

# North Primary and Nursery School

## Assessment Policy

### I. The Purpose of Assessment

We believe assessment is an important tool for helping pupils make progress in learning.

In our school assessment is used:

- To identify pupils' progress and achievement.
- As a tool for enhancing learning
- To get pupils involved with their own learning.
- To help us monitor our curriculum plan, plan what we have to do next to help pupils make progress, set clear focused learning intentions and develop a variety of teaching and learning strategies.
- To give information to parents.

### 2. The Language of Assessment

#### **Ipsative (measured against self)**

Our aim is for all children to make good progress. Children arrive in our Nursery and school with varying abilities and skills. Our ipsative approach to assessment (ref. Raising Attainment Plans and Pupil Progress Grids in the Early Years Foundation Stage) aim to produce high achieving children whatever their ability. If children are high achievers, high attainment will follow.

#### **Formative (diagnostic)**

Careful planning, the sharing of Learning Intentions, pupil self evaluation, feedback and target setting all play an important part in this type of assessment. Formative assessment will include the celebration of achievement beyond the National Curriculum and Early Years Foundation Stage.

#### **Summative (judgement)**

In the long term both of these dimensions feed into summative assessments made termly and annually and are reported to parents, where teachers are looking for overall patterns of strengths and weaknesses and relating children's performance against age related expectations as laid out in the National Curriculum and Early Years Foundation Stage.

### 3. Managing Assessment

It needs stating that effective assessment is one of teaching's greatest challenges. Effective assessment requires excellent classroom management skills and efficient workload management organisation.

#### **Everyday assessment as an integral part of teaching and learning.**

##### **a. For the child.**

The guiding principle for all teacher response should be **praise and challenge**.

**Verbal Feedback.** This type of assessment takes place all the time as the teacher works with the children. Observations are unlikely to be recorded as the teacher will act on what is seen in the class as and when necessary, for example when a child uses a ruler incorrectly for measuring. This is the most powerful assessment method because it can have an immediate effect on outcomes. Comments will be motivational because they are positive, constructive and immediate.

**Written Feedback-** Marking  
The function of marking is to give the child effective feedback about their work: how far did they achieve the purpose of the task and how can they move closer towards the desired goal. Children enjoy receiving positive written feedback. (see Feedback policy for greater detail)

##### **b. For the teacher:** Next step planning.

#### **Foundation Stage**

Verbal feedback is key in the Foundation Stage and children are taught in small 'challenge' groups in order to provide immediate feedback that can be acted upon within a teaching session. Written observations, photos and video are recorded on Tapestry in Nursery and Reception (our online profile) to provide a strong home and school link and to help children to process learning. Children are also given the opportunity to reflect upon their learning through the use of photography and video which is stored in our Tapestry online profiles or in Nursery learning profiles. All children in the Foundation Stage have Key Next steps which are updated throughout the year and shared with parents.

#### **Statutory Framework for the EYFS 2021**

'Assessment plays an important part in helping parents, carers and practitioners to recognise children's progress, understand their needs, and to plan activities and support. Ongoing assessment (also known as formative assessment) is an integral part of the learning and development process. It involves practitioners knowing children's level of achievement and interests, and then shaping teaching and learning experiences for

each child reflecting that knowledge. In their interactions with children, practitioners should respond to their own day-to-day observations about children's progress and observations that parents and carers share. 2.2. Assessment should not entail prolonged breaks from interaction with children, nor require excessive paperwork. When assessing whether an individual child is at the expected level of development, practitioners should draw on their knowledge of the child and their own expert professional judgement and should not be required to prove this through collection of physical evidence. 2.3. Parents and/or carers should be kept up-to-date with their child's progress and development. Practitioners should address any learning and development needs in partnership with parents and/or carers, and any relevant professionals. Assessment should inform an ongoing dialogue between practitioners and year 1 teachers about each child's learning and development, to support a successful transition to key stage 1.'

## **4. Summative Assessment**

### **Foundation Stage**

The Early Years Foundation Stage Curriculum consists of 7 areas. There are 3 prime areas (PSE, Physical Development and Communication and Language) and 4 specific areas (Literacy, Maths, Understanding of the World and Expressive Arts and Design). At the end of the Reception Year, teachers are required to assess children against the 17 early learning goals across these areas. Children will either be emerging or expected for each goal.

### **Statutory Framework for the EYFS 2021**

The level of development children should be expected to have attained by the end of the EYFS is defined by the early learning goals (ELGs) as set out below.

The ELGs should not be used as a curriculum or in any way to limit the wide variety of rich experiences that are crucial to child development, from being read to frequently to playing with friends.

Instead, the ELGs should support teachers<sup>8</sup> to make a holistic, best-fit judgement about a child's development, and their readiness for year 1.

When forming a judgement about whether an individual child is at the expected level of development, teachers should draw on their knowledge of the child and their own expert professional judgement. This is sufficient evidence to assess a child's individual level of development in relation to each of the ELGs. Sources of written or photographic evidence are not required, and teachers are not required to record evidence.

#### **a. Statutory Assessment:**

### **Foundation Stage**

Reception Baseline Assessment (RBA) is an age-appropriate assessment of early mathematics, literacy and communication and language. It is delivered in English and administered within the first six weeks of a pupil starting Reception.

In the final term of the year in which the child reaches age five, and no later than 30 June in that term, the EYFS Profile must be completed for each child. This includes those children who, by exception, complete the EYFS in an Ofsted or childminder agency registered setting and who are due to start school in year 1 in the following academic year.

The Profile provides parents and carers, practitioners and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their attainment against expected levels, and their readiness for year 1. The Profile must reflect practitioners' own knowledge and professional judgement of a child to inform

discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution.

Each child's level of development must be assessed against the early learning goals (see Section 1).

Practitioners must indicate whether children are meeting expected levels of development, or if they are not yet reaching expected levels ('emerging'). This is the EYFS Profile.

Year 1 teachers must be given a copy of the Profile report. Reception teachers, or early years practitioners where the Profile has been completed for a child who has remained in Ofsted registered early years provision, may choose to provide a short commentary on each child's skills and abilities in relation to the three key characteristics of effective teaching and learning. These should help inform a dialogue between reception and year 1 teachers about each child's stage of development and learning needs and assist with the planning of activities in year 1.

Schools must share the results of the Profile with parents and/or carers, and explain to them when and how they can discuss the Profile with the teacher<sup>11</sup> who completed it. For children attending more than one setting, the Profile must be completed by the school where the child spends most time. If a child moves to a new school during the academic year, the original school must send their assessment of the child's level of development against the early learning goals to the relevant school within 15 days of receiving a request. If a child moves during the summer term, relevant providers must agree which of them will complete the Profile.

The Profile must be completed for all children, including those with special educational needs or disabilities (SEND). Reasonable adjustments to the assessment process for children with SEND must be made as appropriate. Providers should consider whether they may need to seek specialist assistance to help with this. Children will have differing levels of knowledge, skills and abilities across the Profile and it is important that there is a full assessment of all areas of their development, to inform plans for future activities and to identify any additional support needs.

## **Key Stage 1 and 2**

### **Year 1**

There is a Year 1 Phonics Check which is administered in the Summer Term. Year 1 children are required to read a selection of phonetically regular words and non-words. The results are reported to the local authority, DfE and parents.

### **Year 2**

SATs inform end of Key Stage 1 teacher assessment which is reported to the local authority, the DfE and parents.

Year 2 SATS will include: Reading and Maths. (Grammar, Punctuation and Spelling are non-statutory). Writing will be based entirely on teacher assessment judgements. Teacher Assessments will be guided by the Key Stage 1 assessment framework. In Reading, Writing and Maths children will be judged to be either: working towards the expected standard, working at the expected standard or working at greater depth within the expected standard. In Science, children will be judged to be working at or working towards the expected standard.

Children who did-not achieve a pass in the Year 1 Phonics Check will be required to participate again in the Phonics Check again in Year 2.

### **Year 4**

It is planned that a multiplication tables check will be introduced for year 4 children in 2022. School-level results and individual pupil results will be made available to schools. School-level results will be available to selected users including Ofsted via the Analyse School Performance (ASP). National results will be reported by the Department for Education (DfE) to track standards over time. The check will focus on the 2-12 multiplication tables with an emphasis on the 6, 7, 8, 9 and 12 multiplication tables.

### **Year 6**

SATs results are reported to the local authority, the DfE and to parents. Year 6 SATS will include: Reading, Maths and Grammar, Punctuation and Spelling. Writing will be based entirely on teacher assessment judgements. Teacher Assessments for writing will be guided by the Key Stage 2 assessment framework and the children will be judged to be either working towards the expected standard, working at the expected standard or working at greater depth within the expected standard.

Pre-key stage standards must be used for statutory assessment at the end of key stage 1 and key stage 2 for pupils who are working below the standard of national curriculum assessments but are engaged in subject-specific study.

For pupils who are not engaged in subject-specific study, the engagement model will be used for statutory assessment from the start of the academic year 2021/22.

## **b. Teacher Assessment:**

### **Foundation Stage:**

Wellcomm Screening assessment is conducted for all children in the Foundation Stage. This screening highlights potential Speech and Language delay and identifies specific areas for each child which we then use to address gaps and target interventions for children such as Talk Boost or individual speech and language sessions. Individual Key Next Steps for every child which are shared with parents throughout the year and monitored by all EYFS staff.

Individual key next steps will be recorded on whiteboards in Nursery and Reception and assessed and updated regularly by all staff. This will also identify those children who require interventions to progress or to be challenged.

Nursery and Reception classes assess using the EYFS statements and the Characteristics of Learning statements.

Independent Writing Trains are displayed in all Foundation Stage and Year 1 classrooms in order to track progress made in writing throughout the year.

Reception and Nursery will use Target Tracker at the beginning and then end of the year in order to track progress but the assessment whiteboards will be displayed in classrooms in order to track progress throughout the year. Teachers will take photos of the board in order to track the progress made.

### **Statutory Framework for the EYFS 2021**

The level of development children should be expected to have attained by the end of the EYFS is defined by the early learning goals (ELGs) as set out below.

The ELGs should not be used as a curriculum or in any way to limit the wide variety of rich experiences that are crucial to child development, from being read to frequently to playing with friends.

Instead, the ELGs should support teachers to make a holistic, best-fit judgement about a child's development, and their readiness for year 1.

When forming a judgement about whether an individual child is at the expected level of development, teachers should draw on their knowledge of the child and their own expert professional judgement. This is sufficient evidence to assess a child's individual level of development in relation to each of the ELGs. Sources of written or photographic evidence are not required, and teachers are not required to record evidence.

See Appendix 2 (Foundation assessment calendar)

### **Key Stage 1 and 2**

#### **Reading, Writing and Maths**

Summative assessments will be made each term. The majority of the children will be assessed against the end of year expectations for their year group. There will be some children who are consistently working below these expectations and teachers will assess against appropriate expectations.

(see Appendix 3 (Key Stage 1 and 2 assessment calendar))

## Reading

- All children will be assessed against the end of year national expectations including specific greater depth criteria which has been agreed as a school.
- A whole class grid will be used to record assessments (using . = partly achieved / = mostly achieved x = fully achieved)
- A variety of materials can be used to aid assessment and making judgements and teachers will ensure consistency across parallel classes and a key stage.
- Each year group will devise a grid adapted from end of year expectations which will be used during class or guided reading. This will provide an on-going assessment which will feed into the whole class grid each term.
- Teachers will use their on-going teacher assessments and tests to make their final end of year assessments.

## Writing

- All children will be assessed against the end of year national expectations including specific greater depth criteria which has been agreed as a school.
- A whole class grid will be used to record assessments (using . = partly achieved / = mostly achieved x = fully achieved)
- Steps to success will be used to aid the children with their writing.
- Year 1: Writing Trains are used in order to track progress made in writing throughout the year.
- Years 2-6: A piece of writing will be added into the child's blue writing folder at each assessment period which reflects the child's current achievements in writing. (see blue folder guidance)

## Maths

- All children will be assessed against the end of year national expectations.
- Reasoning and applying skills will be considered when making a greater depth judgement.
- A whole class grid will be used to record assessments (using . = partly achieved / = mostly achieved x = fully achieved)
- On-going teacher assessment and a variety of appropriate testing materials will be used at each assessment period. Teachers will ensure consistency across parallel classes and a key stage.
- Teachers in KS 1 will ensure that when using the test materials they are appropriate for their children.

## Science

The assessment of Science is currently under review and it is planned that the following will be introduced during the academic year 2021/22:

- All children will be assessed against the end of year national expectations for thinking scientifically
- A whole class grid will be used to record assessments (using (using . = partly achieved / = mostly achieved x = fully achieved)
- The grid will also be a way of showing coverage of the other aspects of the Science curriculum and if the child has work independently or with teacher support.

## Tracking Progress:

Assessments will be entered onto Target Tracker for Reading, Writing and Maths 3 times a year. The child will be entered as B, B+, W, W+, S or S+.

This will equate to: Working towards end of year expectations = B/B+/W

Working at end of year expectations = W+/S

Working at greater depth = S+

When the assessment of Science has been agreed, a decision will be made regarding entering science data onto target tracker.

## **5. Raising Attainment Plans/Pupil Progress Grids**

The new EYFS Statutory framework 2021 states that:

‘Assessment plays an important part in helping parents, carers and practitioners to recognise children’s progress, understand their needs, and to plan activities and support. Ongoing assessment (also known as formative assessment) is an integral part of the learning and development process. It involves practitioners knowing children’s level of achievement and interests, and then shaping teaching and learning experiences for each child reflecting that knowledge. In their interactions with children, practitioners should respond to their own day-to-day observations about children’s progress and observations that parents and carers share. Assessment should not entail prolonged breaks from interaction with children, nor require excessive paperwork. When assessing whether an individual child is at the expected level of development, practitioners should draw on their knowledge of the child and their own expert professional judgement and should not be required to prove this through collection of physical evidence.

Parents and/or carers should be kept up-to-date with their child’s progress and development. Practitioners should address any learning and development needs in partnership with parents and/or carers, and any relevant professionals. Assessment should inform an ongoing dialogue between practitioners and year 1 teachers about each child’s learning and development, to support a successful transition to key stage 1.

At North assessment whiteboards will be displayed in classrooms in order to track progress throughout the year with individual key next steps. Concerns, interventions needed and the progress made for each child will be visible on this working assessment board. Teachers will take photos of the board in order to track the progress made.

Independent Writing Trains are displayed in all Foundation Stage and Year 1 classrooms in order to track progress made in writing throughout the year.

Individual key next steps will be recorded on whiteboards in Nursery and Reception and assessed and updated regularly by all staff. This will also identify those children who require interventions to progress or to be challenged.

### **The Pupil Progress Grids will be used to:**

- Identify children who are making good progress
- Interventions which have proved successful
- Children who are-not making expected progress
- Children who are on track to meet and exceed end of year expectations
- Children who are on track to exceed end of year expectations
- Next steps including a clear indication of interventions which will be introduced for children who are causing concern.

## **Key Stage 1 and 2**

Raising Attainment Plans (RAPs) for Reading, Writing and Maths will be written in Autumn and Spring Terms and will coincide with the assessment cycle. (see assessment calendar). A RAP will be written by each class teacher for their class and each RAP will clearly identify the different groups of children: SEND, EAL, Pupil Premium and children to do-not belong in any of these categories. The RAP in the summer term will act as a review of the year's attainment and achievements and will also form part of the transition materials for the next year's teacher.

### **The RAPs will be used to identify:**

- Children who are on track/not on track to meet end of year expectations
- Children who are on track to be working at greater depth
- Children who are/are not on track to make at least expected progress
- Children who are on track to make accelerated progress
- Interventions which are being used
- The impact of any planned interventions
- Action taken where attendance is a concern

## **Foundation, Key Stage 1 and 2**

### **Pupil Progress Meetings:**

Pupil progress meeting will be held between a class teacher and key stage leader as part of the performance management cycle. The purpose of this professional dialogue is to identify what has been successful and what will be done to boost the progress of children who are-not making expected progress.

One plan meetings are held each term by the SENCO , class teachers and parents for all children on the SEND register where appropriate SEND targets will be set

## **6. Targets**

End of year expectations which ensure at least expected progress for each child will be agreed at the beginning of the year. This will be based on prior attainments at the end of the foundation stage and key stage 1. Targets will be incorporated into performance management targets for all teachers.

### **Foundation Stage**

Key Next Steps are written and referred to regularly in the Foundation Stage (and displayed on the whiteboard in each classroom) and learning is reflected upon through photos, video and learning on Tapestry. They are reviewed regularly. It is vital that Key Next Steps are shared with parents in order for parents to support learning at home. These are shared through Tapestry.

There is a focus on how we learn (Learning High Five). Discussions with the children are recorded. Tapestry observations from school and home. The language of learning and application is included in the Key Next Steps.



## **Key Stage 1 and 2**

### **Pupil's role in assessment**

The aim is for all children to be assessment capable learners. The children are continually encouraged to review their own understanding and progress in their learning, to identify their next steps and what they will need to do in order to achieve this.

Children are encouraged to use following language when discussing their learning:

- What am I learning?
- Why am I learning it?
- How will know when I have learnt it?
- My next steps are .....

All classrooms have displays focusing on the skills of a good learner

In Key Stage 2 the children use tweets in Literacy and Maths to reflect on their learning at the end of a unit of work.

In Literacy, the children use steps to success to assess their writing.

In Maths, when appropriate, children will use feedback 5 to assess their understanding.

In Literacy and Maths, the children have time to respond to any written feedback and use a purple pen to show where they have improved or corrected their work.

The end of year report encourages the children to assess themselves against the characteristics of a visible learner

## **7. End of Year Reports**

### **Foundation**

All children receive an annual report. The current format includes:

- A summary of the year in their class including how children learn (The Characteristics of Learning)
- Wellcomm Data for September and April
- Key Next Steps

A best fit judgement for each early learning goal for Reception pupils (emerging or expected) and whether the children are working below, within or above their age appropriate band for children in the Nursery

### **Key Stage 1 and 2**

All children will receive an annual report. The current format includes:

- A summary of the child's year in their class.
- A comment from the Headteacher
- A music report
- Year 1: Phonic's Check result

- Year 1 - Year 6: Teacher Assessment Results (Working below age related expectation, Working towards age related expectations, Working at age related expectations, Working at greater depth)
- Year 6: summary of SATs results.
- Teacher and children self- assessment against the characteristic of a visible learner

## **8. School Effectiveness**

Assessment Practice will be monitored by every term:

- School Assessment Leader
- SMT
- Key Stage Team Leaders
- Curriculum Team Leaders

Termly reports will be presented to the Governing Body via the Curriculum Committee.

Reviewed April 2021

Date of next review: April 202



# **Appendix 1**

## **Teacher's Assessment Documents**

1. Assessment Policy
2. Feedback Policy
3. Copy of previous year's Teacher Assessment levels (Reading, Writing and Maths grids)
4. Copy of end of previous year's transition meeting records/final RAP review
5. End of year expectations for each child in reading, writing and maths
6. Target Tracker data (current)
7. Current RAP
8. Results of Year 1 Phonics Check
9. Results of Multiplication Tables Check (when administered)
10. Personal Records (optional to be kept in the file)

### **Writing Trains/Blue Writing Folders**

- Foundation and Year 1: Writing Trains: a piece of writing added when appropriate
- Years 2 – 6: Blue Writing Folder: a piece of writing added 3 times a year
- Unaided piece of writing
- Original and displayed (not a photocopy from writing book)
- No teacher marking
- Dated

**Appendix 2**  
**Assessment Calendar**  
**Foundation Stage Assessment Calendar**

|                    | <b>IN SCHOOL</b>   | <b>EXTERNAL</b>                                 |
|--------------------|--|---|
| <b>AUTUMN TERM</b> |  |   |
| <b>September</b>   | Wellcomm Screening   |   |
| <b>October</b>     | Reception Baseline Assessment (RBA)  |   |
| <b>November</b>    | Writing train independent writing baseline<br>Target Tracker baseline data input for Nursery and Reception.<br>Key Next Steps shared with parents (ongoing assessment of key next steps throughout the year –see classroom whiteboard)<br>Reception Parent’s Evening |   |
| <b>December</b>    | Writing train independent writing  |   |
| <b>SPRING TERM</b> |  |   |
| <b>January</b>     | Key Next Steps shared with parents (ongoing assessment of key next steps throughout the year –see classroom whiteboard)  |   |
| <b>February</b>    | Writing train independent writing<br>Key Next Steps shared with parents (ongoing assessment of key next steps throughout the year –see classroom whiteboard)   |   |
| <b>March</b>       | Writing train independent writing<br>Key Next Steps shared with parents (ongoing assessment of key next steps throughout the year –see classroom whiteboard)   |   |
| <b>April</b>       | Wellcomm Screening<br>On track for the end of year snapshot for every class – displayed on whiteboard  |   |
| <b>SUMMER TERM</b> |  |   |
| <b>April</b>       | SMT presentation to Governors  |   |
| <b>May</b>         | Writing train independent writing<br>Key Next Steps shared with parents (ongoing assessment of key next steps throughout the year –see classroom whiteboard)   |   |
| <b>June</b>        | End of year data completed for Reception and Nursery and stored on Target Tracker  | Reception data sent to LA 30 <sup>th</sup> June |
| <b>July</b>        | End of Year Report sent home   |   |

**Appendix 2**  
**Assessment Calendar**  
**Key Stage 1 and 2 Assessment Calendar**

|                    | <b>IN SCHOOL</b>   | <b>EXTERNAL</b>   |
|--------------------|--|---|
| <b>AUTUMN TERM</b> |  |   |
| <b>Autumn 1</b>    |  | Perspective Light<br>ASP published  |
| <b>Autumn 2</b>    | Assessment Check 1<br>RAPs written<br>Parent's evening<br>SMT Monitoring of RAPs                 |   |
| <b>SPRING TERM</b> |  |   |
| <b>Spring 1</b>    |  |   |
| <b>Spring 2</b>    | Assessment Check 2<br>RAPs written<br>Pupil progress meeting with HT<br>Mid- year review         |   |
| <b>SUMMER TERM</b> |  |   |
| <b>Summer 1</b>    | SMT presentation to Governors  | Year 2 and 6 SATS   |
| <b>Summer 2</b>    | Assessment Check 3<br>RAP Review written<br>Transition meetings<br>End of year reports sent home | Year 1 Phonics Check<br>Year 4 Multiplication Tables<br>Check<br>Year 1,2 and 6 data sent to LA |

