



Dunston Hill

Community Primary School



Assessment Policy

September 2020

DUNSTON HILL COMMUNITY PRIMARY SCHOOL

ASSESSMENT POLICY

Aims

Our aim at Dunston Hill Community Primary School is to produce independent learners. We encourage our children to be creative and imaginative and develop a lifetime love of learning. Research has shown that formative assessment can improve both children's motivation and capacity to learn. Consequently, the strategies used within this policy and our policy on Learning and Teaching, can have a considerable impact on raising achievement.

We believe the key purpose of assessment is to move all children on in their learning in order for them to be secondary ready. Continued monitoring of each child's progress gives a clear picture of what each child is doing and their next steps.

It is important that each teacher knows what has been remembered, what skills have been acquired, and what concepts have been understood. This enables teachers to reflect on what children are doing and informs future planning. The outcomes of our assessments will help children become involved in raising their own expectations.

Through assessing, recording and reporting on pupils' work, we aim to:

- Enable pupils to understand what they have to do to reach end of Year and Key stage expectations.
- Allow staff and children to plan more effectively.
- Involve pupils and their parents/carers in their own learning.
- Provide our school with information to evaluate teaching.
- Give pupils helpful feedback on their achievements and areas for development, in order that they can learn more effectively.
- Ensure that our practices in this area adhere to the Equal Opportunities policy of the school.

Principles

The principles that underpin assessment at Dunston Hill CPS are:

- Every child can achieve: teachers at Dunston Hill CPS have the mindset, 'What do I need to do next to enable every child in my class to achieve?'
- The National Curriculum objectives will be used as the expectations for all children.

- Most pupils will make age appropriate progress – 12 months in 12 months, those who need to ‘close the gap’ will be required to make more progress.
- All learners need to understand what they are being asked to learn and more importantly, why. Success criteria are discussed and agreed with or formulated by the pupils during each lesson, work is assessed against the success criteria.

Procedures

All teachers assess their class or group on a daily basis so that they can plan the next stage in each pupil's learning. It helps teachers monitor progress, provide motivation for the pupils and helps inform planning. These types of assessment take place on a regular basis:

- Self and Peer assessment
- Next step marking (see Feedback policy)
- Learning conversations
- Rich, probing questioning
- All evidence ‘stuff’ is kept and assessed.

This formative assessment is recorded electronically on School Pupil Tracker for Yr 1-6 (SPTO) and for Nursery and Reception.

Tracking and Data Snap-shots Year 1 – 6

In order to inform the School Improvement Plans, Data Snap-shots take place at class, phase and subject level three times a year, towards the end of each term.

- Core subjects:

Data snap-shots take place for reading, writing, spoken language, mathematics and science. pupil's attainment is shown on ‘short-term grids’ as **Golden Codes**. Progress is tracked using **Tracking Points** and **NC Objectives Achieved**.

Pupils are assessed to be Emerging, Developing or Secure in the year group programme of study.

How do we assign Golden Codes to pupil's achievement?

Golden codes should be seen as a continuum rather than a static grade/level. The bands roughly equate to:

Emerging 1%- 30%

Developing 31%-65%

Secure 65%-100%

In each year group we teach the National Curriculum for that year – therefore **all** children learning the objectives for that year group are initially classed as ‘emerging’. The only time differs is for pupils who have Special Educational Needs – depending on their need they might be taught objectives from an earlier year groups curriculum or the P-scales, this will be appropriately matched to their cognitive level. They would then be assessed using P-scales or objectives from a different year group.

Examples of how Golden Codes are applied:

Yr2S = a pupil who has achieved all the objectives set out for Year 2 (and no further) would be said to be ‘secure’ and working at the end of Year 2 expectation.

Tracking Points

Tracking Points are used to examine progress and attainment numerically (as an average). There is an expectation that all year groups move on 3 tracking points in a year, one for each of the golden codes. Expectation is that most pupils make 12 months progress in 12 months. Pupils are set targets based on their individual starting points, for those pupils who need to ‘close the gap’ intervention will be put in place to enable them to make greater progress.

	Year 1			Year 2			Year 3			Year 4			Year 5			Year 6		
Expectations	Y1E	Y1D	Y1S	Y2E	Y2D	Y2S	Y3E	Y3D	Y3S	Y4E	Y4D	Y4S	Y5E	Y5D	Y5S	Y6E	Y6D	Y6S
Tracking Point	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27

Depth of Learning

In addition to assessing curriculum knowledge we also assess the way pupils apply their skills and knowledge. This is known as the 'Depth of Learning' rating (sometimes known as Mastery). There are four Depth of Learning ratings:

- #1 Shallow learner
- #2 Expected depth for age
- #3 Deeper learner
- #4 Deepest learner

The depth and application of a child’s learning is an important marker of their achievement and progress. To assess Depth of Learning pupil’s learning will be examined over a period of time.

Early Years - Nursery and Reception

Class teacher's use the EYFS profile on School Pupil Tracker Online to determine a pupil's baseline.

Baseline:

- During the first four weeks on entry to school the pupil is assessed against Leuven scale for well-being and involvement. When these scales are high, teachers conduct narrative and incidental observations of children during child initiated play. This information is then recorded on our on-line system, SPTO thus forming our baseline assessment for their learning journey.
- The baseline assessment must be completed six weeks after entry to school.

EYFS Profile:

- The EYFS profile assessment is carried out in the final term of Reception.
- The main purpose of the EYFS profile is to provide a reliable, valid and accurate assessment of individual pupils at the end of the EYFS.
- The profile is produced using predominantly child initiated learning experiences but also adult initiated and adult lead learning.

EYFS profile data is used to:

- Inform parents about their child's development against the early learning goals (ELGs) and the characteristics of effective learning.
- Help Year 1 teachers plan an effective, responsive and appropriate curriculum that will meet the needs of each pupil.
- Informs School Improvement Plan and EYFS action plans

Pupils in Nursery and Reception are assessed against the 17 Prime and Specific areas of Learning in the EYFS profile. At the end of Reception for each Early Learning Goal, teachers will judge whether a pupil has a good level of development and is meeting or exceeding the expected standard at the end of the Reception year:

- Emerging, not yet reached the expected level of development
- Expected
- Exceeding, beyond the expected level of development for their age

Summative Assessment

Summative assessments are used to assess what a child can do at a particular time, and are used for comparison.

The following formal summative assessments take place at Dunston Hill CPS:

- End of Key Stage assessments – Year 2 and 6 (summer term)
- Early Years Foundation Stage Profile (summer term)
- Phonics Screening Check – Year 1 (summer term)
- Star Reading Tests (termly)
- Read Write Inc. Assessments (half termly)
- Diagnostic tests for targeted children (as required)
- Years 3 – 5 standardised tests (termly)
- Progress tests in maths and spelling.

Moderation and Standardisation

- Standardisation takes place during the Autumn term following the collection of baseline evidence.
- Weekly PPA and staff meetings are used to moderate within each phase.
- Cross Phase moderation will take place at least once each term.
- Moderation with Cluster Schools, Big School Alliance and School Improvement Group will also take place across the year.
- When selected, Local Authority moderation also takes place.

Reporting

Reporting not only fulfils legal requirements but is also a vital part of our relationship with parents and the wider community, serving to support and promote the pupil's learning.

Reporting to Parents

- Termly Snapshot Reports' using *School Pupil Tracker*
- Annual Report to parents using *School Pupil Tracker Report Writer*

- Discussion with parents at pupil progress meetings.

Reporting to Governors

- Headteacher's report to Governing Body termly.

Monitoring and Review

Monitoring procedures are the responsibility of the Governing Body, Senior Leadership Team, Phase Team Leaders and subject leader.

Assessment Cycle (Each Term) – Reading, Writing and Maths

Standardisation meetings (what does emerging, developing, secure look like for each objective?)

Held in phase meetings

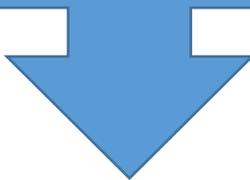
Training implications identified by DHT /AHT – discussed with SLT



Data Check- Points (Termly)

Evidence collected throughout the term plus writing tasks and maths investigations to form judgements against key objectives, complete objective grids on SPTO. Termly assessment grids on SPTO to be completed.

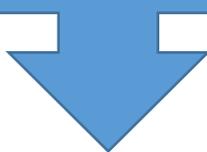
Summer term – standardised tests (KS2)



Moderation meetings

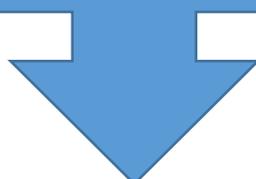
Held regularly in phase meetings, cross phase termly, cross schools termly

Evidence against NC Objectives discussed. Teacher judgements adjusted accordingly



Data Pupil Progress Interviews

SLT/PTL meet with individual pupils from the target group talking about next steps and achievement. Pupils should bring their work to the interview. Interviews with all target pupils each term will not be possible, so a rolling programme must be established.

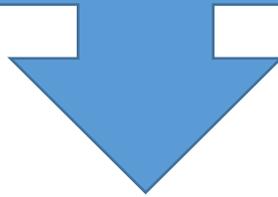


Data collection and analysis

Data amended on SPTO

Class teachers identify trends within their classes and the actions they have taken to accelerate progress to ensure all children are on track to securely meet end of year expectations.

Complete pupil progress meetings proforma



Pupil Progress Meetings

CT and PTL meet to discuss progress of class, groups of children, target children using key questions

Look at evidence for sample group of children

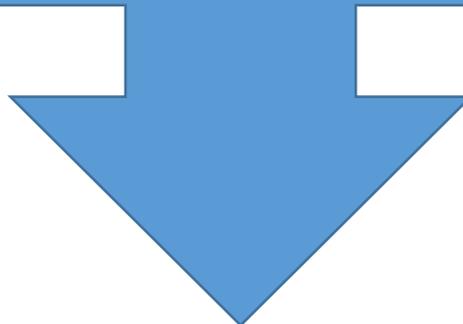
Further actions agreed by all (action plan completed- copy to DHT / AHT)

Pupil next steps/intervention identified – copy to SENDCo

Outcomes of the pupil progress meetings are fed back at SLT and to PTL. Trends are analysed and incorporated into the Phase action plans by the PTL.

Trends for significant groups within the school analysed by Subject Leaders.

Vulnerable children's meetings in year groups – copies to SLT and SENDCO



Pupil Conferences and Parent Consultation Meetings

Progress, attainment and next steps discussed

