



Assessment Policy

September 2017

The academy views assessment as an integral part of the learning and teaching cycle. Formative and summative assessments are used to monitor and evaluate progress and attainment of individual, groups and cohorts.

Aims and objectives

Every child knows how they are doing, and understands what they need to do to improve and how to get there. They get the support they need to be motivated, independent learners on an ambitious trajectory of improvement.

Every teacher is equipped to make well-founded judgements about pupils' attainment and progress, understands the concepts and principles of progression, and knows how to use their assessment judgements to forward plan, particularly for pupils who are not fulfilling their potential, or falling behind.

The academy has in place structured and systematic assessment systems for making regular, useful, manageable and accurate assessments of pupils, and for tracking their progress.

Every parent and carer knows how their child is doing, what they need to do to improve, and how they can support the child.

Ecton Village Primary Academy Assessment Policy and Practice

Summative Assessment

- Children in Year R will be assessed against the EYFS profile. We are using the NFER baseline to assess the children on entry. Parents will be told the age and stage that their child is working at using the Development Matters framework, and at the end of Reception whether their child is emerging, expected or exceeding in comparison to the Early Learning Goals.
- Children in Year 1 will carry out the phonic screening test in June 2018. This is a statutory assessment. The score the children achieved and whether this is meeting the expected level or not will be reported to parents in end of year reports.
- Children in Year 2 will be teacher assessed, using SATs materials to support teachers' judgements. In June 2018 children will use the new materials as published nationally. These results will be reported to parents as the end of the year.
- Children in Year 2 who did not pass the phonics test in Year 1 will complete the phonics test in June 2018 and their mark will be reported to parents.
- Years 3,4, and 5 will sit PIXl tests in reading, writing, maths and SPAG at the end of the year. In addition to this Year 5 will also sit PIXL tests in January 2018.
- Children in Year 6 will carry out SATs tests in SPAG, Maths and Reading during May 2018. Writing will be teacher assessed. Results will be reported to parents in the end of year. Year 6 will be assessed at regular intervals throughout the year.
- Using the Symphony Assessment system all children will have summative judgements made 3 times a year.

Formative Assessment Years 1 – 6

Phonics

Children throughout the school will be assessed half termly for phonics whilst they remain on the RWInc phonics programme. This information can be used to inform judgements against the assessment criteria for reading. Following these assessments, alterations are made to the groupings in order to meet the needs of the individual children.

Data Entry Points

Children in all year groups will be formally assessed at least 3 times during the year. Results will be entered onto the SAS tracker. Pupil progress groups will be adapted as a result of these results. This will identify children who may need booster groups.

Formative Assessment

A range of ongoing formative assessments are used to assess children's levels for pupil progress meetings. Work will be assessed (using Symphony Assessment System guidelines or EYFS age bands), taking note of work that has been scaffolded, where support has been given or when work has been done immediately after teaching. Teachers will use this assessment information to modify short term teaching.

Independent and supported written work is completed regularly to support accurate assessment judgements. The interim framework will be used to support the assessment of progress in KS1 and KS2.

In reading, children are assessed through a mixture of guided reading, one to one reading notes, follow up guided reading activities and test outcomes.

In maths, levels are assessed through work in books, mental maths tests, problem solving and number tasks done in lessons, test outcomes and using technology such as Mathletics.

The assessment given must be a fair reflection of where the pupil has been working for some time and not a snapshot from one assessment. In order to achieve accurate and fair judgements of a pupil's level of attainment, moderation activities are regularly planned into the staff meeting timetable. Cross phase moderation also takes place as part of this process of achieving accurate assessment. All year groups will take place in Cross Trust moderation activities and Foundation Stage 2, Year 2 and Year 6 take part in moderation with other local schools.

Science will be assessed using the Symphony Assessment System. Science is taught through the Chris Quigley curriculum. SAS assessment criteria should be used to set targets for children to improve their science. Teacher planning should be annotated to show progress and next steps.

Other subjects

All other subjects will be assessed using the Symphony Assessment System. These should be annotated for each group of learners by the class teacher.

Evidence

Evidence for all ongoing assessments using the SAS criteria will be in children's books and annotated teacher planning. It is essential that these are kept up to date to ensure the assessment procedures can be monitored and adapted as the year progresses.

Assessment Cycle

- Baseline – children into SAS / ARE bands
- Planning
- Learning and Teaching
- Teacher assessment – SAS criteria and use of IAFW
- Moderation - using the SAS criteria and use of IAFW
- Enter data into the SAS tracker
- Analysis of progress
- Pupil progress meetings – group identified and targets set
- Interventions agreed