



Assessment Policy

September 2019

Coleham Primary School

Assessment Policy

Aims of this document:

- To define what we mean by 'assessment' at Coleham Primary School
- To clarify expectations of teachers/TAs in relation to assessment
- To explain the process of assessment and how the information from it is used

What is assessment? – More than tests

Assessment is a key aspect of school life. It is a multi-faceted tool by which teachers are able to gauge where a pupil may be in their learning journey in any given subject. Without proper assessment, teachers will not be able to effectively plan and deliver lessons that are needed in order to maximise learning opportunities. Assessment comes in two forms:

- **Summative** assessment: tests with a score
- **Formative** assessment: on-going assessment, using teacher judgements

Assessment is more than testing alone: tests can be useful, but most assessment occurs in-class; in-lesson. Our **Feedback Guidance Document** sets out how this formative assessment is achieved in lessons. It is the most rounded and effective method of assessment. Summative tests are used, but they only offer a snapshot of a pupil's ability, and only measure the ability to answer the questions which have been presented at that time. For our summative assessment, we use **Cornerstones** test materials.

'Teacher Assessment' is when the two main types of assessment are combined to produce data that is more context driven. For example, a pupil may score top marks in a maths test, but the teacher may feel that the pupil is simply good at computing calculations rather than fully understanding the concepts; or a pupil may score very poorly, however the teacher is keenly aware of a reason why the pupil may have been overly-distracted. In both cases, the pupil's score must be taken in that context when teachers are making judgements. At Coleham Primary School, we use teacher Assessment and never solely rely on test scores.

How assessment drives learning

Data generated by assessment activities allows teachers and leaders to monitor academic progress of individual pupils, groups and classes. It allows for the setting up of interventions for children who may be falling behind and for children who need extra challenges. In-class formative assessment allows teachers to ascertain whether or not learning has been taking place on a smaller scale, in order to plan the next lesson based on what has happened in previous lessons. This means that the children will be taught what the *need* to know, rather than just following what is next on the original plan.

How we assess pupils' learning

For our summative assessments (tests), we use Cornerstones test materials. There are no formal tests in EYFS, and year 1 begin testing from the spring term. All other year groups take the Cornerstones tests towards the end of each term in the following subjects:

- Maths (arithmetic and mathematical reasoning)
- Reading
- Grammar, Punctuation & Spelling (GPS)

The test scores are used as part of, **not all of**, the overall judgement of a pupil's attainment in that subject. Teacher judgement is used alongside the test score to arrive at a fair and robust attainment score.

Teachers will use information from their formative assessments, professional judgements and evidence they have in relation to the curriculum statements, alongside test scores to make a final judgement in these subjects.

Writing:

Writing is not a testable subject. At Coleham we have developed an in-house assessment scheme for writing whereby a pupil's writing is assessed against a set of criteria for each year group. The attainment grade is arrived after at least 6 pieces of writing from a range of genre are complete. Not all aspects of writing will be present in each piece of writing, but teachers will be able to see a wide range of writing techniques and elements across the collection. In order to satisfy a particular grade, **all the** criteria must be met across the collection of writing. This approach allows teacher to see where gaps are to aid future lesson planning.

Teachers must:

- Keep a folder with writing assessment sheets in the classroom
- Write assessment pieces on paper for the folder, or photocopy work from books
- Keep up-to-date with assessing writing against the criteria
- Ensure that writing is independent and not corrected by teachers
- Take part in moderation activities to ensure accurate assessment

In all other subjects the judgement is solely based on formative assessment, evidence and professional judgement against curriculum statements. To meet the expected standard, a pupil must satisfy **most** of the statements on the school curriculum documents. This process happens twice a year: in the spring and summer terms. See appendix 1.

When do we assess?

Assessment judgements are made at the end of each term (autumn, spring and summer). In EYFS, there is a fourth assessment window upon entry in September.

SATs assessments occur at the end of years 2 and 6.

In year 1, there is a statutory Phonics Screening Check in the summer term.

In year 4, there is a statutory multiplication tables check (MTC) in the summer term.

What judgements are made?

In KS1 and KS2, subject attainment judgements in **maths, reading, writing** and **GPS** have 4 grades as follows:

- BLW: **Working below** the age-related expectation
- WTS: **Working towards** the age-related expectation
- EXS: **Working at** the age-related expectation
- GDS: **Working at greater depth** in the age-related expectation.

In **Science** and **all other subjects** in KS1 and KS2, there are 2 grades as follows:

- HNM: **Has Not Met** the standard of age-related expectation
- EXS: **Has met** the standard of age-related expectation

In **EYFS**, attainment judgements conform with the DfE Early Years Assessment Framework. Each term, they are assessed in each of the 17 areas of learning against age-related descriptors and in the summer term, these judgements are converted into one of three statements of attainment:

- EMG: Emerging
- EXP: Expected
- EXC: Exceeding

For the **Phonics Screening Check** in year 1, there is a score out of 40, with a pass mark set each year by the DfE. The children either pass or do not pass. If they do not pass, they retake the test in year 2.

SATs – what are they and why do they matter?

SATs are statutory end-of-key stage exams in *reading, maths* and *GPS*. There is also a requirement for a writing assessment (and also science in year 2). These happen at the end of years 2 and 6.

Year 2 – In year 2, the children are required to take exams in maths (2 papers), reading (2 papers) and GPS (2 papers: grammar and spelling). These exams must take place in the month of May. However, the overall judgement is done in the same way as every other year group: teacher assessment. Teachers are obliged to make their judgements against the KS1 Teacher Assessment Framework. In writing, there are a special set of criteria that must be met for each attainment grade. In maths and reading, evidence must be collected to justify teacher judgements, alongside SATs exam results.

Year 6 – In year 6, the SATs are slightly different. Each year, a timetable is produced for a single week when all the exams will take place. There are:

- 3 maths papers (2 reasoning and 1 arithmetic)
- 1 reading paper
- 2 GPS papers (grammar and spelling)

For year 6, the score the children get is their end-of-key stage result. There is no teacher judgement for these subjects. Teacher judgement is reserved only for writing.

SATs are an important measure for the school's overall performance. At Coleham, we believe that it is important for the children to take them seriously and try their best – they are good practice for future exams that have more of an impact on their lives. It is also an opportunity for the children to shine, and to celebrate all that they have learned. They **do not** have any serious implications for their academic futures.

Moderation

Moderation is a way of checking that teachers are accurately assessing work. We regularly take part in whole-school *writing* moderation in staff meetings as well as in phase meetings and with year group teaching partners. During moderation, teachers will assess identical pieces of writing and discuss why certain criteria are met or not met. Formal moderation happens in *writing* and *maths*, but will happen more informally in all other subjects.

Years 2 and 6 teachers take part in small cluster group moderation days with other schools to share practice and seek advice.

Periodically, EYFS, KS1 and KS2 may be externally moderated by the LEA. This is a process where trained moderators from the LEA take a random sample from the year group to check teachers' judgements are accurate and in-line with DfE guidelines.

What happens to pupil data?

At the start of the year, targets are generated for each pupil. They are mainly based on previous end-of-key stage results, but also on teacher judgement. In addition, we are ambitious for our pupils at Coleham and aim for everyone to make expected progress, or better, from one key stage to the next. This means a pupil who achieved Expected in EYFS is targeted to make *Expected* in year 2, and *Expected* again in year 6.

When assessment judgements have been made, they are put into our school tracking system. At Coleham Primary School, we use Insight Pupil Tracking. With all our data in one place, it is very easy to not only monitor a pupil's progress in a class, but across their entire primary school career.

After each assessment period, phase meetings are held. The phases are: EYFS, KS1, Lower KS2 (years 3 and 4) and Upper KS2 (years 5 and 6). In these meetings, individual pupils and important groups of pupils are discussed. Phase leaders, with the support of the phase teachers, then timetable interventions for pupils who are not making progress and also for those who need extending. Phase leaders then report back to SLT where whole-school data can be analysed for trends.

Appendix 1:

Timetable of assessment

Maths	EYFS	<ul style="list-style-type: none"> • Entry • Autumn • Spring • Summer 	Teacher judgement using formative assessment against the EYFS Framework.
	Year 1	<ul style="list-style-type: none"> • Autumn • Spring • Summer 	Teacher judgement using formative assessment, and including Cornerstones tests in spring and summer
	Year 2	<ul style="list-style-type: none"> • Autumn • Spring • Summer • SATs in May 	Teacher judgement using formative assessment and Cornerstones tests. SATs: evidence collected and SATs papers in May.
	Year 3	<ul style="list-style-type: none"> • Autumn • Spring • Summer 	Teacher judgement using formative assessment and Cornerstones tests.
	Year 4	<ul style="list-style-type: none"> • Autumn • Spring • Summer • June (MTP) 	Teacher judgement using formative assessment and Cornerstones tests. MTP online test in June
	Year 5	<ul style="list-style-type: none"> • Autumn • Spring • Summer 	Teacher judgement using formative assessment and Cornerstones tests.
	Year 6	<ul style="list-style-type: none"> • Autumn • Spring • Summer • SATs in May 	Teacher judgement using formative assessment and Cornerstones tests. SATs: SATs scores are the end-of-year 6 results.
Reading	EYFS	<ul style="list-style-type: none"> • Entry • Autumn • Spring • Summer 	Teacher judgement using formative assessment against the EYFS Framework.
	Year 1	<ul style="list-style-type: none"> • Autumn • Spring • Summer • Phonics Screening Check: summer term 	Teacher judgement using formative assessment, and including Cornerstones tests in spring and summer. Phonics Screening Check administered to individuals during the summer term.
	Year 2	<ul style="list-style-type: none"> • Autumn • Spring • Summer • SATs in May 	Teacher judgement using formative assessment and Cornerstones tests. SATs: evidence collected and SATs papers in May.
	Years 3, 4 and 5	<ul style="list-style-type: none"> • Autumn • Spring • Summer 	Teacher judgement using formative assessment and Cornerstones tests.

	Year 6	<ul style="list-style-type: none"> Autumn Spring Summer SATs in May 	<p>Teacher judgement using formative assessment and Cornerstones tests.</p> <p>SATs: SATs scores are the end-of-year 6 results.</p>
Writing / GPS	EYFS	<ul style="list-style-type: none"> Entry Autumn Spring Summer 	Teacher judgement using formative assessment against the EYFS Framework.
	Year 1	<ul style="list-style-type: none"> Autumn Spring Summer June 	<p>Teacher judgement using formative assessment against Coleham writing assessment criteria.</p> <p>Phonics Screening Check in June</p>
	Year 2	<ul style="list-style-type: none"> Autumn Spring Summer SATs 	<p>Teacher judgement using formative assessment against Coleham writing assessment criteria.</p> <p>SATs: evidence collected throughout the year</p>
	Years 3, 4 and 5	<ul style="list-style-type: none"> Autumn Spring Summer 	Teacher judgement using formative assessment against Coleham writing assessment criteria.
	Year 6	<ul style="list-style-type: none"> Autumn Spring Summer SATs 	<p>Teacher judgement using formative assessment against Coleham writing assessment criteria.</p> <p>SATs: evidence collected throughout the year</p>
Science	EYFS	<ul style="list-style-type: none"> Entry Autumn Spring Summer 	Teacher judgement using formative assessment against the EYFS Framework.
	Year 1	<ul style="list-style-type: none"> Spring Summer 	Teacher judgement using formative assessment, and Coleham curriculum attainment statement
	Year 1	<ul style="list-style-type: none"> Spring Summer SATs 	<p>Teacher judgement using formative assessment, and Coleham curriculum attainment statement</p> <p>SATs: Final judgement based on evidence towards the statement in the KS1 Framework</p>
	Years 3, 4 and 5	<ul style="list-style-type: none"> Spring Summer 	Teacher judgement using formative assessment, and Coleham curriculum attainment statement
Phonics	Year 1	<ul style="list-style-type: none"> Summer term 	Phonics Screening
All other subjects	EYFS	<ul style="list-style-type: none"> Entry Autumn Spring Summer 	Teacher judgement using formative assessment against the EYFS Framework.
	Years 1 - 6	<ul style="list-style-type: none"> Spring Summer 	Teacher judgement using formative assessment, and Coleham curriculum attainment statements.

Appendix 2:

Useful DfE links:

EYFS Statutory Framework:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf

Key Stage 1 Assessment Framework:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/740343/2018-19_teacher_assessment_frameworks_at_the_end_of_key_stage_1_WEBHO.pdf

Key Stage 2 Assessment Framework:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/740345/2018-19_teacher_assessment_frameworks_at_the_end_of_key_stage_2_WEBHO.pdf