

TORRE C OF E ACADEMY

VISION: We "Live life in all its fullness." John 10:10

VALUES:  Pray, Praise, Potential, Pride, Persevere

"Our mission at Torre is to create an environment where God's children have the right to grow, learn, feel safe and be happy. We respect and look after each other in the way that God has taught us."

ASSESSMENT POLICY

Our Principles

At Torre C of E Academy assessment is an implicit part of the teaching and learning programme. In order to plan an appropriate programme of work, each teacher needs to know the skills and abilities of each child. Alongside this, children need to know what they are going to learn and how this fits into the learning programme for the term; how they are going to learn; and how their success will be measured. In this way they are able to take ownership for their learning, and in consequence make greater progress. Information gained from assessments is used to review and improve teaching and the curriculum that is offered to children.

WHAT IS ASSESSMENT?

Assessment is a judgement based on evidence at a particular point in time. A range of well-planned assessment strategies and activities allows pupils, teachers and school to:

- Involve all pupils including those with Special Educational Needs.
- Ensure that assessment is a coherent part of the whole school teaching and learning policy.
- Enable teachers and schools to evaluate achievement.
- Enable schools and teachers to evaluate their teaching and learning programme.
- Enable schools to set targets and measure attainment and progress within a year group and across the school.
- Enable schools to judge their success - compare progress with similar schools.
- Enable teachers to set targets for pupils.
- Encourage pupils to take ownership of their own learning.
- Enable teachers to identify children for Booster Groups, SEN, pivotal pupils and high achievers.
- Enable teachers to plan appropriate and challenging activities.
- Help children recognise their strengths and what they need to do to make further progress.
- Involve all pupils.
- Enable schools to provide evidence of attainment.

Our assessment system

The principles that underpin our assessment system are:

- Every child can achieve: teachers at Torre C of E Academy have the mindset, 'What do I need to do next to enable a child in my class to achieve?'
- The National Curriculum objectives will be used as the expectations for all children. The Programmes of Study are then broken down into steps for each year group which provides a progression in knowledge, understanding and skills for every curriculum subject.
- Children will make age appropriate progress – 12 months in 12 months – or accelerated progress if they are behind age related expectations.
- Teachers are experts at assessment - assessment will be effectively used to ensure the correct scaffolding is built into lessons to ensure all children achieve.

In order to be 'secondary ready' children need to meet the required end of Key Stage 2 expectations; this is broken down into key outcomes for each curriculum year. We use the National Curriculum objectives to assess outcomes for children at the end of each curriculum year – for example:

- A child that has achieved all the objectives set out for Year 3 for English (and no further) would be said to be working at the end of Year 3 expectation for English.
- A child achieving half or so of the mathematics objectives for Year 5 would be classed as working at the mid-Year 5 expectation for maths.
- A child achieving only a few reading objectives for Year 1 would be classed as working at the beginning of Year 1 expectation.

Our assessment and reporting system includes both formative and summative assessments:

Formative examples:

- Ongoing assessment by the class teacher throughout each lesson, through questioning, observation and dialogue.
- Children knowing what they are being asked to learn and more importantly, why.
- Pupils are encouraged to self-assess against learning questions at appropriate stages during a topic or block of work. This may be at the end of a single lesson or at the end of a block of work.
- Children will dot the learning question in green if they feel they have achieved it, orange if they feel they have partially achieved it and pink if they feel they haven't achieved it.
- Regular pupils' work scrutiny, teachers' planning scrutiny, learning walks and lesson observations.

Summative examples:

- Termly tests produced by 'Rising Stars' in Grammar. Termly assessments produced by White Rose in Maths where applicable or sections taken from these tests. These should only be used if necessary - it is not a requirement.
- An age standardised reading test in the Autumn, Spring and Summer term in maths and reading (PIRA and PUMA). These must be used in Years 3-6 and may be used in years R to 2.
- Statutory government standardised tests in Years 2 and 6.
- Phonics Screening Check in Year 1.
- Multiplication check in Year 4.

The above will all be used to make a judgement about whether a child is predicted to be at age related expectations at the end of the Summer Term.

Teachers complete a year group profile at the end of each term and this, in addition to all of the above will feed into our termly Growth Days, where the attainment and progress of all pupils is discussed. Teachers will predict whether a child will meet age related expectations by the end of the Summer Term. Any child who is flagged up as 'stuck' or 'falling behind' will be discussed in depth at the Growth Day. Barriers for each child will be identified and appropriate support and interventions will be agreed and placed onto the Pupils Falling Behind Grid for careful monitoring.

All pupils eligible for pupil premium funding will be discussed at the Growth Day to ensure that there is a sharp focus on where these sometimes hard to reach children are achieving and how their attainment and progress can be raised.

Tracking progress over time

Teachers will enter predictions for the end of the year on FFT/Aspire each term in maths, reading, writing, SPAG. The results of the PIRA and PUMA tests will also be recorded - allowing teachers to compare predictions with actual results. RWE and science will be recorded on FFT Aspire Pupil Tracking - Curriculum Tracker.

At the end of each term the percentage of children in each year group who are predicted to be at ARE by the end of the Summer term will be recorded on a Yearly Tracking Grid.

At the end of the Year pupils actual attainment will be recorded on FFT / Aspire The children will be recorded as:

- B (working below the expected year group)
- WTS (working below the expected level in the correct year group)

- EXS (working at the expected level in the correct year group)
- GDS (working at greater depth within the correct year group)

Any children who are at B or WTS will be highlighted on the Growth Day documents for their year group.

Depth of Learning in a Mastery Curriculum

Pupils are expected to fully 'master' the curriculum for their age-group, in order to be deemed as working at age related expectation for their year group.

Over time, a child's ability to reason and apply their learning should improve.

More-able children

Rather than moving onto the next year's curriculum, able pupils will work on 'mastering' their knowledge through the application of skills in different contexts – they will be deepening their learning.

The depth and application of a child's learning is an important marker of their achievement and progress.

Early Years - Nursery & Reception (*and see Appendix*)

Children in Nursery and Reception will continue to be assessed against the Prime and Specific areas of Learning in the EYFS profile. In Sept 2021 we became an Early Adopter School which meant we began to follow the new EYFS curriculum and Development Matters statements and assess against the new ELGs. All schools nationally are now using this curriculum.

Assessments will be based on observation of daily activities and events both through child initiated play and through adult directed time. At the end of Reception for each Early Learning Goal, teachers will use a holistic, best fit judgement as to whether a child is meeting the level of development expected at the end of the Reception year:

- Emerging, not yet reached the expected level of development
- Expected

GLD (Good Level of Development) is used to describe a child who has achieved the expected standard in the Prime Areas (PSED, PD and CL) as well as Literacy and Maths.

The progress of Nursery and Reception cohorts are tracked termly in all areas as a whole group.

In planning and guiding what children learn, practitioners reflect on the different rates at which children are developing and adjust their practice appropriately.

Three characteristics of effective teaching and learning are:

- playing and exploring - children investigate and experience things, and 'have a go'
- active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

National Reception Baseline

In September 2021 a national statutory baseline assessment was introduced for all reception children to complete in the first six weeks of school. These assessments will assess language, communication, literacy and mathematics. These provide a numerical score which will not be shared with parents or schools until the child is at the end of year 6. It will then be used as a progress measure. Reception teachers will be provided with some narrative statements explaining how their pupils performed in the assessment which can be used to inform teaching within the first term.

Assessment follows the following cycle:

Plan – Plan learning effectively
Assess – Making judgements in the classroom
Record – Record judgements and set targets
Analyse – Identify patterns and trends

The DfE and Ofsted will measure progress formally at the end of KS1 and the end of KS2 against the performance descriptors. This will be reported as a scaled score. This will also be used as a progress measure for children from the end of KS1 to the end of KS2.

Examples:

A child with a scaled score of 100 at the end of KS1 will be expected to achieve a scaled score of 100 at the end of KS2 to have made expected progress.

A child with a scaled score of 105 at the end of KS1 will be expected to achieve a scaled score of 105 at the end of KS2 to have made expected progress.

A child with a scaled score of 97 at the end of KS1 will be expected to achieve a scaled score of 97 at the end of KS2 to have made expected progress.

Standardisation and Moderation

It is essential that regular standardisation and moderation opportunities are planned in. At Torre, reading, writing and maths are moderated in school termly and cross-school at least annually.

Maths: At the beginning of a block of work the teacher will assess the starting point through an elicitation task or activity. If this is a written task it will be recorded on blue paper and stuck into each child's book. If it is an activity this will be recorded on the teacher's planning. Elicitation tasks will vary between blocks and between year groups. At the end of a block an assessment task will be given – this could be a repeat of the elicitation task or another activity designed to show what the children have learnt. Again, if this is written task, these will be completed on blue paper so they are easily identifiable in the pupils' books. In some cases the children will return to the original elicitation task and finish it and do any corrections using purple pen so the new learning is clearly visible.

At the end of term, children will be given the appropriate PUMA test to obtain a standardised score. Teachers may also use summative tests taken from the White Rose Maths Hub and questions from the Rising Stars assessment tasks. This information will be used to update predictions for the end of the summer term.

Teachers will analyse tests in order to identify both individual gaps in learning but also possible implications for the way something is taught.

Reading: In Early Years, Reception and Key Stage 1 children's phonic knowledge is assessed regularly on a 1:1 basis. Children are heard read during the Read, Write, Inc phonics sessions. Notes are made during phonics time by phonics practitioners against the teaching objectives which feed into the end of term predictions for reading and the end of year judgement.

In addition to this, children in Key Stage 1 have additional whole class guided reading sessions where children are observed for assessment purposes.

Pupils in Year 1 to 6 are observed during whole class guided reading sessions to inform assessment and complete PIRA tests termly.

Writing: Teachers use a range of independently completed pieces of writing from across the curriculum to make their termly predictions and end of year judgements in writing. A sample of these judgements are moderated both internally and externally.

Religious and World Views Education (RWE)

In RWE, there is an end of block class assessment form for each unit of work. It outlines the expected standards to be met for a child who is judged at being secure. Teachers will use this assessment form as guidance when submitting their judgments for each child. At the end of each term, teachers will input a judgement for each child on FFT Aspire Pupil Tracking - Curriculum Tracker.

Computing, science and non-core subjects.

Pupils are observed during learning sessions and written notes are collected where appropriate. Any recorded work, observations and findings from tests are used to consider whether pupils have met the relevant assessment criteria.

The progression in knowledge, skills and understanding document and key assessment criteria from Focus Education is used to make an end of year judgement as to whether each child has reached ARE in the subject. These judgements are entered into FFT Aspire Pupil Tracking - Curriculum Tracker.

Pupils will also be assessed formatively in terms of their learning skills and social skills. Soft data will be collated to ensure that any interventions that have been put into place are having the required impact.

Monitoring the quality of assessment

The governing body plays a key role in the implementation of the assessment policy. Governors are invited to attend the termly Growth Days, so are aware of children making progress and those whom are stuck or falling behind across the school. During class visits and monitoring visits, governors talk to pupils and ask about their targets and what they have to do to improve. Comments are shared with the senior leadership team and then fed back to individual teachers.

Published data is scrutinised by the governing body and the Chair of Governors challenges the Head Teacher at the end of term regarding current performance of each class of pupils and any issues. Issues are high-lighted and then monitored.

Teachers will be involved in in-school and cross school moderation to ensure the consistency of judgements.

APPENDIX

Baseline assessment (Nursery) EA framework - Nov 2020

When children start in our nursery provision we use the check points described in the Development Matters Framework (2020) whilst observing and playing with the children in the environment. These give the nursery team an indication of the needs across the nursery and help to shape the provision.

Can the child shift from one task to another if you get their attention. Using the child's name can help. "Jason, can you stop now? We're tidying up".
Can the child use around 300 words? These include descriptive language. They include words for time (for example: now, later), space (for example, over there) and function (for example, they can tell you a sponge is for washing)
Is the child linking up to five words together?
Is the child using pronouns (me, him, she), and using plurals and prepositions (in, on, under) – these may not always be used correctly to start with.
Can the child follow instructions with three key words like: "can you wash dolly's face? "
Can the child show that they understand action words by pointing to the right picture in a book. For example: "who's jumping?"
Can the child shift from one task to another if you fully obtain their attention, for example, by using their name?
Does the child start to enjoy the company of other children and want to play with them?
Can the child sometimes manage to share or take turns with others, with adult guidance and understanding 'yours' and 'mine'?
Can the child settle to some activities for a while?
Can the child climb confidently, catch a large ball and pedal a tricycle?

Baseline assessment (Reception) EA framework - Nov 2020

In the first few weeks of reception the adults spend time getting to know the children through meaningful interactions and by observing them interacting with and in the environment. We have decided the following information will be usual to be gathered to give us a starting point for all of the children and inform next steps.

Communication and Language

- **Noticing how the child communicates. Are they saying mainly one or two-word statements, or speaking in sentences? Can you generally understand what they say? What languages do they speak? Do they appear to understand what you say to them?** A few telling examples will cover this. Note down the exact words they spoke whilst they played with you. Find out more from their parents.

Personal, social and emotional development

- **Observing the child's confidence. Do they get stuck in and start to play from day one? Are they sociable and quick to make friends? Or do they struggle to separate from their parent?** Again, a few telling examples will cover all you

need. What happened the first time when their parent left? Is there an example of them playing with another child? What do parents say?

Physical development

- **Noticing the child's physical competence and also their self-care. This will include how they manage hand-washing and toileting, snack and mealtimes. How do they manage steps and equipment for large motor skill development like slides? How do they manage equipment for small motor skill development like construction kits or colouring pencils?** Once again, teachers and early years educators will quickly get a sense of the child's development in this area, which can usefully be supplemented by parents.

Specific areas of learning assessment required for starting points

- Letter sound knowledge (to inform RWI)
- Number recognition, shape recognition and counting skills