fully achieved the learning outcome(s) and requires an extension/challenge

Children will respond to teacher marking with a purple pen. **Children will need to be given sufficient time to respond to marking so that it serves a purpose.** Once pupils have responded to their marking, teachers will acknowledge pupil response to ensure quality responses and accuracy.

Teachers use green and pink pens so children can identify what they have done well and how they can improve on their work. Green pen/ highlighters show the successes (green for go). Pink pen/highlighters (pink for think) help children see areas where they can improve or where they can be extended in their learning. Where pink comments are used, teachers give explicit, bossy prompts or scaffolded comments.

Prompts are comments that give a starting point that enables a child to make the next step with relative independence,

e.g. *Write in a sentence a 'wow' adjective to describe the creature's size or power?*

Add a word with more impact ('wow' effect) than big?...etc

or *modelling maths examples where minor mistakes are made.*

Scaffold comments provide a greater level of support or stepping stones that help the child make the next step of progress.

e.g. *The teacher gives three examples of an accurate sentence – the child then chooses the one that fits.*

Which word is best to describe the lion – red, fierce, kind?

An arrowed diagram, showing how to solve a maths problem.

Pupils respond to pink comments in purple pens or pencils. Using purple, ensures pupils' responses are clear. It also means the impact of the comments left by teachers is clear to pupils and staff.

Where children are too young/ not able to read or access teacher's comments in green or pink, teachers verbalise next steps and a notation of VF (verbal feedback) will be evident in pupils' books.

As a guide, close marking happens on average twice per week for English and Maths as appropriate.

In Maths, teachers must complete close marking in preparation for conferencing. Conferencing time may be used for children to respond to 'close marking'. Conferencing questions and activities are written in response to marking and this will be evident in their planning. In English, teachers will mark closely against the WALT and WILF of a particular genre and a pupil's individual writing targets, whilst using the editing code (see Assessment Portfolio). Teachers do not need to respond to every single mistake or correction. Please note that in the EYFS and KS1, prompts will often be verbal as opposed to written. It is important that close marking is also completed, where relevant, in science, particularly in response to investigations (Science 1).

Teachers will regularly acknowledge children's work produced in the creative curriculum (in the foundation subjects). Marking should be completed when a teacher needs to assess children's understanding in order to inform future planning. Celebrating success and ensuring children are completing tasks to an appropriate standard are other important reasons for acknowledging work. Work must be marked when children complete a written piece of work - English linked to the topic - as this would have been written for an audience and would need to be read and responded to.

Self-Assessment

Children should be encouraged to self mark, where appropriate i.e. where answers are either right or wrong and instant feedback is helpful. Children should be encouraged to self-assess their work against a WILF and their individual targets. Self-assessment may also be done orally during the lessons plenary.

Peer Assessment

At times, children will be asked to peer assess. When dealing with complex work e.g. a piece of writing, this will always involve conversation between the marker and the pupil that has completed the work. The teachers will be free to observe, reflect on what is happening and frame helpful interventions. KS1 will often verbalise against a WILF. Whereas, KS2 children will mark against a WILF or may use two stars and a wish

Assessment Week/Fortnight

Assessment week occurs half termly and allows teachers, SLT and subject leaders to track the achievement of pupils in reading, writing, maths and oracy. During this week, teachers will gather evidence and use the ongoing assessment procedures to make half termly assessment judgements on a child's attainment and progress. From Year 1 to 6, teachers will use the agreed REAch2 Assessment Without Levels system (AWL) to record a child's current attainment of the year group curriculum they are accessing in Reading, Writing, Maths and Oracy (Deeper Learning). Teacher attainment judgements are recorded as: GD (Greater depth), On Track (OT), Aspiring (A), Working Towards (WT) or Met (M). All judgements are entered onto the school tracking system (O-Track) which allows assessment reports to be generated. These assessment reports are then used to complete a termly SLT data analysis report which informs pupil progress meetings, year group moderation meetings and provision maps. Such analysis allows teachers to identify and target groups of children who are underperforming (WT, A), as well as monitor the progress and attainment of those who are working at a higher level (GD) and those that are working at the expected level (OT). This enables staff and SLT to monitor those who are expected to 'meet' the end of year expectations by the end of the academic year and target those who may need additional intervention. Analysis of tracking also enables us to assess the progress of different groups of children (e.g. EAL, SEN, Disadvantaged) as well as looking at the needs of individuals. Having assessed pupil progress and attainment, teachers will plan appropriate interventions, adapt plans and write pupil targets.

Assessing attainment at any point in time – 4 judgements

- **Working towards/below** – Children are accessing the curriculum below the expectations of their chronological age. They do not currently have the skills, knowledge and understanding required to access, achieve or demonstrate significant engagement with the assessment criteria.
- **Aspiring to Meet** – Children are accessing the expectations of their chronological year group, however are deemed not to be On-Track to meet expectations fully by the end of the year without significant additional support. Children have demonstrated some capability of engaging with it but may need specific intervention and / or additional quality-first teaching in order to be confidently assessed as On-Track.
- **On-Track to Meet** – Children are On-Track to comprehensively attain the S,K & U of the assessment criteria by the end of the year.
- **Greater Depth** – Children are working securely within their year group curriculum with breadth and depth of the S, K & U of their year group curriculum
- **Met** – Children demonstrate they have mastered the S,K & U of the assessment criteria required to apply them across a broad range of contexts (judgement to be made at the end of the academic year Summer Term 2).

During Assessment Week, teachers will also assess pupils against individual Non-negotiable milestones (end of year expectations) in reading, writing, maths and oracy (Class Track). Pupil's attainment and progress towards the 'meeting' of an individual milestone will be colour coded: red (WT), amber (A), green (OT), purple (M), grey (not yet covered). By the end of the academic year, all children are expected to meet all of the non-negotiable milestones of the year group curriculum they are accessing/being assessed against. Children who are deemed as 'Aspiring' (A) throughout the year, are still expected to progress to 'On Track' to 'Met' by the end of the academic year with specific targeted intervention and additional wave 1 quality first teaching. Children who are deemed as 'Working Towards' (WT), are still expected to meet the non-negotiable milestones of the year group curriculum they are accessing/being assessed against.

Assessment fortnight

Three times a year (autumn 2, spring 2, summer 2), teachers will administer a set of tests to help support assessment judgements. During this assessment period, teachers will have 2 weeks to administer tests, gather evidence and use the work in pupil books to make judgements, before submitting results on O-Track.

The results from the tests will not give a level or an age at which a child is working but will be used as an additional piece of evidence to support end of term judgements, alongside teacher knowledge and evidence in books. Any child who is working below their year group curriculum (WT), will be administered tests appropriate to the year group curriculum they are accessing.

During the testing periods, children will take the following tests applicable to their year group:

- Reading comprehension
- Spelling, Punctuation and Grammar
- Maths – Arithmetic
- Maths – Reasoning and problem solving

Assessing progress over time

The Department for Education outlines age-related expectations for children to meet by the end of each key stage. REAch2 deems the curriculum to be sufficiently challenging and so children that meet expectations, or are assessed as ‘on track’ to do so within a key stage, are judged to be making GOOD progress.

- Progress will be judged as **‘better than expected progress’** or **‘expected progress’**, **‘limited progress’**, **‘no progress’**.
- A child that is on track to meet throughout the year, or has met all milestones by the end of the academic year will be judged as making **‘expected or better than expected’** progress **within the year**.
- A child that has met, all milestones will be judged as making **‘expected or better than expected’** progress **at the end of the year**.
- Children that are significantly catching up (closing their attainment gap towards meeting the end of key stage age-related expectation) will also be judged to be making **‘expected or better than expected’** progress e.g. ‘Working Towards’ to ‘Aspiring’ or ‘Aspiring’ to ‘On-Track’ within a year.

However because our children frequently have a low on entry baseline, they need to make accelerated progress to reach National standards by the end of Year 6. Therefore each year, staff will be given a pupil progress target as part of their appraisal target.

| Area assessed | Method | How and where is this recorded? | Purpose | IMPACT on teaching and learning |
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| Development Matters (Nursery) | Termly See ‘Assessment in the Foundation Stage’ and the Early Years Foundation Stage policy | Results are recorded on the school tracking system Results are sent to the DFE. | Data analysis produced on an individual child End of year results send to Lewisham (LA). Comparative data produced on borough and nationally. | See ‘Assessment in the Foundation Stage’. Used for whole school data analysis to inform school development plan. |
| Early Years Foundation Stage Profile (Reception) | | | | |
| Reading (KS1 & KS2) | Year 6 – Practice SAT reading paper Year 2 – Practice SAT reading paper (Autumn 1, Spring 2) KS1/2 Teacher assessment using guided Reading Records PM Benchmarking Termly year group reading paper (Testbase) Aut 2, Spr 2, Sum2 | Teachers mark tests and then follow Assessment Week procedure (see above). | To create summative assessment. Through gaps analysis-to inform targets and inform future planning and intervention. | Pupils can describe next steps in their learning. Progress in reading is good-outstanding. |

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| Writing (KS1 & KS2) | Teacher assessment: National Curriculum/Non-negotiable milestones assessment for writing Achievement towards individual targets | NC/Non-negotiable milestone Targets are dated against a minimum of three pieces of writing before being given a new target | See above | See above |
| Maths (KS1 & KS2) | Pre & post-assessments in books Fortnightly conferencing records. Year 6 – Practice SAT maths paper Year 2 – Practice SAT maths paper (Autumn 1, Spring 2) Termly year group maths paper (Maths Hub, White Rose) Aut 2, Spr 2, Sum2 | Teachers use assessment grids to track groups progress in conferencing. Mark tests then follow Assessment week procedure (see above). | See above | See above |
| Science 1 – Scientific Enquiry (KS1 & KS2) | Teacher assessment | After each half termly unit, science assessment excel grid completed End of academic year all chn given a sub-levelled Science grade | To inform planning. Identify gaps in learning/ where additional challenge required. To raise awareness of the levels of G&T (gifted & talented) children & ensure they are extended. | An increased focus on investigative skills in science. Effective planning that meets the needs of all groups of learners. |
| Phonics (EYFS, KS1 & KS2 , where relevant) | At the end of every term Year 1 children sit the Phonics Screening Check in the <u>summer term</u> (May) and teachers are therefore not expected to individually assess children during this period. | Phonics Assessment folders where teachers highlight sounds chdn are confident with (kept by individual teachers) & give a Phase level. Phonics Screening Check results are submitted to LA in the summer term. | For chdn to establish phonetic knowledge to aid reading and writing. Inform planning | Children are targeted correctly therefore progress is made in phonics |

Further Assessment

| Method of assessment | Frequency | How and where is this recorded? | Purpose | IMPACT on teaching and learning |
|--------------------------------|----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|
| Year 2 SATs | Annually – May | Results are recorded on the school tracking system. Results are sent to the DFE. | To inform Provision Mapping. Statutory requirement. Reported to REAch2. Used in RAISE online | Informs teacher's planning. Referrals made. Allows accurate interventions. Statutory requirement. |
| Year 6 SATs tests | Annually – May | Administered under test conditions. Results are recorded on the school tracking system. Externally marked – reading, maths & spelling, punctuation and grammar. Results are sent to the DFE. | Statutory requirement. Reported to REAch2. Used in RAISE online and school league tables. | Statutory requirement – passed on to secondary schools. |
| Year 1 Phonics Screening Check | Annually – May | Pupils are administered the phonics screening check on a 1:1 basis with the class teacher. Results are sent to the DFE and local authority. | Statutory requirement. Reported to REAch2. Used in RAISE online. | Informs teacher's planning. Allows accurate interventions. Statutory requirement. |

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|--------------------------------------------------|--------------------|-------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|
| Target setting report to parents (EYFS, KS1 & 2) | Annually – October | Proforma provided (Master-Assessment-Target setting reports-Targets Au 20__). | To provide parents with targets for children’s learning so that they can also support them at home. | Strong links between school and home increases the education and life chances of children. |
| End of year report to parents (EYFS, KS1 & 2) | Annually – July | Proformas provided (Master-Assessment-End of year reports-Reports 20__) | To provide parents with an informative summary of their child’s attainment and progress, both academically and socially, over the last year. | Strong links between school and home increases the education and life chances of children. |
| End of year transition meeting | Annually - July | Guidance provided before staff meeting. | To aid a smooth transition of pupils to the next year group. | New class teachers are provided with relevant information about children in their new class. |

P-levels/ Pivats

Who are they for?

- Children aged 5 – 16, with SEN who are working below and not accessing the Year 1 curriculum (KS1 & 2)
- They are NOT for children who are EAL (unless their primary need is SEN)
- Children with EHCP PLANS will be assessed using PIVATS (P levels) and against the school’s AWL system for attainment if working beyond the Year 1 curriculum
- Children in the S&LRB will be assessed using PIVATS and against the school’s AWL system for attainment if working beyond the Year 1 curriculum

What will we track?

- Maths, reading, writing and speaking and listening and science (year 2).

Year 1 pupils:

- If a child has not reached a Good Level of Development (GLD) when they start Year 1, then they will remain on the EYFSP until the summer term. If by summer 1, they have still not progressed on to the Year 1 curriculum, they will be assessed using P levels/Pivats. They may receive extra support which is documented on the class Provision Map.
- If a child is put on P Levels there will be a discussion with the teacher and parents and the child will be put on the SEN register. Consequently they may have further investigations in to their learning.
- They will be assessed using P Levels/Pivats until they have progressed onto the National Curriculum.

Year 2-6 pupils:

- Any pupil within Year 2 to Year 6 who are working below and not accessing the Year 1 curriculum (with the exception of EAL pupils), will be assessed against P Levels/ PIVATS. Children that are making very slow progress and being considered for an EHCP might be assessed using PIVATS to document their progress. This could be P levels or national curriculum levels 1-4.

What are P levels?

The P Levels are a set of descriptions for recording the achievement of pupils with special educational needs (SEN) who are working towards Year 1 of the National Curriculum. The P Levels are split into eight different levels with P1 being the lowest and P8 the highest. Level P8 leads into Year 1 National Curriculum. Levels P1 to P3 are not subject-specific, as they describe early learning and conceptual development. At these early levels, a curriculum subject offers a specific context for learning.

What is PIVATS?

PIVATS is an assessment programme used to measure pupil progress through the P Levels and national curriculum levels 1-4. Progress is measured by a PIVATS level description and an equivalent point score. It is a system to show step by step progress and used to inform target setting for pupils of all ages whose performance is outside national expectations. Pivats are able to show very small steps of progress.

How are PIVATS used at Tidemill?

Pupils not accessing the Year 1 curriculum will be assessed using PIVATS until they attain a level P8a. This will ensure that a child has fully met all 8 levels of the P Level descriptors and are ready to access the Year 1 curriculum. From this stage they will then be assessed using the Year 1 Assessment without Levels assessment system, unless they have an EHCP or have a significant special educational need in which case PIVATS will continue to be used to assess progress.

Children who are assessed using PIVATS will have their attainment data reported on the whole school tracking system (class track) but individual small step progress will be measured using PIVATS. This will be recorded and tracked on a separate online system which will track progress against the P Scale Progression Materials.

What are the progress expectations of a pupil being assessed against PIVATS?

There is a minimum expectation of a child progressing 1 PIVAT subset per academic year e.g. P7d to P8d.

Assessment in Redwood (Speech and Language Resource Base)

All children within the Speech and Language resource base (S&LRB) will be assessed using AWL milestones (deeper learning) and PIVATS 5. This will assess their maths, reading and writing skills. Children in the S&LRB will not be assessed against AWL Class Track.

Marking

The marking scheme for the S&LRB follows the schools marking policy. In addition to the school marking policy, adults in the resource base will write a comment to show the progress that a child has made against their IEP target. This will be written in blue or black pen and have a P next to it to show that they are working towards achieving one of their IEP targets. Achievement will also be acknowledged on their IEP card which can be found on the class learning wall. Alongside this, a note will be made against a child's work to indicate how they managed with a task, how much support was given or if they verbalised something significant about their learning.

A Language in Common

Who is it for?

- Children who have EAL and are working below the Year 1 curriculum are assessed against the criteria in 'A language in common: Assessing English as an additional language'.

What will we track?

- Reading and writing. Children will be assessed using National Curriculum levels for Maths.
- Speaking and listening skills

Further Information

- At Tidemill, we use Step 1 and Step 2 to assess children who are not yet accessing the year 1 curriculum. Once they have achieved these stages, they will be assessed against the Non-negotiable milestones.

Standardisation and Moderation

Standardisation is when several teachers go through procedures in advance of marking in order to ensure that they understand the criteria for assessment judgements. Moderation is then a later check that the assessors have actually assessed to the same standards and accurate judgements have been made.

The above process ensure that teachers are confident and have a common understanding of national standards and are applying them consistently, so that teachers assessment provides an accurate picture of progress and attainment. Moderation of summative assessments takes place formally and informally. Informal moderation happens between year team partners, with Phase Leaders and with other key staff such as experienced Reception, year 2 & 6 teachers, subject leaders and the Assessment leader. Periodically, Phase Leaders will carry out more formal moderation with their teams or with individuals, as needed.

Formally, there are termly year group moderation meetings held in school, the week after 'Assessment Week/Fortnight' for autumn 2, spring 2 and summer 2. Such meetings are held with subject leaders and SLT with a focus on Reading, Writing and Maths. During this time, year group teachers alongside core subject leaders and SLT will have the opportunity to have a professional discussion and together moderate key marker children at the different assessment levels (WT, A, OT, GD). Phase leaders will carry out year group moderation meetings in phase meetings during autumn 1, spring 1 and summer 1. During these phase meetings, subject leaders and a link deputy will join teams to support judgements where necessary.

Additional moderation sessions are held for the Early Years Foundation Stage Profile assessments. The moderation team consists of the EYFS Leader, the Assessment Leader/Deputy Head and the Reception teachers. These occur termly as part of a phase or staff meeting. Periodically, EYFS and Year 2 and Year 6 assessments are moderated formally by a Local Authority (LA).

Reporting to Parents and Carers

At Tidemill we recognise the influential role that parents/carers play in the progress of children's learning and we actively encourage parental involvement in school. Parents/carers are able to meet with teachers, informally, throughout the year to look at the children's work and/or discuss pupil progress and attainment in all areas of the curriculum. Our dedicated staff team are approachable and willing to do this.

Teachers meet with parents/carer formally at least twice a year. In Autumn 2, the school has a target setting day where teachers discuss progress so far and share targets with parents (Master-Assessment-Target setting reports-Targets Au 20__).

In July, teachers will meet with parents to share and discuss their end of year report (Master-Assessment-reports 20__). This will be a productive conversation summarising their child's learning throughout the year. A signed copy of the report will be kept in the child's file in the school office.

The SENCO (Amy Herbert) is responsible for children with special educational needs and is available to speak to parents at both sets of parent/teacher meetings.

If a child is placed on SEN support the parents will be notified by the SENCO. Written consent will also be received from the parents to make a referral to an outside agency. Home/school meetings will be held following an assessment or review from an outside agency. This meeting will be used to inform parents about a specific diagnosis their child may have been given and provide strategies to support them and to plan next steps. For 'high priority' children, meetings may need to be held with the class teacher, SENCO and parents on a more regular basis.

Roles and Responsibilities for Assessment

| Class Teachers | | Support Staff | Phase Team Leader | Assistant Headteachers | Deputy Headteachers & Subject Leaders | | Headteacher | Admin Team |
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| <p>Use AfL during lessons. Adhere to policy and use of proformas contained in the Assessment Portfolio.</p> <p>Look at the trends within their class. Use assessment information to inform planning.</p> <p>Provide regular feedback to the children – oral and written. Regular marking of children’s work in line with the policy.</p> <p>Keep assessment data of their class, English & Maths set in an Assessment folder. Track the progress of each child.</p> <p>Set individual and/or group targets highlighting the children’s next steps.</p> | <p>Write IEPs for some chdn with EHCPs, if necessary.</p> <p>Liaise with SENCo re. children needing to be added to, moved up or off the SEN register. Also identify children to be included on the G&T register (SS).</p> <p>Complete summative assessment 6 times a year.</p> <p>Input pupil data onto O-Track 6 times a year.</p> <p>Complete a target setting report and end of year report on each child annually.</p> <p>Formally meet parents twice a year and produce a written report on pupil progress.</p> <p>Ensure information is transferred to the next teacher.</p> | <p>Plan, deliver and evaluate interventions (overseen by class teachers).</p> <p>Complete assessments required both formative and summative e.g. PM Bench Marking.</p> <p>Contribute to IEPs in the form of writing, assessing and implementing.</p> <p>Mark work against the WALT (A, PA, NA) when directly working with a group of children.</p> <p>Work with a group during maths conferencing.</p> <p>Complete evaluation form during conferencing sessions.</p> <p>Support teachers (incl those in other teams) to administer tests in Assessment Week e.g. PM Benchmarking</p> | <p>Support team to ensure assessment informs planning. Interpret and analyse data. Make appropriate changes to the curriculum.</p> <p>Ensure O-Track is updated following Assessment Week.</p> <p>Be aware of trends within their year groups in Eng, Maths (and Science in Yrs 5&6).</p> | <p><i>SENCo</i></p> <p>Use the pupil tracking data to look at children who fall in the underachieving group.</p> <p>Monitor, evaluate and report on the effectiveness of SEN interventions.</p> <p>Maintain SEN register.</p> <p>Carry out formal assessment for EHCPs.</p> <p>Liaises with outside agencies.</p> <p><i>Assistant Head (non SENCo)</i></p> <p>Monitors and analyses data, identifying trends by gender, ethnicity, EAL, PPG & SEN.</p> | <p><i>Assessment Leader</i></p> <p>Ensure the policy is updated, adhered to and regularly reviewed.</p> <p>Defines the roles of subject leaders in assessment, working collaboratively on assessment in their area.</p> <p>Ensures assessment is included in subject audits across the year – monitoring & improving assessment practices and procedures.</p> <p>Ensure subject leaders liaise with phase team leaders and vice versa.</p> <p>Ensures successful implementation of Year 2 SATs.</p> | <p>Report to the Leadership Team and Governors on standards and the impact of initiatives.</p> <p>Plan and lead staff meetings once a term to analyse data.</p> <p>Disseminate information to colleagues. Address any CPD needs.</p> <p>Monitors and analyses data, identifying trends by gender, ethnicity, EAL, PPG & SEN.</p> <p>Rationalises assessment systems to ensure manageability.</p> <p>Ensure successful implementation of year 6 SATs.</p> | <p>Ensure school meets statutory requirements.</p> <p>Present information to REAch2, as required at and agrees statutory targets.</p> <p>Determines the priorities in the School Improvement Plan.</p> <p>Reports to parents, governors and other stakeholders on quality and standards.</p> | <p>Input data into O-Track, as required.</p> <p>Support Deputy (KS) with data analysis.</p> <p>Ensure key stage assessment data is submitted by the given deadline.</p> <p>Complete the common transfer form when a pupil, transfers to another school.</p> |

Relevant Documents

The following can all be found on Master on Server:

- A Language in Common EAL pupils: Assessment
- P levels: Assessment
- AWL rationale and non-negotiable milestones: Master – Assessment - AWL
- O Track and AWL: Master – Assessment - OTrack
- Phonics assessment: Subject Ldrs & Ing policies-English-Phonics and spelling
- Maths conferencing planning & evaluation template: Planning-TEMPLATES-Maths templates
- Assessment and reporting arrangements for EYFS/KS1 and KS2: Assessment-ARA books
- Target setting reports: Assessment-Target setting reports-Targets Au 20__
- End of year reports: Assessment-End of year reports-Reports 20__