Shakespeare

Primary School

Shakespeare Primary School

Assessment Policy and Practice

2023-2025

What would you like to know?

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Assessment at Shakespeare Primary School

Assessment is integral to high quality teaching and learning. It helps us to ensure that our teaching is appropriate and that learners are making expected progress. Assessment is inclusive of all abilities. We celebrate all achievements across a broad and balanced curriculum.

The Role of Assessment

- To enable our children to demonstrate what they know, understand and can do in their work;
- To help our children understand what they need to do next to improve their work;
- To allow teachers to plan work that accurately reflects the needs of each child and tailor their planning and teaching accordingly;
- To provide regular information for parents that enables them to support their child's learning;
- To equip our teachers and other staff to have a secure understanding of the age group they are working with and have relevant subject knowledge that is detailed and communicated well to pupils.
- To provide school leaders and governors with information that allows them to make judgements about the effectiveness of the school.
- To enable statutory assessment procedures

Assessment is about measurement of performance at a given point in time and a way of gaining information to promote future learning. We acknowledge that there are two distinct types of assessment used by our school. These include:

- **Assessment for learning (formative)** helps to identify the next steps needed to make progress. It takes account of pupils' strengths as well as weaknesses
- **Assessment of learning (summative)** is more associated with judgements based on grades and ranks and with public accountability.

Target Setting

All year groups in school have end of year targets set in September. We use previous data both nationally and in school to form the basis of these targets. Statutory assessments, in school assessment knowledge about the children's progress and performance and Fischer Family Trust are all analysed to set aspiring targets.

The Assessment Cycle

The Assessment Cycle is an important tool used by all teaching staff to identify the requirements of the needs of all pupils and how to plan for all; some and a few pupils.
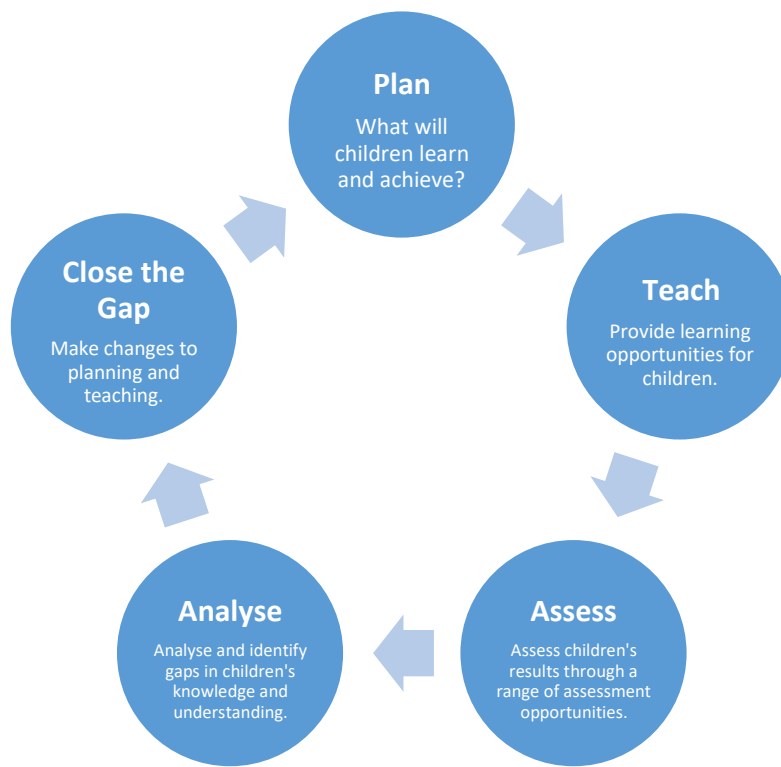
Use of Assessment

- Teachers use the outcomes of assessments to summarise and analyse attainment and progress for their pupils and classes;
- Teachers use data to plan the learning for every pupil to ensure they meet or exceed expectations;
- Teachers use daily, weekly and termly assessment information to teach any recognised gaps plan the appropriate support for identified children
- Teachers and phase leaders analyse the data across the school to ensure that vulnerable groups of pupils are making progress and that all pupils are challenged;
- ASP data, FFT and analyses from Perspective Lite are used to help analyse the attainment and progress of the pupils and findings reported to staff, parents and governors.

Assessment for Learning Years 1-6 (formative)

Lesson by Lesson

Assessment for learning is an approach to teaching and learning that creates feedback which is then used to improve students' performance.

Assessment for learning is built into teaching through a variety of opportunities including questioning, talk partner activities, guided group work, hand signals, response cards, choral reading and mini plenaries. These opportunities give teachers knowledge about what the next steps in a child's learning should be. Information taken from AfL opportunities should then be planned into subsequent lessons, fed back to children and addressed through whole class teaching, mastery classes, differentiation and intervention.

Marking and Feedback

Marking and feedback, both written and verbal are important aspects of assessment and should take place regularly in accordance with the marking and feedback policy.

Time to respond to marking and feedback should be built in to every lesson. COW (Check Your Work) in KS1 and RAMP (Respond And Make Progress) in KS2 are integral parts of the assessment process. This time allows children to respond to individual feedback given by the teacher.

Mastery Classes

Through effective use of AfL it is possible for teachers to identify children who have a misunderstanding or misconception around the objectives taught that day. Mastery classes take place outside of Maths and English lessons. Support staff work with children in small groups in order to further break down the learning. Learning in Mastery classes is recorded on a Team Reflection Plan and children's work recorded in their books. Work completed in Mastery classes should be marked in accordance with the Marking and Feedback Policy.

Assessment of Learning Years 1-6 (summative)

Cohorts

We have three assessment cohorts: the main cohort, SEN and NTE. We use different methods of assessing and recording progress for each group in order to ensure progress and plan a pupil's next steps in learning according to their individual needs.

NTE Bells assessments are updated for selected children every half term (See EAL policy and practice for further details)

SEN B Squared documents are updated on a week by week basis then reviewed at SEN progress reviews every term (See SEN policy and practice for further details)

Forming, recording and moderating judgements

Teachers are expected to make a teacher assessment judgement for children in Reading, Writing and Maths four times over an academic year. Autumn 1, Autumn 2, Spring 2 and Summer 2.

When forming a judgement about a child, start at where the child should be. If children are working within this year's curriculum then a judgement of B/D/S in that year group should be applied. If the child is not working in the appropriate year group, backtrack through the judgements until you arrive at an appropriate judgement for that child. The statements on the assessment framework documents will support this process. If a child is attaining all of the objectives taught so far then they are B/D/S in the appropriate year group depending on the assessment point.

Assessment Point	What 'expected' looks like throughout the year			
	Beginning (E.g B3 if pupil is in year three)	Developing (E.g D3 if pupil is in year three)	Developing + (E.g D3+ if pupil is in year three)	Secure (E.g S3 if pupil is in year three)
Autumn 1	███			
Autumn 2		███		
Spring 2			███	
Summer 2				███

For children who have evidenced a deeper understanding in all objectives taught and therefore judged to be working at greater depth a '+' judgement maybe applied.

Core Subject Specifics Reading:

- Evidence in books
- Team reflection plans, fluency tests, reading records and running records form part of the evidence for making a teacher assessment in reading.
- PIRA (Progress in Reading Assessment) are completed every term. These tests give standardised results and age related scores that enable teachers to provide information to support teacher assessment in Reading.
- Teachers use Reading Content Domains on a lesson by lesson basis to assess children's reading comprehension.
- Exemplifications are used to support teacher assessments.
- Phonics assessments in KS1 and year 3

Writing:

- Evidence of regular independent writing in books
- In writing, there will not be a single stand-alone piece of assessed writing but evidence will be collected over time from a range of books and genres
- Spelling analysis should regularly take place for all children. The analysis grid can be found in the Raintree resources
- Exemplifications are used to support teacher assessments
- No More Marking assessment information

Maths:

- Evidence in books
- Every half term pupils complete a short test based on the objectives they have been taught from the Maths Hub Curriculum. This contributes to a teacher assessment judgement alongside evidence produced in class.
- Every term pupils complete a Maths Hub test. This contributes to a teacher assessment judgement alongside evidence produced in class. Maths Hub tests are then analysed for gaps and future learning planned for from this.
- NCETM and NRICH activities and questions to support Assessment are also used alongside Testbase questions to support teacher judgements on the degree to which pupils have acquired mastery of the mathematics curriculum.
- Exemplifications are used to support teacher assessments.

Directed time is used every term to moderate judgements within year groups, key phases and with external partners (other schools, advisors etc). Evidence of children's work is brought to these meetings and discussions are structured as follows:

Writing Moderation Discussion Structure	
Tell me	Information share about the child as a learner
Show me	Talk through the assessment framework statements and indicate where this is evidenced
Convince me	Explain why they are not judged as being above or below
How typical? How often? How Secure?	Across a range of subjects and a range of writing do they evidence each statement?

At the end of the school year, moderation meetings are set up between teachers and phase/subject leaders and staff are expected to bring evidence to support their judgements.

Data obtained through formative and summative assessments are recorded on Assessment Framework documents and teacher results spreadsheets. The achievements of each pupil are assessed against all relevant criteria throughout the year and recorded onto an electronic tracking system (OTrack) using either, **Beginning/beginning +**, **Developing/developing +**, **Secure/secure +** in the year group they are working in.

Teachers use Assessment Frameworks to identify where children are working within the year group. The frameworks have clear criteria set out for teachers to assess against. Evidence must be provided for all criteria for teachers to make a judgement.

The Monitoring of Assessment

Children's progress is monitored through informal and formal assessments by the class teacher and this informs weekly target setting and medium term planning for Reading, Writing and Maths.

Every term, teachers attend a pupil progress meeting with their phase leader. The data from teacher assessments are used to form the agenda.

In week four of each half term, interventions and team reflection plans are reviewed with teachers and phase leaders to monitor impact and make any necessary changes based on ongoing assessment.

Along with the strategic lead for core subjects and assessment, Maths and English Subject Leaders gather and analyse school wide data and test results for their subject areas each term and provide the Governors, Head Teacher, teachers and phase leaders with an overview. The results of tests and teacher assessments are cross referenced and moderated. Reports marking attainment against targets are also created each term and fed

back to all relevant parties. Patterns are identified and action plans for both the whole school and specific year groups are put into place. The Teaching and Learning Governor Sub committee use the reports shared as part of a body of evidence to discuss the effectiveness of teaching and learning.

Assessment in EYFS

Baseline Assessment

On entry to Nursery or Reception, teachers must make assessments against the Leuven Scales of Wellbeing and Involvement. Children scoring 'high' on both scales should then have their baseline assessment first, as these children are the most likely to begin to acquire knowledge quickly when exposed to teaching, therefore an earlier baseline would be the most accurate. Teachers must then make a baseline assessment against all EYFS Areas of Learning, awarding the child a developmental band for each area. Where children are not settled into school properly, wait to carry out the assessment until the child is secure.

When forming a judgement about a child, teachers should make use of a wide range of information including what they have observed (Tapestry and anecdotal), samples of children's work, what parents can tell us about their child and information from other professionals. Using the statements within EYFS Development Matters, teachers should adopt the 'best fit' method to award a developmental band for each child in every strand. Teachers should bear in mind that the Development Matters statements describe what a child could be doing at that stage but are not a statutory requirement and as such should not be used a checklist. Once the correct age band has been allocated, the teacher must determine whether the child is beginning, developing or secure in this age band (see below).

Recording

Data obtained through formative assessments should be recorded on a daily basis using the online profile system 'Tapestry'. Teacher should make an assessment of the observed work against Development Matters, as well as the Leuven Scales and Characteristics of Effective Learning.

When baseline assessments and half term assessments are complete, they are recorded onto an electronic tracking system (OTrack) at the end of every half term using either, **Beginning**, **Developing**, **Secure** in the developmental band they are working in.

Beginning – the child is secure in the previous developmental band and showing elements of the current band

Developing – the child is showing many elements of the current band

Secure – the child is secure or as a best fit almost secure with all elements of the current band

Statutory Assessments

We use the following Statutory Assessment procedures to measure outcomes against all schools nationally. These are reported as:

Progress Check at Age Two – An assessment of the child's development against the Prime Areas of Learning and Development, to be shared with parents.

At the end of EYFS - % of pupils achieving a "Good Level of Development"

Phonics Screening Test at the end of Year 1 - % of pupils achieving the required screening check

Phonics Screening Test at the end of Year 2 for pupils who did not pass Year 1 - % of pupils achieving the required screening check

End of KS1 - % of pupils achieving the Expected Standard for Year 2 in Reading, Writing, Maths and teacher assessment in Spoken Language, SPaG and Science.

End of KS2 - % of pupils achieving the Expected Standard in Year 6 in Reading, Writing, SPaG, Maths and Science.

Reporting to Parents

We involve our parents in a variety of ways to ensure that they understand the expectations set out in each year group and where their children are working at.

All parents/carers…
- are invited to school for an induction meeting at the start of each new year
- of children in Early Years will be invited to a Key Person morning each half term to discuss their child's achievements and inform teacher assessments.
- are invited to a parents meeting in the Autumn and Spring terms to discuss how their child has settled in and to discuss targets.
- of SEND pupils attend an annual review to discuss progress and targets.
- receive a written report at the end of the school year and an invitation to discuss this with the child's class teacher

Further Reading

Please Read this document in conjunction with the following:

- Summative assessment calendars (see Appendix)
- Assessment Frameworks
- Assess, Analyse and Address Checklist (see Appendix)
- Results spreadsheet
- Pupil progress meeting proforma
- Marking and feedback policy and practice
- EAL Policy and Practice
- SEN Policy and Practice
- Maths Policy and Practice
- English Policy and Practice

Assess, Analyse, Address Checklist

Assess	Analysis	Address	Done
Reading			
PIRA test	Mark test and input answers using MARK. This will identify gaps in children's understanding referring to the content domains.	Use content domain description from MARK analysis to identify which domains require further teaching within DERIC lessons.	
Fluency tests	Convert into Words per minute. Do these match with Reading ages? Which words did children get wrong?	Flash cards taken from fluency analysis form the basis of HFW intervention. Identify children for Inference intervention Identify children to read on a daily basis	
Grammar			
Grammar Test	Mark test RAG questions to identify gaps in children's understanding	Additional teaching input for the next term.	
Spelling			
Spelling Test – statutory words learnt this half term	Mark test Identify which spelling need to be re-taught	Ensure that the words not secure are put back into teaching through spellings next term. Identify children for intervention if appropriate.	
Raintree error analysis for identified poor spellers	Identify which area needs to focus on	Identify children for intervention based on identified need.	
Maths			
10 Arithmetic Questions	RAG questions to identify gaps in children's understanding	Plan in arithmetic starters around gaps in learning Identify children for intervention around a specific Maths skill.	
10 RAP Questions	RAG questions to identify gaps in children's understanding	Plan in RAP questions based on the ones that were incorrectly answered. RAP questions to be put into plenaries	
Maths Hub Test – Arithmetic	RAG questions to identify gaps in children's understanding using the HUB spreadsheet	Plan in arithmetic starters around gaps in learning Identify children for intervention around a specific Maths skill.	
Maths Hub Test – RAP	RAG questions to identify gaps in children's understanding using the HUB spreadsheet	Plan in RAP questions based on the ones that were incorrectly answered. RAP questions to be put into plenaries	

| Mighty Multiples Assessment | 60 Q in 3 min taken from Maths Aid | Plan in arithmetic starters
Identify children for intervention | |