

# Moulton Primary School

## Assessment Policy – June 2019

The objective of our assessment system is to improve pupils' development, progress and achievement.

Children's progress is closely monitored at MPS in order that we can provide the best possible opportunities and highest levels of support for all children to reach age-related expectations of achievement. All assessment activities aim to ensure that the children are able to make progress in their learning whilst taking into account the needs of individual children. We only assess what is required to ensure children's learning needs are met and to meet statutory obligations.

### ASSESSMENT

- Is a picture of personal development, academic progress and depth of learning
- Is an on-going, diagnostic process involving children receiving and responding to feedback
- identifies what children can and can't yet do
- informs teachers of learning needs, enabling them to adapt plans to close gaps and deepen learning

### EYFS Baseline

- This information is based on three categories - emerging, expected and exceeding within the appropriate 'Age and Stage' band for each individual child.
- EYFS teachers have a statutory responsibility to report the attainment of pupils at the end of the year using a 1/2/3 scale which mirrors the school's 'emerging / expected / exceeding' reference points and reports on 'Characteristics of Effective Learning'.
- At MPS we do not use a baseline assessment test. We gather information from home visits carried out before a child attends school by our Foundation Stage teacher and teaching assistant. Careful observations are also made of the children's starting points during their first 3 weeks of starting the school. These observations are captured throughout the year. The children also have an online Learning Journey (Tapestry) which supports us in storing information throughout the year.

### Phonics Checks

- **Year 1** - all children in Year 1 will participate in a phonics check. This assessment will be administered by the Year 1 teacher. Results are reported to parents.
- **Year 2** - children in Year 2 who did not meet the required standard in Year 1 will participate in a phonics check in the Summer Term. This assessment will be administered by a Year 1 teacher. Results are reported to parents.

### SATs & Summative Assessments

- Children in Year 2 and Year 6 are assessed during May. The results of these assessments are reported annually to the parents. Pupil attainment and progress measures are recorded using a 'Scaled Score'.
- In addition to this statutory assessment, teachers across the school assess regularly using our school tracking system, which is informed by a range of formative and diagnostic assessment tools.

### Examples of these include:

- White Rose Maths Hub Assessments (Y1-6)
- NCETM Mastery Materials for each year group
- White Rose Maths Hub Maths resources and assessment tests
- Weekly spelling tests

- Regular written reading comprehension tasks.
- Weekly times table testing in Key Stage 2
- Regular arithmetic testing (Rising Stars Tests)
- Scaffolded and independent writing tasks through teaching sequences
- Internal and external moderation of writing
- Teachers' own spreadsheets / mark books / highlighted sheets etc.

At MPS we assess against *performance indicators* to show how children are progressing towards end of year expectations; this is described as working towards, secure and greater depth. 'Working Towards' may also mean that children are assessed against **key performance** outcomes from an earlier stage; from 2019 20 this information will be stored on "INSIGHT", our whole school data tracking tool.

Progress may be defined as: catch-up, closing gaps, over-coming barriers and deepening understanding. As stated by the DfE, we know that pupil progress is not linear and continuous, and that periods of consolidation are necessary and part of the norm.

Our assessment strategy seeks to provide pupils, teachers and parents with the necessary information to support continued progress across the full National and School curriculum.

**At Moulton, progress is measured and monitored in the following ways:**

- **Pupil Progress Meetings** - held 3 times a year, create notes about individual pupils/groups not reaching or moving beyond the expected standard, barriers to learning e.g BSE/Attendance, intervention, booster or Wave 1 "catch up" programmes.
- **Teacher and TA Appraisal** - Pupil Progress Targets highlight key pupils who will be monitored closely from year start to end with strategies to accelerate and measure progress agreed (linked to PPMs).
- **Assessment Points** - Data Capture Form summarises achievement and identifies any cohort issues to be addressed.
- **Tracking Grids** - on going, formative assessment tracking sheets are used to capture progress within a performance indicator and aid next step planning. A four point system enables teachers to show the depth of children's learning.
- **Assessing against Key Performance Indicators** - specific KPIs have been identified as effective attainment measures and have agreed assessment criteria which is moderated.
- **Attainment Maps** - these enable the teacher to group the children according to prior attainment (end of key stage) and to monitor that they are on track to make progress. The numbers relate to the points on the tracker and show the depth of learning.
- **Test score record sheets** - increase in total scores indicate progress.
- **Closing the Gap Plans** - provide information about next steps of learning for children requiring further intervention, booster or catch up.
- **Reading Records/Guided Reading logs** - formative assessments against key reading skills
- **Reading/Spelling Ages** - used to show progress for lower attainers
- **Children's books** - book scrutiny monitoring reports will identify progress; pre-and -post assessments, writing journeys, and response to feedback are positive progress indicators
- **Curriculum Presentation/Assemblies** - our curriculum is planned to show progress through its clear structure (engage, develop, innovate and express), each unit providing key assessment outcomes across all areas of the curriculum.

- **End of Year Progress** (class/year group/whole school) - summarised as part of assessment point 3 PPMs and teacher appraisal review meetings. Reports provided for governor monitoring.
- **Parent surveys and report reply slips** - governors monitor views of parents regarding pupil progress; parents provide written feedback following mid-year and end of year reports.
- **INSIGHT** - this electronic tracking tool, adopted July 2019 20, is used to compare end of year attainment and to monitor the achievement of groups of pupils.

### **Moderation**

In order for judgements made against the Key Objectives to be valid and reliable, the school undertakes a range of moderation strategies throughout the year:

- KPI assessment tools/questions in maths and reading
- Cluster EYFS baseline and end of year moderation of Early Learning Goals
- In school, termly writing assessment against end of Key Stage criteria
- Cluster moderation in writing (Y2, Y6)

### **Feedback to children**

At MPS we know that children are critical partners in the assessment process and ensure that they are effectively included. This is achieved through a range of strategies - see *Feedback Policy*.

### **Reporting to Parents**

Parents receive verbal feedback from teachers at least twice a year (autumn and spring) and written feedback in February and July. Parents are informed whether children are meeting age-related expectations and given feedback about their progress.

Statutory Tests results in Y2 and Y6 are shared with parents and state whether children have reached the expected standard.

The school website provides an overview of school performance based on actual results (attainment) and the value-added pupil progress that pupils have made from one Key Stage to the next (progress). This provides a simple comparison of school performance against national averages. For value-added progress measures, this comparison is based on the average progress made by *similar pupils* across the country (*prior attainment, gender and month of birth*).

### ***FFT-aspire Extended School Dashboard***