

Minsterley Primary School

Assessment Policy

'The overriding principle of good assessment is that it should be clearly tied to its intended purpose.' *Commission on Assessing Without Levels, Final Report, September 2015* Chaired by John McIntosh CBE pg5

The purpose of assessment at Minsterley Primary School

The main purpose of assessment at Minsterley Primary School is to ensure every child makes expected or higher than expected progress in line with National Standards. To achieve this there needs to be an awareness of the effectiveness of the quality of the teaching in our school; the children need to know how well they are doing and how they can make further progress; and parents need to know what their children are achieving.

Therefore our assessment needs to:

- be an integral part of teaching and learning;
- help children understand how effectively they have acquired knowledge, understood concepts, applied processes and used skills;
- offer guidance about what children need to do to improve and target specific areas;
- inform teachers, senior leaders, parents, governors and others who need to know about progress, attainment and achievement.

Aims of Assessment at Minsterley:

Assessment at Minsterley School takes place in a variety of ways which can be broadly defined as; formative assessment, in-school summative assessment and nationally standardised summative assessments. It is important to be aware of the range and complimentary nature of how each links together to build a picture of each individual child in our school. The aims of these assessments are;

- To maximise pupil achievement
- To focus on quality-first teaching on children's individual needs
- To provide an appropriate curriculum for all children
- To ensure that pupils' progress and attainment is tracked effectively

- To ensure the swift and effective identification of learning interventions where needed
- To ensure pupils working above National Standards are challenged appropriately and are making maximum progress
- To inform parents, governors and others who need to know about progress and attainment.

Formative assessment

Formative assessment is the powerful, every day tool that our teachers use to make professional judgements on progress and attainment. It can take forms such as -

- Marking of pupils work in a sensitive and constructive manner (See Marking Policy) through the use of Learning Objective and Success Criteria Grids
- Carrying out observations of pupils at work / practical activities
- Targeted questioning as part of a lesson
- Weekly tests in maths
- End of unit Busy Ant Maths tests
- Time to Shine and other extended writing opportunities across the curriculum
- Short topic/ theme quizzes
- Checking pupils work for progress and advances in attainment, through the use of the 'I Can' statements in the back of pupils books (English, Reading, Maths and Science).

The primary purpose of our day to day formative assessment¹

1. ***For pupils:*** *In school formative assessment helps pupils to measure their knowledge and understanding against learning objectives and wider outcomes and to identify where they need to target their efforts to improve.*

How do we do this at Minsterley? We mark each piece of work using green highlighters to show what the pupils have done well in their work, in relation to the learning objective. A pink highlighter 'pink to make you think' is used to ask the pupil to 'convince' you that they have embedded their learning from each lesson. At the end of the majority of lessons, KS2 pupils are asked to complete a self or peer assessment grid of their

learning for that lesson and set themselves a next step. KS1 children also complete these grids through the use of smiley and sad faces. Pupils are also encouraged to track their own learning steps through the use of the 'I Can' statements in the back of their books (Maths, English, Reading and Science). With the pupils in Key Stage One and below, the use of oral feedback is vital in their understanding.

***For teachers:** In-school formative assessment should be an integral part of teaching and learning. It allows teachers to understand pupil performance on a continuing basis. It enables teachers to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. In this way, it supports teachers to provide appropriate support or extension as necessary. It enables teachers to evaluate their own teaching of particular topics or concepts and to plan future lessons accordingly.*

How do we do this at Minsterley? At Minsterley, the daily use of Learning Objective and Success Criteria Grids (Appendix 2) enable teachers to understand each child's performance on a daily basis. These grids feed into the 'I Can' statements in the back of pupils' books to create a big picture of each individual child's learning journey. This process and the other forms of formative assessments (mentioned above) enables teachers to quickly and regularly adapt their planning and teaching, to meet the needs of individual pupils to support, consolidate, or extend the learning as appropriate, ensuring progress in the learning.

- 2. For parents:** When effectively communicated by teachers, in-school formative assessments provide parents with a broad picture of where their children's strengths and weaknesses lie and what they need to do to improve. This reinforces the partnership between parents and schools in supporting children's education.*

How do we do this at Minsterley? At Minsterley, we report to parents at parents' evenings in the Autumn and Summer terms. At the end of the academic year a formally written report is sent to parents. In addition to this parents of SEND children have the opportunity to attend an additional parents' evening during the Spring Term. We also encourage informal home/school communication via telephone calls, face to face

meetings and via the home / school communication book. At the beginning and end of each day the Headteacher and Deputy Headteacher are available on the playground to encourage and set up any additional communication between parents and teachers regarding assessment if required.

3. **For school leaders:** *In-school formative assessment provides a level of assurance for school leaders. If school leaders are confident their staff are carrying out effective formative assessment, they can be assured that problems will be identified at the individual level and that every child will be appropriately supported to make progress and meet expectations.*

How do we do this at Minsterley? As part of our termly 'Book Looks' school leaders and subject leaders will check that staff are carrying out effective formative assessments. Also staff will be provided with the opportunity to moderate theirs and others' assessments both within our setting (during staff meetings) and with other schools.

Text above adapted from *Final report on Assessment without Levels Sept 2015* Chaired by John McIntosh CBE pg19

The principals of in-school formative assessment₂

When using formative assessment, our teachers consider -

- a) What will this assessment tell me about pupils' knowledge and understanding of the topic, concept or skill?*
- b) How will I communicate the information I gain from this assessment to pupils in a way that helps them to understand what they need to improve?*
- c) How will I ensure pupils understand the purpose of this assessment and can apply it their own learning?*
- d) How will I ensure my approaches to assessment are inclusive of all abilities?*
- e) How will I use the information I gain from this assessment to inform my planning for future lessons? How could I improve, adapt or target my teaching as a result?*
- f) What follow up action should I take to plug gaps in knowledge and understanding or support progression where learning is secure?*

g) Is it necessary to record the information gained from this assessment? And if so, how can this be done most efficiently?

² The above text directly reproduced from *Final report on Assessment without Levels Sept 2015* Chaired by John McIntosh CBE pg22

In-school Summative assessment (See Appendix 1)

Summative assessment is used at Minsterley to bring all of the professional, formative judgements of a term / year together. These take the form of half-termly and termly tests (see Appendix?)

The primary purposes of in-school summative assessment ³

For pupils: In-school summative assessment provides pupils with information about how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can continue to improve.

How do we do this at Minsterley? At Minsterley, we complete summative tests at the end of units/half termly or termly depending on the subject (See Appendix 1). We report the results back to the pupils, highlighting what they did well and what they needed to do to improve. This is used to set new targets using the 'I Can' statements in the back of pupil's books.

For parents and Governors: In-school summative assessments can be reported to parents to inform them about achievement, progress and wider outcomes of their children across a period, often a term, half-year or year.

How do we do this at Minsterley? At Minsterley, we report end of year summative assessment to parents via end of year reports but where appropriate, teachers may report assessment outcomes to parents at end of term intervals. It also informs governors of progress being made in certain subjects and year groups.

For teachers: In-school summative assessments enables teachers to evaluate both pupil learning at the end of an instructional unit / period and the impact of their own teaching. Both of these purposes help teachers to plan for subsequent teaching and learning.

How do we do this at Minsterley? At Minsterley, we analyse the results from end of unit/term tests to identify pupil's strengths and weaknesses, and inform future planning. End of year results are passed up to the receiving teachers, so they can plan to address misconceptions and deepen learning.

For school leaders: In school-summative assessments enables school leaders to monitor the performance of pupil cohorts, to identify where interventions may be required and to work with teachers to ensure pupils are supported to achieve sufficient progress and expected attainment.

How do we do this at Minsterley? At Minsterley school leaders analyse the data from each cohort using i-Track on a termly basis, highlighting individual or groups of children who require further support. This data will also be utilised alongside the day to day formative assessments teachers make. This summative data will also be used to monitor progress and attainment to inform the School Development Plan.

3 Text above adapted from *Final report on Assessment without Levels Sept 2015* Chaired by John McIntosh CBE pg20

The principals of in-school summative assessment⁴

When using formative assessment, our teachers consider -

- a) Who will use the information provided by this assessment?*
- b) Will it give them the information they need for their purposes?*
- c) How will it be used to support broader progress, attainments and outcomes for pupils?*
- d) How should the assessment outcomes be reported to pupils to ensure they have the right impact and contribute to pupils' understanding of how they can make further progress in the future?*
- e) How should the assessment outcomes be communicated to parents and Governors to ensure that they understand what the outcomes tell them about their child's attainment, progress and improvement needs?*
- f) How should the assessment outcomes be recorded to allow the school and Governors to monitor and demonstrate progress, attainment and wider outcomes.*

4 Above text directly quoted from *Final report on Assessment without Levels Sept 2015* Chaired by John McIntosh CBE pg23

Nationally standardised summative assessment

Nationally standardised summative assessment currently takes place in two identified year groups in school -

- National Curriculum tests in Reading, Maths (arithmetic and reasoning) and GPS (Grammar, punctuation and Spelling) at the end of Key Stage 1 - Year 2
- National Curriculum tests in Reading, Maths (arithmetic and reasoning) and GPS (Grammar, punctuation and Spelling) at the end of Key Stage 1 - Year 6
- There is also a Phonics screening test in Year 1, which assesses pupils' phonetic knowledge.
- EYFS profile assessment (due to end July 2016)

The primary purposes of nationally standardised summative assessment 5

For pupils, parents and Governors: Nationally standardised summative assessment provides information on how pupils are performing in comparison to pupils nationally. It also provides parents with information on how the school is performing in comparison to schools nationally. This allows parents to hold schools to account.

How do we do this at Minsterley? At Minsterley, we report the results to parents in the end of year reports in Years 2 and 6. The phonics test is also reported at the end of Year 1. Cohort results are also published on our website.

For teachers, school leaders and school governors: Nationally standardised summative assessments helps teachers understand national expectations and assess their own performance in the broader national context. For school leaders and governors it enables them to benchmark their school's performance against other schools locally and nationally, and make judgements about school's effectiveness.

How do we do this at Minsterley? At Minsterley we use the KS1 nationally standardised summative assessments to identify individual strengths and weaknesses and inform future planning for subsequent work. This data also enables Key Stage 1 teachers and Headteacher to identify strengths and weaknesses in the delivery of the curriculum by identifying trends.

Assessment of the Core Areas of Learning at Minsterley

Assessment of Reading at Minsterley

- Each term, teaching staff will report the progress and attainment of individual pupils in reading using iTrack based on their formative assessments and the following summative assessments:

In Years 1-6;

- Half Termly Rising Stars Progress Reading Comprehension Test.
- Once per term NFER Word Decoding Test
- Formative assessments
- Tracking evidence in work through the use of 'I Can' statements in the back of pupils' books in line with the National Curriculum.

Assessment of Writing

From Years 1 to 6 the assessment of writing is achieved by;

- 1) Each term, teaching staff will report the progress and attainment of individual pupils' progress in writing using iTrack based on their formative assessments and the outcomes from at least two half-termly 'Time to Shine' pieces of writing.

Pupils complete an independent extended written piece of work (Time to Shine) at least twice each half term - in order that 12 will be produced over the academic year. This work will be completed in their Time to Shine Book. The pieces of writing are assessed using a paper version of the iTrack statements linked to the National Expectations for that year group. The same sheet is then used for subsequent pieces of work and highlighted in the following colours; Pink = Autumn Term, Yellow = Spring Term, Green = Summer Term. When considering each statement we indicate where the children are at in relation to the National Standard by using; a dot if they are **Working** towards, highlight the whole statement if they are **At**, add a* if working **Above**, and an M if there is evidence of the child working at a **Mastery** standard for that statement.

- 2) Tracking evidence in daily written work through the use of the Learning Objective and Success Criteria grids and the 'I Can' statements in the back of pupil's books, in line with the National Curriculum.

Assessment of Grammar, Punctuation and Spelling (GPS)

Each term, teaching staff will report the progress and attainment of individual pupils' progress in GPS using iTrack based on their formative and summative assessments.

In Year 1 the assessment of grammar, punctuation and spelling is achieved through:

- Speaking and listening activities
- Progress through Letters and Sounds programme (See Appendix 1), this continues to be tracked beyond Year 1 until the programme has been completed
- Other formative assessments e.g. weekly spelling tests
- Evidence in books through the use of the Learning Objective and Success Criteria grids and the 'I Can' statements for grammar, punctuation and spelling in the back of pupils English books
- Half termly Rising Stars English, grammar, spelling and punctuation tests

From Years 2 to 6, the assessment of grammar, spelling and punctuation is achieved through:

- Half termly Rising Stars grammar, punctuation and spelling tests.
- Formative assessments e.g. weekly spelling tests
- Evidence in books through the use of the Learning Objective and Success Criteria grids and the 'I Can' statements for grammar, punctuation and spelling in the back of pupils books.

Assessment of Maths at Minsterley

- Each term, teaching staff will report the progress and attainment of individual pupils in maths using iTrack based on their formative assessments and summative assessments:

Years 1 to 6:

- Formative assessments (times tables tests, number bonds tests, independent mathematical investigations)
- Test Base Arithmetic Tests (at least 3 per Term)
- Busy Ants End of unit maths test (every 3 weeks)

- Evidence in books through the use of the Learning Objective and Success Criteria Grids and the 'I Can' statements for maths in the back of pupils' books.
- Termly, Puma Standardised Maths test.

Assessment of Science at Minsterley

- Each term, teaching staff will report the progress and attainment of individual pupils in science using iTrack based on their formative and summative assessments.
- Teaching staff will use the 'Progression in planning, carrying out and reviewing (plan, do, review) an investigation' sheet to record children's ability to work scientifically across 3 independent investigations over each academic year. This sheet is kept in the back of pupils' science books.
- Pupils and teachers will track pupils' progress through dating and highlighting the science 'I Can' statements also found in the back of pupils' science books. Highlighted in the following colours; Pink = Autumn Term, Yellow = Spring Term, Green = Summer Term. When considering each statement we indicate where the children are at in relation to the National Standard by using; a dot if they are **Working** towards, highlight the whole statement if they are **At**, add a* if working **Above**, and an M if there is evidence of the child working at a **Mastery** standard for that statement.

Assessment within Early Years at Minsterley Primary

Within the first few weeks of joining us at Minsterley, Reception children will be assessed through the Early Excellence Baseline assessment, which is carried out predominantly through the observation of children while they work and play. Results from these assessment are used to inform planning, set targets and aid early identification of special needs.

Thereafter children will be assessed regularly to ensure that the next steps in learning are appropriately planned in order to help children make progress. Pupils will be assessed using the Early Years Foundation Stage Profile (EYFSP) which is based on the teacher's ongoing observations and assessments in the following areas:

The prime areas of learning:

- Communication and language
- Physical development
- Personal, social and emotional development

The specific areas of learning:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Characteristics of effective learning:

- Playing and exploring
- Active learning
- Creating and Thinking critically

Each child's developments and achievements are recorded in their individual Profile. There are 17 ELG (early learning goals) descriptors, together with a short narrative describing the child's three characteristics of effective learning. For each ELG, practitioners must judge whether a child is meeting the level of development expected at the end of Reception year (expected), exceeding this level (exceeding) or not yet reaching this level (emerging). These assessments are used to review pupil's progress, set appropriate targets for the future and to form the basis of reports to parents.

Records are kept in many ways. These include:

- EYFS profile
- Progress through Letters and Sounds programme (See Appendix 1)
- Other formative assessments e.g. weekly spelling tests
- Teacher's plans and notes
- Children's work/ books
- 'Wow Moments' tracking and recording individual achievements (Front of English books, News books and maths books)
- Each term, teaching staff will report the progress and attainment of individual pupils' progress in the 'Prime areas of learning' and in the 'Specific areas of learning (see above) using iTrack based on their formative and summative assessments.

Assessment of SEND pupils at Minsterley Primary

At Minsterley all SEND children receive additional assessments which are administered by either Mrs Anderson (LSAT) or Mrs Ward (SEND teacher).

These assessments usually take the form of standardised diagnostic tests specifically used to investigate an identified issue. A report is written and shared with teachers and parents. Recommendations are then incorporated into the child's provision map.

Assessment cycle for the academic year (See Appendix 2)

Need to do

Recording Assessments within School

From Summer 2015, Minsterley school records pupils assessments through the use of iTrack assessment management system. Teachers use both formative and summative assessment data to make a judgement on pupils' attainment on a termly basis (3 assessment points). The judgements to be made are:

- **Below** National Standard for the year group
- **Working** towards National Standard for the year group
- **At** the National Standard for the year group
- **Above** National Standard for the year group
- **Mastery** of the National Standard for the year group

Assessing Progress without levels

The basis of measuring progress over 12 months is:

Using Year 3 as an example.

Start of the 12 month period.	End of the 12 month period.	Progress made
Year 2 at National Standard for Year 2.	Year 3 below National Standard for Year 3	Weak progress
Year 2 at National Standard for Year 2	Year 3 working towards National Standard for Year 3	Below expected progress
Year 2 at National Standard for Year 2	Year 3 at National Standard for Year 3	Expected progress
Year 2 at National Standard for Year 2	Year 3 above National Standard for Year 3	Good progress
Year 2 at National	Year 3 mastery National	Very Good progress

This system is applicable for Years 2 to 6. It can also be applied to 2 year progress but expected progress would be Year 2 **at** National Standards for year 2 to Year 4 **at** National Standard for Year 4.

Pupils in Year R are assessed within the first few weeks through Early Excellence baseline assessment. At the end of the Year R the children are also assessed against the Early Years Foundation Stage Profile (EYFSP). The EYFSP will not be a national requirement in 2017. However, Minsterley School will continue to use the assessment as a measure of attainment at the end of Year R.

The school will devise a system of measuring a child's progress from the start of Year R to the end of Year R and then to the end of Year 1. This requires comparing three different assessment systems: Early Excellence Criteria, Early Learning Goals and National Curriculum Year 1 expectations.

The role of governors

Our governors determine, support, monitor and review the school policies on teaching and learning. In particular they:

- support the use of appropriate assessment strategies by allocating resources effectively;
- ensure that the school buildings and premises are best used to support successful teaching and learning;
- monitor teaching and assessment strategies in the light of health and safety regulations;
- monitor how effective teaching, learning and assessment strategies are in terms of raising pupil attainment and progress;
- ensure that staff development and performance management policies promote good quality teaching and assessment;
- monitor the effectiveness of the school's teaching, learning and assessment through the school self-review processes. These include analysing assessment data and contributing to and analysing the School Self-Evaluation Form, analysing lesson and book monitoring, involvement in Performance Management and reading the termly headteacher's reports.
- attend appropriate governor training

The role of parents

At Minsterley Primary School we believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about how their children are learning by:

- holding parents' evenings
- sending formal written reports home
- sharing 'I Can' statements with parents
- Children writing targets in home/school book enabling parents so they are shared with parents (sharing the learning journey)
- attend SEND parents' evenings and LSAT meetings if required to
- attend Early Help Partnership meetings if required to
- attend Looked After Children reviews and PEP meetings if required to

Policy Approved by Governors: 17/03/16

Due for Review: 17/03/18

Appendix 1 - Summative Assessment

Assessment	Year Group	Test/Scale	How often?	Completed in/Filed away	Purpose
New Baseline Assessment (Summative)	R	'Early Excellence' (Observation based)	Autumn 1	- Paper and on-line copy	- Pupil target setting - Inform future planning - Use evidence for iTrack.
Early Years Foundation Stage Profile (EYFSP) (Formative)	R	EYFSP (Observations)	Termly	- Paper copy	- Pupil target setting - Inform future planning - Use evidence for iTrack.
Letters & Sounds Assessment	R, Y1 & Y2	Letters & Sounds Learning Record (Motivation in learning Ltd)	Daily	- booklet	- Pupil target setting - Inform future planning - Use evidence for iTrack. - Evidence for EYFSP
Phonic Progress	Y1 & some Y2	Assessing children's progress towards passing Phonic Screening test (applicable to those Y2 children who have not yet passed)	Half termly	- Filed in office with Headteacher	- Pupil target setting - Inform future planning - Use evidence for iTrack. - Evidence for EYFSP
Phonics Test	R	National Phonic Screening Test	- End of summer term (after Y1 phonic screening test)	- Filed in office with headteacher	- Pupil target setting - Informs next teacher - Informs provision maps for subsequent year.
Maths 1 (In-school formative)	Yr 1 to 6	- Busy Ants unit tests	- Every 3 weeks	Filed in maths assessment folders	- Pupil target setting - Inform future planning - Use evidence for iTrack
Maths 2 (In-school summative)	Yr1 to 6	- Puma	- Termly	Filed in maths assessment folders	- Inform future planning - Use test to inform overall iTrack judgement
Maths 3 (Formative)	Yr 3 to 6	- Arithmetic Tests	- Every 2 weeks????	Filed in maths assessment folders	- inform future planning - Use evidence for iTrack
Maths 4 (Formative)	Y2 to Y6	- Times Tables Tests	Weekly	Class teacher files	- Class Teacher uses own tracking system - Use evidence for iTrack.
Maths 5 (Formative)	Y1 to Y6	- I can statements	Daily	Back of pupil's maths books	- set pupil targets - inform future planning - use evidence for iTrack
Maths 6	R	- Wow Moments	- Ongoing	Front of pupil's	- set pupil targets

(Formative)				maths books	- inform future planning - use evidence for iTrack
Writing 1	Y1 to Y6	- Time to Shine (independent extended writing) - Highlight iTrack assessment paper grids (Pink = Autumn Term, Yellow = Spring, Green = Summer)	4 per Term (2 fiction, 2 non-fiction)	Pupil's English books, tabbed. Assessment sheets file in English folders.	- set pupil targets - inform future planning - use evidence for iTrack
Writing 2	Y1 to Y6	- I can statements	Daily	Back of pupil's English books	- set pupil targets - inform future planning - use evidence for iTrack
Writing 3	R	- Wow moments	- Ongoing	- Front of pupils News and English books.	- set pupil targets - inform future planning - use evidence for iTrack
Reading 1 (In-school summative)	Y2-6	Rising Stars Progress Test	- Half termly	Filed in reading assessment folders Recorded on excel spreadsheet (Staff server)	- set pupil targets - inform future planning - part of evidence to inform iTrack judgement.
Reading 2 (In-school summative)	Y2 to 6	NFER Word Coding Test	- One per term	Filed in reading assessment folders	- use evidence for iTrack
Reading 3 (Formative)	R to Y6	Guided reading tick sheets	Every guided reading session/Individual Reading	Teachers own assessment folder	- set pupil targets
Reading 4 (formative)	Y1 to Y6	- I can statements		Back of pupils reading or English books	- set pupil targets - inform future planning - use evidence for iTrack
Reading 5	Y4	NFER 8+ Test	Once (October)	- English files - Headteacher file	- Management tool
Spellings 1	R to Y6	Reception spellings link to Letters & Sounds Y1 - Y6 spelling test linked to Bellenden Scheme???	- Weekly	- Homework books??? - Teacher tracks using own system	- Class teacher use own tracking system
Spellings 2 (Summative)	Y2	NFER 6+ test	- Once (October)	- English files -Headteacher	- Management tool
GPS & Reading 1 (In-school summative)	Y1 & 2	Rising Stars Progress Test	- Half termly	Filed in assessment folders Recorded on excel spreadsheet (Staff server)	- set pupil targets - inform future planning - evidence for English iTrack
GPS 2 (In-school summative)	Y3 to 6	Rising Stars Progress Test	- Half termly	Filed in assessment folders Recorded on excel spreadsheet	- set pupil targets - inform future planning - evidence for English iTrack

				(Staff server)	
GPS 3 (Formative)	Y1 to Y6	- I can statements		Back of pupils English books	- set pupil targets - inform future planning - use evidence for English iTrack
Science 1 (In- school summative)	Y1 to 6??	- Investigation tick sheet	1 assessed independent investigation per term.	Back of pupils Science books	- Set pupil targets - Inform future planning
Science 2 (Formative)	Y1 to 6	- I can statements		Back of pupils Science books	- Set pupil targets - Inform future planning

Appendix 2

LO & SC grids

Date:			
Learning Objective:			
Success Criteria:			
Adult support given	None needed	Initial Support	Some Full support
Assessment:	Achieved	Developing	Not Achieved
Self/Peer:			
Teacher:			