

South Dartmoor Academy



Primary School Assessment Policy

June 2018

Ashburton Primary School
Buckfastleigh Primary School
Ilington C of E Primary School
Moretonhampstead Primary School
Widecombe-in-the-Moor Primary School



This policy and procedure has been produced based on recommendations in the Final Report of the Commission on Assessment without Levels (Sep 2015) and in line with the 'Purposes and Principles of Assessment without Levels'.

Why assess?

At SDMAT we believe that in order for all our children to be successful learners then assessment for learning must be at the heart of everything we do. The primary purpose of assessment is to inform the next steps in teaching and learning to ensure that the children are able to make excellent progress in their learning whilst taking into account the needs of individual children.

The aims and objectives of assessment in our school are:

- to enable our children to demonstrate what they know, understand and can do in their work and what to do next to improve their work;
- to help drive improvement for children and teachers by identifying gaps in learning and planning to meet the individual learning needs of each child;
- to allow teachers to plan work that accurately reflects the needs of each child and enables them to progress in their lessons;
- to measure progress of individual children and cohorts, track underachievement and those falling behind by analysing and evaluating performance;
- to provide reliable information for parents that enables them to support their child's learning;
- to moderate outcomes between schools to ensure consistency;
- to ensure we are keeping up with external best practice and innovation through networking with other schools;
- to share summative assessment information across the academy to benchmark standards and raise aspirations;
- to provide LGB and Directors with an accurate picture of school performance that enables them to hold the leadership to account;
- to have a consistent approach that measures school progress against national standards.

Primary Assessment at South Dartmoor Academy

Our assessment system takes into account the criteria of the National Curriculum, whilst providing a greater focus on depth of learning. Assessment takes into account children's strengths as well as areas where they need support. It consists of mainly formative strategies and a range of recording methods.

Types of Assessment

Formative

This is the ongoing, day-to-day assessment which is carried out by teachers and is key to effective classroom practice. Learning outcomes are shared with children and they play an important role through self-assessment of their own learning. Formative assessment is used by teachers to inform planning, resources and support in order for all children to progress.

Summative

Children in KS1 and KS2 are assessed periodically and progress and attainment data is recorded on School Pupil Tracker. Test materials are used termly to support teachers with making accurate teacher assessment judgements. Teacher assessments are carried out towards the end of every half term (six times per year) and are used to monitor the performance of individuals, groups and cohorts as well as identifying gaps and next steps for planning.

National/Transitional

At key points through primary school, children are assessed against national expectations.

These are:

- Baseline at the beginning of the reception year
- End of EYFS (Foundation stage profile)
- End of Year 1 (Phonics Screening)
- End of KS1 (Year 2 SATs)
- End of Y4 (Multiplication test)
- End of KS2 (Year 6 SATs)

Assessment of EYFS children.

Currently children in EYFS are assessed against the Foundation Stage Profile and the 17 Early Learning Goals. Children are reported as to whether they are 'emerging', 'expected' or 'exceeding' for each ELG and whether they have achieved a good level of development.

From September 2015, all children entering Reception undergo a baseline assessment. This will be used to assess the progress of children who enter reception year. The baseline assessment will score each pupil against the knowledge and understanding typical for children at the start of reception year. It will be linked to the learning and development requirements of the early year's foundation stage (EYFS) and to the key stage 1 national curriculum in English and mathematics.

SDMAT uses a variety of baseline activities that have been agreed by the EYFS leaders across the Trust.

Year 1 Phonics Screening

In June all pupils in year 1 sit a phonics screening check. Pupils who do not achieve the required threshold at the end of year 1 repeat the check at the end of year 2.

Year 4 Multiplication Tables Check

From 2019 Year 4 children will be assessed nationally on their times tables.

Statutory Assessment at the end of Key stage 1 and 2 (Year 2 and Year 6).

Year 2 and Year 6 children will be assessed against end of key stage performance descriptors. Children in year 2 and year 6 will still continue to sit test papers. In Year 2, the test papers/tasks will be used to inform teacher assessment. Writing for both year 2 and year 6 will be teacher assessment.

National Curriculum Assessments as follows:

Year Group	Test/tasks
Year 2 – all subjects teacher assessment	<ol style="list-style-type: none">1. Reading test, used to inform teacher assessment2. Maths test, used to inform teacher assessment3. Spelling, punctuation and grammar, used to inform teacher assessment4. Writing teacher assessment
Year 6 – a mix of tests and teacher assessment	<ol style="list-style-type: none">1. Reading test, externally marked2. Maths test – arithmetic and two problem solving papers, externally marked3. Spelling, punctuation and grammar test, externally marked4. Writing teacher assessment

Assessment in Years 1-6 (other than statutory end of Key Stage tests):

All primary children in SDMAT are assessed against the National Curriculum for reading, writing and mathematics. For each year group there is a set of Age Related Expectations (ARE's) for a child to meet. These are a set of statements which clearly outline the skills and knowledge which a child should achieve by the end of a particular year and are available on the schools' websites.

In order to make a judgement on the % of the ARE's a child has met each term we use a range of evidence – work in books, formal and informal assessments, observations, annotated planning. Over the year the % of ARE's a pupil has met will be tracked using an online secure assessment system called School Pupil Tracker.

Judgement	% of AREs achieved	What this means
Emerging	0%-33%	The child demonstrates understanding of a third of the Age Related Expectations (ARE) and are working towards the expected standard
Developing	34%-66%	The child demonstrates understanding of about half of the Age Related Expectations (ARE) and are almost working at the age expected standard
Secure	66% - 100%	The child demonstrates understanding of more than two thirds of the Age Related Expectations (ARE) and are working at the expected standard

Depth of Learning

Depth of learning measures the depth, creativity and complexity to which a child can apply their understanding across the curriculum and this is assessed as follows:

Shallow Learner #1 (Low)	Expected Depth #2 (Expected)	Deeper Learner #3 (Good)	Deepest Learner #4 (Very good)
About 10% of children will be in this rating	Most children will be judged to be in these two ratings		About 10% of children will be judged to be in this rating
This is below the expected standard depth of application and understanding. Does not apply their learning	This is the expected standard depth of application and understanding. Average application of learning.	This is above the expected standard depth of application and understanding. Good application of learning	This is well above the expected standard depth of application and understanding. Very good application of learning.
Recalls facts, remembers learnt information. Constructs simple responses.	Applies understanding. Uses facts, information or procedures to respond to, solve and answer problems. Applies own knowledge in a different context. Connects knowledge together to build up their learning	Applies understanding in more complex situations. Uses facts, information or procedures to respond to, solve and answer complex problems. Connects learning together from a variety of objectives and independently extends learning into other subjects. Applies own knowledge in an alternative and unusual context.	Applies understanding creatively in more intricate situations. Uses facts, information or procedures to respond to, solve and answer complex and unfamiliar problems. Independently connects learning together from a very wide variety of objectives and subjects. Applies own knowledge into alternative and unique contexts.

So, a child who is working at an average level by the end of year 5 would be assessed as 'Year 5 Secure' with a Depth of Learning of 2 (Y5S #2)

Children assessed at the end of year 2 and 6 through National Testing will be assessed on a scaled score with 100 = Age related expectations.

School pupil tracker is used to keep records for each child and these are monitored by school leaders to identify any children who are not progressing or achieving as well as they should.

Standardisation/Moderation

The process of moderation is an essential part of our school assessment system. As a school and as a member of the SDMAT we ensure that time is set aside each term for moderation to take place. The purpose of which is to ensure that our assessment information is accurate and consistent across the cohorts, school, and SDMAT.

Teachers are involved in the moderation process to ensure agreement on the criteria for the ARE's in the following ways;

- 1) With colleagues in school – key stage meetings, staff meetings, 1-1 with subject leaders,
- 2) With colleagues from other SDMAT schools (led by a school-based LA moderator)
- 3) By attending LA sessions to ensure our judgements are in line with other schools

Moderation will be organised as follows:

SDMAT Moderation	Autumn	Spring	Summer
Reading	Key stage/school based	Whole school staff meeting	School-based moderation LA Moderation
Writing	SDMAT moderation (all years) Nov	SDMAT moderation (all years) March	
Maths	SDMAT moderation (all years) Nov	SDMAT moderation (all years) March	

Tracking pupil progress

Assessment information is reviewed half termly with the classteachers and used to target children who are not working at ARE or making expected progress from EYFS/KS1 starting points. Children who are underachieving or making slow progress will be under more regular scrutiny and class teachers are expected to update school leaders on the performance of these children.

Senior leaders, middle leaders and the SENDCO all complete an analysis of the assessment information to review progress for their specific area of responsibility.

The Executive Principal creates comparative reports for all primary schools within the SDMAT for benchmarking and sharing with LGBs and Directors. All school leaders will complete half termly KPIs for Directors.

Reports and sharing information with stakeholders

Each term the local governors and directors receive an assessment information report prepared by the headteachers.

Parents' evenings are held twice a year where teachers share learning progress information with parents.

Parents receive at least two written reports a year and are also offered the opportunity to meet with teachers following the end of year report in July. At the end of January parents receive an interim written report prior to

the February parents' evening. In the reports the teacher will refer to the progress a child has made and the areas for development.

Each school will publish statutory end of Key Stage assessment information at the end of each academic year on the school website.

Assessment tests and tasks

YEAR GROUPS	AUTUMN	SPRING	SUMMER
EYFS	<ul style="list-style-type: none"> ✓ Baseline assessment ✓ Monthly updates in SPTO ✓ End of term assessment 	<ul style="list-style-type: none"> ✓ Monthly updates in SPTO ✓ End of term assessment 	<ul style="list-style-type: none"> ✓ Monthly updates in SPTO ✓ End of year assessment
Year 1	<ul style="list-style-type: none"> ✓ Half termly writing assessment ✓ Yr 1 phonics check ✓ Half termly summative assessment in SPTO 	<ul style="list-style-type: none"> ✓ Half termly writing assessment ✓ Yr 1 phonics check ✓ Half termly summative assessment in SPTO 	<ul style="list-style-type: none"> ✓ Half termly writing assessment ✓ Reading assessment (NFER) ✓ Maths assessment (NFER) ✓ End of year assessment in SPTO ✓ Year 1 phonics check
Year 2	<ul style="list-style-type: none"> ✓ Half termly writing assessment ✓ Yr2 NFER reading assessment ✓ Yr2 NFER maths assessment ✓ Half termly summative assessment in SPTO 	<ul style="list-style-type: none"> ✓ Half termly writing assessment ✓ Yr2 SATs reading assessment ✓ Yr2 SATS maths assessment ✓ Half termly summative assessment in SPTO 	<ul style="list-style-type: none"> ✓ Half termly writing assessment ✓ End of year assessment in SPTO ✓ Year 2 phonics check for those who did not pass in year 1 ✓ SATs papers for year 2 – reading, maths and grammar
Year 3	<ul style="list-style-type: none"> ✓ Half termly writing assessment ✓ Termly reading assessment (NFER) ✓ Termly maths assessment (NFER) ✓ Half termly summative assessment in SPTO 	<ul style="list-style-type: none"> ✓ Half termly writing assessment ✓ Termly reading assessment (NFER) ✓ Termly maths assessment (NFER) ✓ Half termly summative assessment in SPTO 	<ul style="list-style-type: none"> ✓ Half termly writing assessment ✓ Termly reading assessment (NFER) ✓ Termly maths assessment (NFER) ✓ End of year assessment in SPTO
Year 4	<ul style="list-style-type: none"> ✓ Half termly writing assessment ✓ Termly reading assessment (NFER) ✓ Termly maths assessment (NFER) ✓ Half termly summative assessment in SPTO 	<ul style="list-style-type: none"> ✓ Half termly writing assessment ✓ Termly reading assessment (NFER) ✓ Termly maths assessment (NFER) ✓ Half termly summative assessment in SPTO 	<ul style="list-style-type: none"> ✓ Half termly writing assessment ✓ Termly reading assessment (NFER) ✓ Termly maths assessment (NFER) ✓ End of year assessment in SPTO
Year 5	<ul style="list-style-type: none"> ✓ Half termly writing assessment ✓ Termly reading assessment (NFER) ✓ Termly maths assessment (NFER) ✓ Half termly summative assessment in SPTO 	<ul style="list-style-type: none"> ✓ Half termly writing assessment ✓ Termly reading assessment (NFER) ✓ Termly maths assessment (NFER) ✓ Half termly summative assessment in SPTO 	<ul style="list-style-type: none"> ✓ Half termly writing assessment ✓ Termly reading assessment (NFER) ✓ Termly maths assessment (NFER) ✓ End of year assessment in SPTO
Year 6	<ul style="list-style-type: none"> ✓ Half termly writing assessment ✓ Termly reading assessment (SATS Paper 2017) ✓ Termly maths assessment (SATS Paper 2017) ✓ Half termly summative assessment in SPTO 	<ul style="list-style-type: none"> ✓ Half termly writing assessment ✓ Termly reading assessment (SATS Paper 2018) ✓ Termly maths assessment (SATS Paper 2018) ✓ Half termly summative assessment in SPTO 	<ul style="list-style-type: none"> ✓ Half termly writing assessment ✓ End of year assessment in SPTO ✓ SATs Year 6 – reading, maths, EGPS tests ✓ Teacher assessment for writing

Assessment in the classroom

Teachers will assess within lessons and across units of work to ensure children are progressing. Elicitation tasks will be used at the start of a lesson/unit of work to create a baseline to allow the teacher to measure progress at the end of the lesson/unit of work. This information will be used to plan next steps of learning to ensure we are always building on what children already know. Judgements against the key objectives identified in School Pupil Tracker will be made regularly to ensure the teacher can track the progress of individuals, key groups and the class.

Transition

When a child transfers to one of our academy schools we will make every effort to obtain assessment information from the previous setting as quickly as possible. The school will also conduct a baseline assessment of each new child within two weeks to ensure that no time is wasted in continuing a child's learning. Where a child has SEND or EAL more specialist assessments will be made by the SENCo and other agencies if appropriate.

By June a final gap analysis will be completed for any children who have not met the expected standards for their age. During the second half of the summer term, these children will have a curriculum designed to close the gap and ensure they can continue to access the next stage of the curriculum in line with their peers.

Review

This policy will be reviewed regularly throughout the year by the senior leaders to ensure it accurately reflects, school, academy and national developments.