Meltham CE (C) School

Assessment Policy

Policy Date:	October 2020	Version:	2.0
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Approved by:	Full Governors 5th November 2020		
Review Date:	September 2023		

1.0 Aims

The aim of this policy is to provide a high quality consistent approach to assessment throughout the school in order to:

- make clear and accurate formative and summative assessments of children's work;
- enable challenging yet achievable target setting that reflects the needs of individual children;
- facilitate effective tracking of pupils' progress and attainment at class teacher and whole school level, which impacts directly - and with relevance - on subsequent planning and targeted pupil intervention;
- accurately set children targets for future improvement; and
- accurately inform parents and carers of their children's progress and attainment.

2.0 Roles and Responsibilities

Teachers:

- ensure work is accurately and developmentally marked in accordance with the marking policy;
- implement the required termly summative assessment in Reading, Spelling, Grammar and Mathematics;
- in addition to Guided reading sessions and listening to readers on an individual basis where appropriate, conduct one reading interview per child in the Spring Term to assist with assessment in Reading;
- use formative assessment to inform in the selection of Pupil Progress Children and the subsequent meetings with parents;
- use both formative assessment and summative assessments to make accurate

judgements against children's year group expectations in line with the National Curriculum 2014 on an ongoing basis;

- actively engage the children in the process of assessment through frequent self and peer-assessment opportunities in line with the school's self and peer-assessment procedures;
- make a final summative judgement against end of year group expectations in time for reporting to parents in the summer term; and
- use both summative and formative judgements to enable children to make the next steps in their learning, not simply to label achievement.

Senior Leadership Team:

- ensure that the assessment policy is implemented across school through work scrutiny and through ongoing CPD of both existing and newly appointed staff members; and
- use classroom teachers' formative and summative assessments to set challenging but achievable pupil progress targets for subsequent years and also to inform teachers' own appraisal targets;

3.0 Policy

3.1 Formative Assessment

Formative Assessment makes up the vast majority of assessment at Meltham CE Primary School. For the purposes of this policy, Formative Assessment refers to ongoing daily assessment of children's work and ability made by teachers and support staff through regular and effective marking; through ongoing pupil dialogue; through effective use of questioning; through observing children work and play; and through small group reading, writing and mathematics sessions. It is made as part of an ongoing teaching and learning cycle which aims to provide children with the best possible opportunity to be successful in school.

Formative assessment draws upon a wide spectrum of work drawn from across the curriculum which goes hand-in-hand with class and small group teaching in accordance with the school's teaching and learning policy. This body of work - and the subsequent teacher judgement - is used to make a fully informed **Summative Assessment** of children in reading, writing and mathematics twice during each academic year.

3.2 Summative Assessment

The ultimate goal of Summative Assessment is to evaluate a learner's progress at the end of each academic year by comparing it to a standard or benchmark. At Meltham CE Primary School, each child is assessed against each year group's own expected standards in reading, writing and maths, as derived from the National Curriculum for England and Wales, 2014 (appendices 4.2, 4.3, 4.3). Class teachers draw on all these experiences to make judgements as to whether children are:

- working below the year group expectations in English and Mathematics;
- working towards the year group expectations in English and Mathematics;
- working at the year group expectations in English and Mathematics; or
- working at greater depth within the year group expectations.

Teachers record each child's progress against year group expectations (appendix 4.1 details examples of writing descriptors for an example year group) and draw upon their ongoing formative assessment to inform this judgement. In addition to this, teachers in year one, three, four and five use additional formal and standardised testing materials to support teacher judgement:

- Rising Stars standardised Spelling and Grammar tests (half-termly);
- Rising Starts PUMA (Progress in Understanding Mathematics Assessment);
- An individual pupil reading interview;
- Rising Stars PIRA (Progress In Reading Assessment)
- GL Single Word Spelling Test (SWST).

3.3 End of Key Stage Assessment

Teachers in Year 2 and Year 6 administer the end of key stage 1 and key stage 2 SATs each May. This is a national requirement and provides a scaled score that allows comparison across other primary schools at a national, regional and school level by teachers, senior leaders, governors, local authorities, government. In Year 2, these tests are used to inform the teacher assessment made by the class teachers who will draw upon all forms of teacher assessment to make their summative judgements. At the end of Key Stage 2, children are also be assessed against the wider areas of the curriculum as below national expectation, working at national expectation or working at greater depth within the national expectation.

In order to ensure a consistency of assessment, formative assessment decisions are moderated at a year group level, at a whole school level, at a SLT level and through regular and scheduled moderation meetings across other primary schools.

3.4 Foundation Stage Assessment

In Foundation Stage, the children are assessed throughout the year during their work and their play across seven areas of learning as prescribed in the statutory framework for the early years and foundation stage.   Teachers currently utilise 2-Simple's 2Buildaprofile software to collect evidence across the following seven areas: communication and language, physical development, personal social and emotional, literacy, mathematics, understanding the world and expressive arts and design. Children are assessed in their final term by teachers as: at expected levels of development; exceeding expected levels of development; or as not yet reaching expected levels of development (referred to as emerging).

4.0 Appendices

4.1. The following appendices (4.1, 4.2) give example of the end of year expectations judgements given in Years 1-6 for reading, writing and Maths. 4.2 shows a Year 1 example of the assessment tool used in writing. For the purposes of this policy, an example from a single year group has been provided from Year 1. All year groups use this format in the same way:

4.2. Meltham CE Primary summative assessment

	Working below the year group expectations	Working towards year group expectations	Working at year group expectations	Working greater depth within the year group expectations
Attainment Score	B	W	N	A

YEAR 1 WRITING ASSESSMENT

NAME
_____

A.1 Key Exp.	A.2 Key Exp.	Sp.1 Key Exp.	Sp.2 Key Exp.	S.1 Key Exp.	S.2 Key Exp.	July B / W / N / A

Composition In most writing, pupils can:

Say out loud what they are going to write about

Recognise sentence boundaries in spoken sentences

Compose a sentence orally before writing it

Sequence sentences to form short narratives

Add detail to interest the reader, e.g. the hen was little and red

Re-read what they have written to check that it makes sense

Discuss what they have written with the teacher or other pupils

Read aloud their writing clearly enough to be heard by their peers and the teacher

Transcription In most writing, pupils can:

Write words containing each of the 40+ phonemes already taught

Write common exception words

Write the days of the week

Name the letters of the alphabet, using letter names to distinguish between alternative spellings of the same sound

Add prefixes and suffixes:

- Using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
- Using the prefix *un*–
- Using –*ing*, –*ed*, –*er* and –*est* where no change is needed in the spelling of root words
- **Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far**

Handwriting

Sit correctly at a table, holding a pencil comfortably and correctly

Begin to form lower-case letters in the correct direction, starting and finishing in the right place

Form capital letters

Form digits 0-9

Understand which letters belong to which handwriting 'families' and to practise these

Vocabulary, Grammar and Punctuation Pupils can:

Appreciate how words can combine to make sentences

Leave spaces between words

Join words and clauses using *and*

Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark

Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'

Use the regular plural noun suffixes –*s* or –*es*

Employ suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. *helping, helped, helper*)

Understand how the prefix *un*– changes the meaning of verbs and adjectives

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Phonics check score:	SWST score:

Rising Stars Test Scores:

Aut 1:	Aut 2:	Spr 1:	Spr 2:	Sum 1:	Sum 2:

PIE:

End of year assessment scale		
B (Below national)	**W** (Working towards national)	**N** (National) / **A** (Above national)
0	1 - 28	29 +

NOTE – A summative assessment of **N** or **A** can be awarded without all assessment criteria being met, however each criteria does not carry equal weight. Decisions should be made with full knowledge of the child, consultation with year group partners or a member of SLT (should it be required).