

Yorke Mead Primary School

Assessment Policy

December 2022



Our School Vision Statement

BRINGING LEARNING to LIFE

We are a school dedicated to creating an environment where children are able to grow into happy, well-rounded individuals with a love of learning through which they can achieve to the best of their abilities.

We want our pupils to enter the wider world as

- o Happy, positive individuals*
- o Responsible citizens who make a positive contribution*
- o Confident, resilient, healthy & life-long learners.*

DARE TO...

D - Determination

A - Ambition

R - Resilience

E – Enjoyment

T - Trust

O - Openness

Why assess?

Children's progress is closely monitored at Yorke Mead in order that we can provide the best possible opportunities and highest levels of support for all children. All assessment activities aim 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
- to allow teaching teams to plan work that accurately reflects the needs of each child
- to help our children understand what they need to do next to improve their work
- to provide regular information for parents that enables them to support their child's learning
- to contribute towards accountability data
- to ensure we meet the vision statement, aims and values for Yorke Mead.

Aims of the National Curriculum

In 2013 the Department for Education removed 'levels' as the measure for the attainment and progress of children. Schools were given the freedom to conduct more 'assessment of the right kind', to offer task specific, personalised feedback and to become 'Assessment Professionals' by creating an assessment system that supports the learning of the individual children in their school. (Tim Oates, Chair of the expert panel for NC review).

In 2019 Ofsted reinforced the following:

- Inspectors will consider whether leaders and staff understand the limitations of assessment and use it in a way that will avoid creating unnecessary burdens
- Ofsted recognises that marking and feedback to pupils, both written and oral, are important aspects of assessment. However, Ofsted does not expect to see any specific frequency, type or volume of marking and feedback; these are for the school to decide through its assessment policy. Marking and feedback should be consistent with that policy, which may cater for different subjects and different age groups of pupils in different ways, in order to be effective and efficient in promoting learning.
- Inspectors will not look at schools' internal data – they will be interested in understanding how the school uses the data to support the progress of pupils.

Assessment at Yorke Mead: How do we use our assessments?

At Yorke Mead we have worked together to develop an assessment system that takes into account the criteria of the National Curriculum 2014, The EYFS Statutory Framework and the steps criteria for assessment from the Herts for Learning Team. Assessment takes into account children's strengths as well as areas where they need support. It consists of mainly formative strategies and some summative assessment, using a range of recording methods, as detailed below.

The assessment process enables teachers and leaders to keep track of the progress of all children, and vulnerable groups of children. Following each 'data drop' teachers meet with a leader to identify children who are falling behind in order to ensure appropriate intervention is put in place to keep them on track. The pupil progress meeting will also focus on children identified previously to see whether these children have made and maintained the necessary progress. Subject Leaders also track progress and attainment of all pupils and vulnerable groups of children within their subject. Subject Leaders use a wide range of information from pupil books, pupil voice and data to help triangulate achievement and progress.

Early Years

Baseline assessment

All children in Reception complete the Government Baseline Assessment within the first six weeks of their time in school. This data is submitted online to the Government.

Early Years Profile

At the end of the year the Early Years Profile is completed for each child.

The EYFS profile summarises and describes children's attainment at the end of the EYFS. It gives:

- the child's attainment in relation to the 17 early learning goal (ELG) descriptors
- a short narrative describing the child's 3 characteristics of effective learning

On-going assessment

We assess on a daily basis through observations and a combination of adult led and child- initiated learning experiences. These are used to inform daily practice and children's next steps. Three times a year data is submitted for each child to say if the child is 'on track' in the 7 areas of learning.

Year One phonics check

All children in Year 1 will participate in a phonics check unless they have a specific SEND need that would make doing so inappropriate. This assessment will be administered by the Year 1 teacher. Results are included within the Year 1 end of term report. The children who do not achieve the expected level in Year 1, will receive additional phonics teaching in Year 2. Children who leave Year 2 without reaching the required standard in phonics will have their development monitored by the SENDCo and receive further phonics intervention in Year 3.

Year Four timetables check

All children in Year 4 will participate in the government timetables check unless they have a specific SEND need that would make doing so inappropriate. This assessment is a computer-based test. Results are included within the Year 4 end of term report. The children who do not achieve the expected level in Year 4, will receive additional teaching support for developing their timetables recall in Years 5 and 6.

SATS – Year Two and Year Six

Children in Year 2 and Year 6 are assessed during May. The results of these assessments are reported individually to parents and school results are reported annually to the parents by the governing body. The school works very hard to ensure children in school are prepared for the processes of SAT assessments without them becoming overly anxious about these. This involves ensuring there is a careful balance and children are supported to develop their personal resilience and understanding that it is their own personal progress that is the important aspect.

Assessment against Age Related Expectation

The assessment process is timely and it is important that it can be achieved in an efficient manner without placing too great a burden on the teachers' time and workload. At Yorke Mead we utilise the Hertfordshire Assessment systems using both the age related expectation assessment grids and the year group TAFs for the core subjects.

With managing workload in mind, at Yorke Mead we operate the following systems:

- Children working 'securely at the expected standard' or 'beyond the expected standard' will not have an individual assessment sheet. A class sheet will be used to identify areas achieved for those working at the expected standard and a second sheet to identify areas achieved for those working at greater depth. Initials will be added against any key areas that an individual still needs to develop – if this is an aspect that has been taught and is therefore just a target for a few children.
- Children working 'towards the expected standard' will have a group sheet to make it clear aspects the individuals need to develop (recorded as initials). This will allow the teacher to clearly identify gaps to be targeted and allow information to pass between teachers
- Children working 'below the expected standard' **will have their own individual sheet** so that their progress can be tracked in more detail.
- Formal assessments involving a data drop happen no more than three times a year towards the end of each term. The key purpose of the assessments is to identify children who are not progressing in line with expectations and to identify key aspects that an individual needs to develop. This will form the discussion of pupil progress meetings.

- Teachers working in a job share situation will jointly assess children's attainment in all curriculum areas to ensure that both teachers' views on attainment are taken into consideration.
- Teachers complete the excel spreadsheet and pass the completed sheet to the assessment administrator (Jane Foster) to be input into SIMs.

Summative assessment information is collected through daily records kept by teachers, pupil books, oral contributions by children, unit assessments and termly summative assessments. Teaching teams have the opportunity to discuss progress of pupils in meetings every half term with their phase year group partners and a senior leader. This assessment information is used to inform planning and identify any pupils requiring additional support or adjust existing provision.

Pupils have the opportunity to discuss their personal learning targets with teachers at least once a term in a dedicated time during singing assembly. Vulnerable groups of children may discuss targets more frequently with their teacher.

Reporting to parents – Attainment and Progress

We report to parents both formally and informally throughout the year. Formal reporting happens twice a year face to face through parent consultation and once a year with an end of year report.

PARENT CONSULTATIONS

The key aspect of the parent consultation is the chance to meet face to face. Teachers will naturally make notes to support the discussion, but these notes are an aide memoire and are not intended to be read by anyone other than the teacher. This allows the teacher to keep notes brief in the interest of teacher workload and therefore copies of the notes will not be issued to parents. Parent Consultations occur twice a year in the Autumn and Spring terms. Early Years offer an additional third meeting in the Summer Term in order to provide opportunity to discuss the Early Years Profile.

END of YEAR REPORTS

End of Year reports are written for parents as a way of sharing the children's attitude towards, attainment in and experiences of learning. With these reports will be any formal assessment outcomes alongside teacher assessments based on the child's day to day work. Children in KS2 are invited to attend the consultations with their parents.

In Years 1 – 6, teachers will use statements such as these to describe pupils' progress, as well as commenting on whether their child has made good progress over the year, giving details of curriculum areas where they have achieved well and areas that need more development and support:

ATTAINMENT

- Working beyond age related expectation
- Working "securely" within the expected level of Age Related Expectations (ARE)
- Working "towards/broadly within" the expected level of ARE
- Working below the expected level of ARE

PROGRESS

- Progress is positive/better than expected
- Progress is at the expected level
- Progress is a concern

Children who have additional learning targets are given Learning Plans. These contain targets that are shared and reviewed with the child, parents and teacher once a term through additional meetings with the SENCo. Post Looked After Children have Success Plans and these are shared and reviewed termly with the child, teacher, parents and a

designated member of the senior leadership in additional meetings. Current Looked After Children have their learning supported and monitored through the Herts PEP (Personal Education Plan) system.

Whole school assessment information is presented to and considered by governors at regular intervals.

Marking and assessment

- We aim to provide feedback to children through marking so that they have specific advice about improvements to their work. Children are expected to comment on their work and to provide the teacher with feedback on how they found tasks (from Year 2). Children are given time to read and review their work following marking with purple pen. Teachers provide pink comments for what is going well and green comments for children to review, either with corrections, advice or tackling another challenge.

Moderations

To ensure consistency of judgements, the staff moderate together internally at least twice a year. Where possible, teachers take part in external cluster moderations with neighbouring schools or through the local authority. Senior Leadership also moderate with staff judgements that contribute to national data.

During the summer term the Head teacher and senior leaders will undertake formal 'test' style assessments which can be used to moderate teacher judgements and also supports senior leaders in their understanding of individual children's academic progress.

Assessment information is collected once a term and held on the school's database for English (reading, writing) Maths, Science and computing. This information is analysed each term by core subject leaders, Senior Leadership (SLT) and teachers. Foundation subjects are assessed by teachers each term within units of work. Children are assessed in foundation subjects as "working below ARE", "Working Towards ARE" "Working at ARE" and Working Beyond ARE". At the end of the year foundation subject leaders are responsible for reporting on achievement and progress in their subject through a Subject SEF. All this assessment information, together with termly core data is used to inform teacher planning, provision mapping across the school, subject leader action plans, long and short-term school development plans and budget priorities.

This policy should be read in conjunction with:

- Teaching and Learning Policy
- Marking and Feedback Policy
- SEND Core Offer

APPENDIX: Assessment criteria (Year 1 to Year 6)

SUBJECT	ASSESSMENT	WHEN?	RECORD COMPLETED
<p>Reading, Writing</p> <p>Mathematics</p> <p>Science</p>	Teacher assessment	End of each term (date set in school diary)	<p>One target sheet for children working at EXS/towards (NB sheet should show areas of weakness for children working towards)</p> <p>One target sheet for children working at GDS</p> <p>Any children working below this (i.e. 2 or more steps behind the EXS) will have their own individual highlighted sheet – this will be the Herts Assessment sheet, not the TAF, to provide greater detail.</p> <p>Updating the sheets should be an ongoing process.</p> <p>Levels of attainment are completed termly on the assessment master sheet. Handed in at the end of each term for input into SIMS</p>
Individual Reading Records	No assessment- record of progress through scheme	On- going	<p>Record of sets of books read over the year and notes about guided groups reading kept as ongoing record.</p> <p>It is essential that teachers are checking reading diaries at least once/week to ensure children are reading and recording in their diaries. The standard of work should match that expected in other work.</p> <p>NB: At the end of each half term/beginning of new half term teachers use guided reading time to check children on the reading scheme have an appropriate book for their reading level still</p>
	Complete a reading conference using miscue analysis for children working below ARE	Termly	Used to inform teacher assessment – this is essential for children working below the EXS (i.e. 2 or more steps behind)
Phonics	<p>Tracking sheets using Little Wandle scheme in Early Years and Year 1.</p> <p>Year 2 and above, children still working through Little Wandle Phonics scheme are tracked using the scheme.</p>	Half Termly	<p>Six weekly Little Wandle Assessments track phonics understanding – undertaken by Teachers.</p> <p>Ensure reading books are in line with the phonics phase</p> <p>Centralised phonics data entered each 4 weeks</p> <p>Children in KS2 and in Year 2 who have gaps in phonics knowledge will continue to have phonics teaching through Rapid Catch Up, which is an intensive phonics reading program, and will be assessed every 4 weeks to track progress.</p>
Reading & Spelling	High Frequency words/ Tricky words	Termly	<p>Foundation Stage & Key Stage one.</p> <p>Continued into key stage 2 for SEN children</p>

Mathematics & Reading	End of Year (KS2 only)	Summer Term	Used to inform teacher assessment – delivered and marked by Head teacher/ Deputy Head teacher
Foundation Subjects	Curriculum Assessment sheet	Termly	Curriculum Assessment sheets with curriculum statements. Completed by Teachers and indicate children working below, working towards, ARE, and above.