

# Newall Green Primary School Assessment Policy 2020



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<b>Document Control</b>	
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Amendments	• Assertive Mentoring documents for Writing
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**Signed off by: Sophie Tait**

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#### **1. Policy rationale**

The purpose of this policy is to outline the assessment arrangements for pupils in our school. We believe assessment should enable children to be successful learners by identifying their stage of development and achievement (academic, social, creative and spiritual) and developing their skills in order for them to achieve their maximum potential. It is a progressive process which, by the collection of holistic evidence (both individual and comparative), assists adults and teachers in their planning so that each child is equipped with the skills, attitudes and abilities to succeed in this challenging world. Through the delivery and monitoring of Assessment, we will ensure that we: eliminate discrimination, advance equality of opportunity and foster good relations.

To make our assessments we:

- Use Assessment for learning
- Set clear targets in conjunction with the pupil
- Use a clear system for giving feedback through marking so that pupils are clear about their next steps
- Encourage peer assessment and self-assessment, so children can become reflective and self-managing.

#### **2. Assessment of Literacy and Maths**

We use a combination of NFER test papers and teacher assessment to assess children in Reading and Maths in KS1 and KS2. This means that assessment is consistent in all year groups throughout school. These test results are then uploaded on to Fisher Family Trust [FFT] and SIMS.

The assessment levels assigned are:

+, = and – for each year group.

For example for Year 5

5+

5=

5-

These grades are assigned cumulative points on SIMS so that progress can be tracked.

NFER tests are undertaken towards the end of each term with Teacher Assessment at the end of the previous half-term. The results of these tests and the gaps that are highlighted can then be addressed in the teaching throughout the following term. Year 6 also use the SATS writing assessment frameworks to inform their assessments from Autumn 2 onwards. Year 2 do this from January onwards.

### Maths Assessment

In addition to the NFER Termly test Year 4 undertake the statutory Multiplication Tables Check in June each year.

### Reading Assessment

In KS1 and with children who are gold book level (this equates to age-related expected in Year 2) or below in KS2 children are assessed using a verbal reading test to guide the teachers when moving the children up the reading colour band system. Assertive Mentoring books are linked to different sub stages so that all children read a book and answer questions verbally according to their ability. These verbal reading tests can be undertaken with a group of children at the same level or individually if appropriate.

The teachers also complete a group guided reading assessment sheet during guided reading sessions. These assessment sheets have been adapted from the Assertive Mentoring system but also include elements from the End of key stage NC assessments (SATs). Both the individual tests and the guided reading assessment go to help set reading targets for the guided reading groups.

### Phonics Assessment

In Year 1 the children take the Statutory Phonics screening test in June. Throughout the Year the children are screened (using previous versions of National Phonics Screening Tests) and tracked. The results of these screenings are used to stream the children and to plan to address the gaps. (Due to Covid restrictions, this is not currently happening – pupils are targeted within their own classes) The test is repeated in Year 2 for those children who fail the test in Year 1.

### Grammar assessment

SPAG test papers are taken alongside the NFER Reading test in Yrs 5 and 6.

### Spellings & key words assessment

Children are set weekly spellings from the assertive mentoring system. These spellings are linked to the requirements of the National Curriculum. Spelling lessons take place within the week. Teachers use the AM spelling system to identify precisely where a child is. This in turn informs teaching and intervention, ensuring that the child receives appropriate support at the correct level. At EYFS and KS1 the screen will usually involve all children and be incorporated into a programme of discrete phonics teaching. Teachers keep class records in their assessment files to show the progress of each

child in their spelling and key word assessments. [See the Assessment timetables for the schedule of assessments.]

### Writing assessment

In KS1 and KS2 children's writing is assessed once every half term. The children complete pieces of independent writing in their Literacy books and an individual Assessment sheet is used to identify any gaps. The writing assessment sheets assess children's grammar, spelling, handwriting and composition. These are used to help identify children's targets which are in the back of their Literacy books. Teachers analyse the writing assessment sheets and use them to inform their planning. Year 6 also use the SATS writing assessment frameworks to inform their assessments from Autumn 2 onwards. Year 2 do this from January onwards.

### **3. Individual Needs**

Identifying, assessing and monitoring children with special educational needs is the responsibility of the class teacher. Please see our SEND policy for more information. Children who do not access NFER tests and main stream teaching are assessed using B-squared.

### **4. Pupil Record Sheets**

- Records of attainment in core subjects are kept on SIMs and these are tracked and monitored on a termly basis for all core subjects from Nursery up to Year 6.
- Teachers are responsible for putting data for their class on NFER and Sims each term.
- Non-core subjects are tracked and monitored on a termly basis. Teacher assessments are recorded on SIMs.
- Termly PPM meetings (Pupil Progress Meeting) are used to target children who are not working at the level required for a child of the specified age, whether above or below. These are led by a member of the Senior Leadership Team; discussions are held around how provision will be targeted to ensure that progress remains good.
- SLT are responsible for tracking the percentage of children on track. Phase leaders should also be aware of the % on track for each class in their phase.
- Phase Leaders are responsible for allocating Teaching Assistants to intervention groups and assigning pupils accordingly.

### **5. Reporting to parents**

- Parents receive two written reports a year. In the reports the teacher will refer to the progress a child has made and if they are at the expected level for a child of their age.  
[Due to the COVID arrangements an Autumn report was added to replace the face to face parents evening in October. A follow up phone call was provided]
- Teachers meet with parents twice per year to discuss their child's progress.
- Parents of children in the Nursery and Reception classes receive a report based on the Early Learning Goals in the Foundation Stage Profile.

### **6. End of Key Stage Assessments (SATS)**

End of key stage NC assessments (SATS) are used to monitor children's progress and to identify strengths and weaknesses in curriculum delivery. The Senior Leadership Team analyse the SATS results and consider the implications for the content and delivery of the curriculum in each key stage. This information is shared with the staff. Year 2 and year 6 teachers set a range of work throughout the year to enable them to assess the children's attainment. This work is often carried out under test conditions so that the staff can assess the effect this has on the pupils and the children become accustomed to the process. Teacher assessment at KS1 is moderated by the local authority. Internal moderation is used to validate teacher assessment across the school. Moderation also takes place across the Wythenshawe cluster schools.

## **7. Monitoring of assessments**

A member of the Senior Management Team will monitor children's work samples on a termly basis during PPM meetings. This will include monitoring of assessment and checking levels awarded are consistent throughout the school. A staff meeting will be held at least once a year to evaluate the success and usefulness of the procedures in the assessment policy. Phase leaders will also hold assessment moderation meetings each term.

## **8. Non-core assessment**

Children are assessed using objectives from the National Curriculum. A range of evidence is used including scores from Half-termly Knowledge tests, pieces of written work as well as the children's verbal responses in class. Teachers use codes on SIMS to show what level each child is working at. The assessment levels assigned are:

Above

At

On track

Working Towards

Below

Teachers record levels each term. Non-core PPM meetings take place once per term and are led by a member of SLT. Please see individual subject policies for more information on assessment.

## **9. Early Years Foundation Stage Assessments**

The Children in Nursery and Reception are continuously assessed throughout their time in the Foundation Stage, using the EYFS Framework. They are assessed against the 17 aspects of learning which are based upon the seven areas of learning in the EYFS Curriculum. The EYFS Profile is split into two areas of learning, the Prime Areas of Learning are Personal, Social and Emotional Development, Communication and Language Development and Physical Development. The Specific Areas of Learning are Literacy, Mathematics, Understanding the World and Expressive Arts and Design. The children are continually assessed throughout the day through observations of child-led activities, whole class teaching and adult-led tasks throughout their time in Early Years.

***Please see Early Years Assessment Policy for more information.***