



Churchtown Primary School Assessment Policy 2019/20

Signed: Chairperson of Local Academy Council

Headteacher

Date

Policy Review to be undertaken Autumn Term 2020.

Our Mission at Churchtown Primary School

Together we enable and empower all learners to succeed and contribute their full potential to the school.

Values at Churchtown Primary School

RESPECT FOR ALL

Churchtown is a school where we respect and value all individuals and are respectful of each others individual needs.



LOVE OF LEARNING

At Churchtown creativity drives our love of learning. We believe that when learning is fun, purposeful, and when the voice and imagination of everyone is valued, we flourish.



FRIENDSHIP & FAMILY

The Churchtown family provides a safe, secure & friendly environment, where we all feel like we belong. We are kind & caring and build friendly relationships.



FUN & HAPPINESS

Churchtown is a school that nurtures positivity and happiness.



SKILLS FOR LIFE

At Churchtown we foster independence, determination and perseverance to build skills for life helping our children become confident and ambitious young people.



GROWTH & DEVELOPMENT

Churchtown is a school where we encourage everyone to grow and be confident in their own abilities, we develop through hard work and co-operation in a caring, supportive environment.



COURAGE

Churchtown is a school where we encourage everyone to show courage, grit and determination. "Sometimes courage doesn't always roar. Sometimes it is that voice at the end of the day that says I'll try again tomorrow."



Links To Our Mission Statement and Aims

Our vision at Churchtown Primary School is to provide an innovative, inspiring learning community which is symbolised through our motto, 'Imagine ~ Achieve ~ Believe'. Our mission and values form the basis of all our policies and practice, and are identified on our Vision poster which is shared with all stakeholders in the school.

Aims

The objectives of assessment in our school are:

- to enable our children to demonstrate what they know, understand and can do in their work;
- to help our children recognise the standards to aim for, and to understand what they need to do next to improve their work;
- to allow teachers to plan work so that teaching and learning accurately reflects the needs of each child;
- to provide regular information for parents which enables them to support their child's learning;
- to have a consistent approach across the whole school that measures progress against national standards;
- to provide the Headteacher and Local Academy Council (LAC) with information that allows them to make judgements about the effectiveness of the school

Principles of Assessment

At Churchtown Primary School, we believe that effective assessment provides information to allow for high quality teaching and learning, so that every child can achieve their potential in response to their needs. To do this in our school, we undertake two different but complementary types of assessment: assessment **for** learning and assessment **of** learning.

Assessment **for** learning (formative assessment) involves the use of assessment in the classroom to raise pupil achievement. It is based on the idea that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim, and how they can achieve this aim. At Churchtown Primary School, assessment for learning is based on four principles:

- Making the learning objective (L.O.) clear and using success criteria to gauge children's progress to achieving it
- Quality feedback (verbal and written)
- Self / peer assessment
- Reflection on teaching and learning to inform daily planning

In accordance with our Marking Policy, we give our children regular dialogic written and verbal feedback on their learning, so that they understand what it is that they need to do to get better. Pupils are given time to reflect on their progress and make immediate improvements through editing and fix it time. This ensures that pupils are fully engaged in their own learning: they take responsibility for their own work and are empowered to take action towards improving their performance.

Assessment **of** learning (summative assessment) involves judging pupils' performance against national standards. Teachers make these judgements at the end of a unit of work, the end of each term and at the end of the academic year. For children in Years 2 and 6, this is also provided at the end of the key stage through national testing. At Churchtown, we have an ongoing summative assessment system, based on pre and post learning activities throughout the year. Standardised external tests are also used throughout the year. Results are used by the teacher to establish progress towards meeting the year group objectives and age related expectations in addition to other evidence collected. Teachers track individual's progress and facilitate in class interventions when necessary.

Planning for Assessment

National standards (based on year group expectations) and Early Years Outcomes are used to guide our teaching.

We plan our lessons with clear learning objectives, based upon the teacher's detailed knowledge of each child. We strive to ensure that all tasks set are appropriate to each child's ability. Our planning makes clear the learning objective of the lesson and the expected outcomes. In maths, prior learning activities are used to judge pupil attainment and these feed into weekly planning.

Teachers always share the learning objective (L.O.), in an age appropriate way, with the children as the lesson begins. Where appropriate, the L.O. is differentiated to meet the individual needs of each pupil. Teachers use Quality Feedback to assess children's progress towards the planned L.O.: ongoing assessment throughout each lesson is used to monitor children's learning journeys and any changes that are needed for the future lessons. This ensures that children's learning is personalised and challenge is provided to move learning on.

Prior and post learning activities are included for within weekly planning in maths and through extended independent writing in English lessons. Although reading sessions are whole class, individual reads and group guided reading sessions are used where needed. Streamed phonics sessions also enable teachers to move children's learning on based on their achievements and progress made.

Evidence of independence in children's work

As set out in the Marking Policy, and for assessment purposes, work that children have completed demonstrating they have worked independently to apply their thinking or skills will be coded. This work will form the basis for the class teacher to acknowledge achievement against learning objectives, which will be highlighted in the back of books. For all other work, it is deemed that children will have had a level of support which may include:

- explicit teaching of new skills
- guided work - either individually or in a group
- modelled examples during the input (eg: during the T4W process)
- discussions about how to complete the work
- scaffolded activities

Codes for marking are as follows:

'IA' - Independent Application

Children work independently on a task to apply their learning. There may have been some minimal level of teacher input outlining the task and expectations. However, the pupil will have chosen how to complete it themselves, including choosing appropriate grammar, punctuation and spellings to include in pieces of writing, and working without support to select methods for arithmetic and reasoning in Maths.

Independent tasks are also completed through post learning activities. In EY and KS1, this may be apparent though discussions with the pupil prior to them completing an activity. Children will select from a range of classroom resources to complete the task, including: writing aids (dictionaries / thesaurus / word banks) and concrete / pictorial resources in Maths.

'CI' - Child Initiated

In Early Years, opportunities are taken to record and feedback on activities that are initiated by the children rather than through direct planning. CI is used to record where this has happened.

The level of input required may vary dependent on the age of the child, the objective that is being covered or progress made by individual children.

Monitoring and Recording Progress

Throughout KS1 and KS2, record sheets for reading, writing and maths are used to track progress against year group objectives in line with the new national curriculum. We record pupil progress by highlighting the key objectives for the year group based on whether a pupil:

- is working towards the age related expectation
- is working at the age related expectation
- is showing greater depth of understanding and is working above the age related expectation

Objectives are marked off as they are achieved: this can be after children have displayed Independent Application during lessons or more formally following the completion of post learning tasks. Until the objective is achieved independently, children are working at. For objectives that contain more than one element, this will only be when all parts of the objective have been achieved. For writing, this may mean that objectives are not marked off until later in the year, when evidence has been collected against a range of genres. As the year progresses, we would expect to see a rise in the objectives marked off. Teachers mark this off using a different colour for every half term, so that progress across the year can be monitored. (Appendix 1)

We record a child's progress in reading, writing and maths using SIMS (Sefton Learning Gateway). This online system is updated termly taking into account a range of evidence. Data inputted is based on teacher judgements, which are formulated taking account of a pupil's achievement against the CORE subject objective sheets, observations, discussion and formative assessments. In the summer term, the final assessment indicates the pupil's actual attainment against all of the year group expectations based on national standards.

Each year, summative assessments in reading, EGPS and maths occur for those children in years 3,4 and 5, known as NfER Optional SATs. These assessments are used to confirm our teacher assessments in these subject areas. These results are analysed by the Leadership Team and shared with year groups to inform learning and teaching in the following year group and as an evaluation tool within that year group to inform future planning. We also administer standardised tests in reading and spelling on a half yearly basis.

Targets for all classes are set at the start of each year between teachers and a member of the Senior Management Team. These are discussed during Year Group Pupil Progress meetings each term. During Pupil progress meetings,

children who are failing to meet the learning objectives are identified: children are then provided with further 'in class' enhanced quality first teaching, or given access to small group interventions that target their needs across the year group. These are recorded on the Class Provision Maps for each class and updated termly to reflect any changes. For any intervention groups that take place, prior and post learning tests are conducted, so that the impact on progress can be measured. Interventions are not exclusively provided based on these PP meetings - teachers can at any time raise concerns about a pupil's progress, so that strategies can be put in place to aid the pupil in making good progress.

Additionally, children who were below national standards (<2B using the level system) at the end of KS1 are tracked and monitored throughout KS2 to ensure that they are given every opportunity, and the support needed, to meet age related expectations at the end of KS2.

Further assessment procedures with details of resources used for CORE subjects, can be found in the English and Maths policies.

Moderation

As a large, four form entry school, moderation is key to ensuring consistency between the classes as well as with other schools. Moderation is conducted:

- through half termly year group moderation meetings to check assessment is accurate and in line with other classes.
- through moderation meetings between CORE Network schools to ensure accuracy of assessments.
- through year group Sefton training sessions allowing for moderation with Sefton Consultants and other schools.
- All subject leaders study examples of children's work and planning within their subject area.
- Year 6, Year 2 and Reception teachers also attend moderation cluster meetings through Sefton with regard to accurate assessment.

In addition to this, scrutinies of pupil work are also conducted regularly within the school by the Leadership Team and external consultants (where applicable) in maths and English and these are timetabled in across the academic year. They also form part of teacher's Performance Management, with class books looked at during autumn and spring lesson drop-ins and their summer lesson observation. This is used in a triangulation system of monitoring teaching and learning within the class. All monitoring is scheduled in throughout the year (Appendix 2).

Special Educational Needs

Where a pupil has a Special Educational Need and is on the school's SEN register, staff use a range of tools to monitor attainment, track progress and identify next steps effectively. Staff may use national curriculum objectives from other year groups to support the on-going teacher assessment of these pupils to ensure that children make good progress based from their starting point. These are provided through the BSquared document that breaks each set of year group objectives (Including the EYS curriculum) down into smaller steps. These will replace the Year Group Objective Sheets as evidence of pupil progress. This ensures that each small step of progress is identified and celebrated and next steps are identified quickly to move learning on. Data collected on children on the SEN register is used to plan their individual provision and informs future targets.

Assessment in Early Years

In September, assessments are used by reception and nursery teachers to give each pupil a baseline level.

Ongoing teacher assessment:

- is done through observation of the children wherever possible.
- is recorded in a variety of ways – annotated photographs, written observations (planned or incidental) or video evidence of children.
- is recorded termly to mark progress against each strand using the SIMS Learning Gateway

On entry to Nursery and Reception, our pupils are assessed using Development Matters and the Early Learning Goals and that information is inputted onto SIMS. Results are used to inform planning, set targets and aid early identification of special educational needs. During Nursery and Reception, children will be assessed using the EYFSP which is based on the teacher's on going observations and assessments.

Pupil progress in all 17 areas of the EYFSP is tracked using SIMS each term. Teachers identify which developmental band they are working in and whether they are just entering that band (emerging), working towards (developing) or

working within (secure). This is based on teacher assessment which takes into account of all evidence collected against each pupil.

During the summer term of reception, teachers complete EarlyYears Foundation Stage Profile for each child. The profile provides parents and carers, practitioners and teachers with a well-rounded picture of the child's knowledge, understanding and abilities, their progress against the expected level, and their readiness for year 1.

Assessment in KS1 and KS2 (English and Mathematics)

Children are assessed in autumn, spring and summer using SIMS Learning Gateway. This system allows teachers to identify whether pupils are working below (emerging), within (expected) or above age related expectations based on pupil's achievement of year group objectives. Tracking is based on a 5 point system as follows:

Point	Band
1	Emerging
2	Emerging
3	Expected
4	Expected
5	Exceeding

Children are expected to enter the year at the age appropriate level (emerging). Within the three terms, they are expected to reach a point 3 or 4 for their age group to be meeting national standards. Our expectations are for children to make good (expected) or better (rapid) progress each year. Expected and rapid progress combined are deemed strong progress.

Our SIMS Learning Gateway allows us to track the progress made by each pupil based on their previous year's attainment. Those children who show as not making good progress (concern) are discussed termly during Pupil Progress meetings: enhanced quality first teaching within the classroom, or interventions, are then put in place to support the pupil in making good progress where required and close the attainment gap. The Leadership Team also monitor these children and the effectiveness of the interventions put in place. Children who achieve objectives early are supported in applying their knowledge across the whole of the curriculum, so as to widen and broaden their learning experiences. The reading, writing and maths objective sheets indicate expectations for children working at greater depth and these are highlighted separately on each child's sheet. For children to attain greater depth, they consistently demonstrate the age related expectations and are already at a point 4 (high end of age related expectations).

As well as in year attainment, we track the progress of all groups of children in Key Stage 1 and Key Stage 2, based on the end of phase results. Progress is also measured for other groups of children, including children on the SEN register, disadvantaged children and comparisons made between groups of children including girls and boys.

In years 2 and 6, teachers also use the National Assessment Frameworks in order to make their teacher assessments for the end of KS1 and KS2 at the end of the academic year. Practice papers are used during the year based on the new Assessment Arrangements.

Assessment within other Curriculum Subject Areas

At Churchtown we believe it is vital that children know how they are doing in their learning, in order to make progress and achieve end of key stage expectation in year 2 and year 6. Progression grids (which identify year group objectives using the end of key stage expectations) have been developed for each non-CORE subject. Class teachers follow these grids in order to plan their lessons and assess children's progress in each subject area. At the start of a lesson, a L.O. is shared with the pupils and expectations for what they should achieve in order to meet the L.O. The progression grids are used to track progress and attainment in each subject. In addition to this, teachers will also assess reading and writing skills through these subjects to check for greater depth mastery of CORE skills.

At the end of the year, teachers will report to Subject Leaders on progress of the class towards meeting the year group objectives. Children who are not meeting year group objectives or are exceeding them are identified by name. Subject Leaders will use this information to inform their Subject Development Plans so as to develop teaching and learning in these areas.

Reporting Progress

We have a range of strategies that keep parents informed of their child's progress in school. We also encourage parents to contact school if they have concerns about any aspect of their child's work.

AUTUMN TERM:

- Early Years workshops for parents in Literacy and Numeracy
- Parent/Teacher interviews take place in October*

SPRING TERM:

- Parent/Teacher interviews take place in March*

**In both the autumn and spring terms, parents are given a brief outline sheet of how their child is progressing in the CORE subjects against age related expectations, supplemented with comments on strengths and areas of development in each of reading, writing and maths.*

SUMMER TERM:

- Annual report to parents. The report format has been adapted to compliment the creative curriculum and new national curriculum for reporting without levels. It is broken down into comments for reading and writing, maths and science subjects, along with the point they have achieved in that area (equating to whether they are emerging, expected or exceeding age related expectations). Teachers also comment on Foundation subjects highlighting strengths and areas for development which are personalised for each pupil. Parents may make an appointment to see staff if there are any concerns about the reports.
- Parents receive information regarding national testing in phonics in year 1 and for those children re-taking the test in year 2.
- Parents receive information regarding national test results in Year 6 alongside their end of year report.
- EYFS parents receive a written report informing them of their child's progress and their progress towards the early learning goals. This reports on child's progress and achievements in each of the seven areas of learning. It also provides a short commentary on each child's skills and abilities in relation to the three characteristics of effective learning.
- In EYFS a celebration day is held where the parents are invited in to look at pupils work at the end of the year.

Feedback to Pupils

We believe that feedback to pupils is extremely important and the main factor in supporting good or rapid progress. It tells them where they are in their learning, improvements that they could make and how they will achieve it. We have an agreed code for marking (Appendix 3), to ensure consistency in practice across the whole school, and the children learn to understand it.

Verbal feedback and dialogue are embedded within every lesson, specific to the learning objectives and any success criteria / steps to success. As the best practise to impacting on progress, it identifies both positives and next steps so that the child has an immediate and clear understanding of how to move learning forward. Every pupil should receive verbal feedback on a regular basis. We give personalised written comments to children of all ages weekly, alongside Quality Verbal Feedback, and all children are provided with time to reflect on their own work and make improvements using a **Purple Polishing Pen**.

We allow time before the next lesson for the children to absorb any comments written on their work, to answer any questions written on it by the teacher, and also to ask any questions of their own. We do this, to ensure that the time our teachers spend on marking has an impact on children's progress. We strongly believe that effective feedback and quality marking are essential in assisting our children to make rapid progress and this can only be achieved by:

- ◆ All adults in class being clear about learning objectives and success criteria for each task.
- ◆ Using **manageable** marking that is used to directly impact on children's progress.
- ◆ Teachers and Teaching Assistants giving constructive suggestions that **motivate** a child to move their own learning on.
- ◆ **Meaningful** verbal / written feedback that is actioned promptly by the child.

Roles and Responsibilities

Local Academy Council

- Evaluation of impact of assessment procedures
- Hold the Headteachers to account
- Whole school overview record of assessment
- Summary of attainment and progress for each cohort and significant groups

Headteacher and Assessment Assistant Headteacher

- Whole school analysis (including trends over time) using SIMS and other reporting tools
- Highlighting areas for improvement and allocation of resources (staff/materials/training/accommodation etc)
- Managing the Monitoring/Assessment Calendars
- Ensuring that decisions made and agreed are carried out
- Prepare whole school data for presentation to the governors
- Moderate and address issues arising from mismatch between data / pupil books / observations etc

Senior Management Team

- Monitoring the performance of teachers and overview of pupils
- Analysing cohort/group data and preparing it for presentation to governors
- Holding subject leaders (LT) / teachers to account for targets set
- Holding pupil progress meetings to discuss individual / group / class performance using data prepared by the teachers.
- Holding pupil progress meetings to discuss individual/group/class performance using data prepared by the teachers
- Hold teachers to account for impact where resources have been allocated
- Ensure targets set lead to improved performance/ rise in attainment

SENCO Assistant Headteacher

- Monitor the performance in their team
- Monitor the performance of vulnerable groups
- Analyse and report on attainment and progress for SLT
- Highlight areas of strength to celebrate and weakness to support

Subject Leaders

- Review quality and impact of assessment in their own subject
- Monitor continuity and progression of their subject throughout the school
- Set targets using assessment on their Subject Development Plan

Teachers

- Operate within the assessment time frame
- Meet or exceed the targets for each child
- Record and analyse pupil / group results within their class
- Highlight areas to celebrate and to address ready for pupil progress meetings
- Prepare for pupil progress meetings
- Plan for timely intervention where needed and report impact
- Record results ready for input onto SIMS
- Aware of the impact of their performance upon the whole school

Appendix 1: Objective Sheet Example

Priority Objective	Year 5 Maths Objectives		
	Autumn	Spring	Summer
	OBJECTIVE		
Number and Place Value			
1	I can count from a stop of 4, 5, 10 and 100.		
2	I can find 10 or 100 more or less than a given number.		
3	I know what each digit means in hundreds, tens and units numbers such as 204.		
4	I can read and write numbers in words up to 1000.		
5	I can identify and estimate numbers in different units such as length (mm, cm, m) and weight (g, kg, t).		
6	I read and write numbers up to 1000 in numbers and in words.		
7	I can solve number problems involving addition and subtraction in different units of measurement.		
Addition and Subtraction			
8	I can add and subtract numbers in any order. (e.g. $45 + 78 = 123$)		
9	I can add and subtract numbers in any order. (e.g. $45 + 78 = 123$)		
10	I can add and subtract numbers in any order. (e.g. $45 + 78 = 123$)		
11	I can use written methods to add and subtract large numbers.		
12	I can estimate the answer to a question before I work it out and then use various operations to check the answer when finished.		
13	I solve problems such as missing numbers (for example $42 + \square = 100$) using my knowledge of number facts and methods of addition and subtraction.		
Multiplication and Division			
14	I know the 2, 4 and 8 times tables.		
15	I can answer questions such as 144 ÷ 6 or 144 divided by 6.		
16	I can solve word problems involving multiplication and division.		
Fractions			
17	I can start up and down a number line.		
18	I know that dividing can be found by dividing a whole or shape into six equal parts or by dividing a number by 6.		
19	I can find a fraction (such as $\frac{1}{2}$ or $\frac{1}{4}$) of a set of objects.		
20	I know how to find fractions of an amount (for example $\frac{1}{2}$ of 30, $\frac{1}{4}$ of 40).		
21	I can show that some fractions have the same value – e.g. $\frac{1}{2}$, $\frac{2}{4}$, $\frac{3}{6}$.		
22	I can add fractions with the same denominator (e.g. $\frac{1}{2} + \frac{1}{2} = 1$).		

23	I can compare numbers with different denominators with the same denominator.					
24	I solve problems involving, ordering or comparing fractions.					
Measurement						
25	I can measure and compare in these units: a) length (centimetres) by weight (grams) by capacity (litres)					
26	I can measure the perimeter of a 2D shape such as a square or rectangle.					
27	I can work on solving problems: a) adding and subtracting amounts of money b) volume; out how much change after using £ and p.					
28	I can tell on a scale how far between two numbers and how far between two numbers on a number line.					
29	I can tell the time approximately to the nearest minute.					
30	I can measure and record time passing in seconds, minutes and hours.					
31	I know how many seconds are in a minute, how many minutes are in an hour and how many hours are in a day.					
32	I know the number of seconds in a minute and the number of days in each month, year and leap year.					
33	I can calculate how long it would take to walk to school.					
Shape						
34	a) draw 2-D shapes b) use water 2-D shapes using modelling materials.					
35	I can describe a 2-D shape for 2-D or 3-D objects (such as a cube) in terms of its properties.					
36	I know an angle is used to measure how far something has turned and how to draw a right angle in a 2-D shape.					
37	I know that a right angle is 90° and that two right angles make a 180° turn, three right angles make 270° and four right angles make a complete turn.					
38	I can tell whether an angle is greater than or less than a right angle.					
39	I know when a line is horizontal or vertical or when two lines are perpendicular or parallel.					
Problem Solving						
40	a) I can answer their questions about bar charts, pictograms and tables b) I can make my own bar charts, pictograms and tables.					
41	I can solve problems such as how many sweets and how many leaves by using information in bar charts, pictograms and tables.					
GREATER DEPTH = 3.5 EVIDENCE (3.4 must be achieved first in that area) I can apply and transfer my in-depth learning in different contexts, and explain my understanding through reasoning.						
EVIDENCE OF LEARNING, PROGRESS AND ATTAINMENT						
Number & Place Value	Addition & Subtraction	Multiplication & Division	Fractions	Measurement	Shape	Problem Solving

Appendix 2: Standardised Marking Codes

IA	INDEPENDENT APPLICATION		
	Children work independently on a task to apply their learning. There may have been some minimal level of teacher input outlining the task and expectations. However, the pupil will have chosen how to complete it themselves, including choosing appropriate grammar, punctuation and spellings to include in pieces of writing, and working without support to select methods for arithmetic and reasoning in Maths. Independent tasks are also completed through post-learning activities. In EY and KS1, this may be apparent through discussions with the pupil prior to them completing an activity. Children will select from a range of classroom resources to complete the task, including: writing aids (dictionaries / thesaurus / word banks) and concrete / pictorial resources in Maths.		
CI	CHILD INITIATED		
	In Early Years, opportunities are taken to record and feedback on activities initiated by the children rather than through direct planning. CI is used where this has happened.		
OTHER CODES USED FOR QTFM			
VF	VERBAL FEEDBACK	SP	SPELLING
NS	NEXT STEP	GR	GRAMMAR