

The Epsilon Star Trust

Assessment Policy 2016

1. Introduction

Assessment is at the heart of the process of promoting pupil learning. It should be used to help measure current attainment, progress made to date and to establish challenging but achievable targets for the end of the year. It also enables leaders and teachers to identify ability groups, interventions and aids the planning and resourcing of lessons. Finally, the use of testing helps pupils to develop the strategies they will need to be confident and successful in their end of Key Stage tests

2. Approach

The two approaches to assessment are the ongoing assessments that take place before, during and after lessons to inform teaching (formative) and a snap shot that allow leaders, teacher, parents and children to be better informed about the current achievement of pupils, cohorts and schools (summative).

(i) How Formative assessment is used. (Also See Teaching, Learning and Assessment Policy)

- **Through the use of questioning in lessons.**
- **Recorded in books (Also see Marking and Feedback Policy)**
- **Recorded in planning to inform the starting points of the next lesson for pupils or the whole cohort.**
- **Recorded on One Plans or EHP documents**

(i) How Summative assessment is used. (Also see Assessment Calendar at end of this policy)

- **EYFSP**

A baseline for all pupils will be completed on entry to Reception Class. The EYFS Profile will be then be completed and recorded on Target Tracker throughout the academic year to be completed by the end of June. Termly snap shots will be taken for analysis.

- **Letter and Sounds Phases Assessment**

This will completed as a baseline on entry to Reception Class and then every term to track progress through the phases.

- **The Phonics Screen materials for the end of Year 1.**

These materials will be used to generate a score for each child starting with a baseline at the beginning of Year 1. This will be compared to the trajectory of previous pupils achieving the same score at the same time previously to assess if the pupil is on track to pass the screen. Scores should be entered for each pupil on a Spread Sheet or MS Word Table. Following the final Phonics Screen all results should be entered onto Target Tracker at the end of Year 1.

- **Times Tables and Spelling Tests.**

These should be completed weekly using the resources provided by the subject leaders and scores kept on a Spread Sheet. This should be used to inform the need for further support, intervention and challenge. Success should be celebrated in lessons and assemblies.

- **Hertfordshire Reading and Spelling Tests**

- **PUMA Tests (Progress in Understanding Maths Assessment)**
And
- **PIRA Tests (Progress in Reading Assessment)**

This assessment process should also be followed by Year 6 however they will use the actual SATs Tests and DfE Threshold Scaled Scores

All pupils will complete the tests in assessment week. Once marked this should be converted to a scaled score using the conversion table in the Teachers Manual.

This score will then be entered onto Target Tracker in 2 ways.

- (i) As a scaled score against each pupil for reading and maths.

HOME - STEPS – TRACKING GRID – TESTS – USER TESTS (a new column will appear) – RIGHT CLICK on it – EDIT JOE BLOGGS – CLICK ON THIS – ENTER SCALED SCORE.

(To display an average scaled score for a group or cohort) CLICK DISPLAY- AGE RELATED – SHOW NUMBERS

- (ii) As an assessment.

This should be calculated as

Below 80 (b) *** 80 – 89 (b+) *** 90 - 99 (w) *** 100 – 103 (w+) *** 103 – 109 (S) *** 109+ (S+)

HOME – STEPS – SINGLE SUBJECT – SELECT PUPIL - RIGHT CLICK ON ASSESSMENT STEP

- **Teacher Assessment of Writing**

Teachers will use the KPIs/ I Can statements from Target Tracker to help decide what level pupils are working at. A best fit approach with the emphasis on composition can be adopted although regard should be given to the importance of handwriting and spelling in the Year 2 and 6 Assessments. This can then be entered onto target tracker as;

b = is writing below the expected level for year group

b+ = is beginning to write at the expected level but with considerable support

w = is writing at the expected level with but with considerable support

w+ = is writing at the expected level with some support

s = is writing at the expected level independently

s+ = is writing at greater depth i.e. completely independently 'adapted for audience and purpose, minor edits made to enhance description and improve clarity and accuracy'.

HOME – STEPS – SELECT WRITING – SELECT PUPIL - RIGHT CLICK ON ASSESSMENT STEP

Assessment Schedule and Calendar

Key

SS – Recorded on a Spread Sheet

TT – Recorded on Target Tracker

Autumn Term 1

Early Years	Notes
<ul style="list-style-type: none"> • Baseline Assessment against the EYFSP (TT) • Baseline Assessment of Phonic awareness using Letters and Sounds Phases (SS) 	<p><i>Baseline outcomes should inform the focus of the learning activities and adult input in lessons.</i></p> <p><i>Baseline assessment of phonics should inform the use of interventions</i></p>
Year 1	
<ul style="list-style-type: none"> • Baseline Assessment of Phonic Awareness using end of Year 1 Phonics testing materials (SS) • Set end of year targets (TT) • Set up Assessment Portfolios* 	<p><i>Baseline Assessment of Phonics should inform differentiation and interventions for Autumn Term.</i></p> <p><i>EYFSP outcomes from previous year should inform planning, differentiation and interventions for first term.</i></p>
Year 2	
<ul style="list-style-type: none"> • Set end of year targets (TT) 	<p><i>Set individual pupil targets using previous outcomes to inform planning, differentiation and interventions. These should be moderated by SLT.</i></p>
Year 3	
<ul style="list-style-type: none"> • Set end of year targets (TT) 	As above
Year 4	
<ul style="list-style-type: none"> • Set end of year targets (TT) 	As above
Year 5	
<ul style="list-style-type: none"> • Set end of year targets (TT) 	As above.
Year 6	
<ul style="list-style-type: none"> • Baseline Assessment of Reading, Writing, Maths and GPS using Year 6 SATs Test Materials (TT) • Set end of year targets (TT) 	<p>As above</p> <p>GPS scores to be recorded on a Spread Sheet.</p>

*Assessment Portfolios should contain 1 Page Personal Profile, each terms Universal Provision Form, One Plan, End of Year Reports.

*****ALL TEACHERS TO COMPLETE UNIVERSAL PROVISION FORM FOR PARENTS CONSULTATION*****

***** ALL YEAR GROUPS TO HOLD PUPIL PROGRESS MEETINGS WITH SLT*****

Autumn 2 (Assessment Week last week in November)

*****ALL TEACHERS TO UPDATE UNIVERSAL PROVISION MAP FOR PARENTS CONSULTATION IN SPRING*****

Spring 2 (Assessment Week last week in March)

*****ALL TEACHERS TO UPDATE UNIVERSAL PROVISION MAP TO BE SENT TO PARENTS BEFORE EASTER*****

***** ALL YEAR GROUPS TO HOLD PUPIL PROGRESS MEETINGS WITH SLT*****

Early Years	Notes
<ul style="list-style-type: none">• Continuous Assessment against the EYFSP (TT)• Assessment of phonic awareness using Letters and Sounds Phases (SS)	<i>Target Tracker should be continually updated. Work completed, observations and tasks should be recorded in chronological order to show progress.</i>
Year 1	
<ul style="list-style-type: none">• PIRA/PUMA tests (TT)• Unaided writing assessment (TT)• Hertfordshire Reading Test (SS)• Hertfordshire Spelling Test (SS)• Assessment of Phonic Awareness using end of Year 1 Phonics testing materials (SS)• Adjust end of year targets (TT)	<i>Tests should be carried out in small groups with the teacher to support Writing should be moderated with phase and subject leader All Assessment should inform planning, differentiation and interventions for next term.</i>
Year 2	
<ul style="list-style-type: none">• PIRA/PUMA tests (TT)• Unaided writing assessment (TT)• Hertfordshire Reading Test (SS)• Hertfordshire Spelling Test (SS)• Assessment of Phonic Awareness for rescreen pupils using end of Year 1 Phonics testing materials (SS)• Adjust end of year targets (TT)	<i>Tests should be carried out in small groups with the teacher to support Writing should be moderated with phase and subject leader. All Assessment should inform planning, differentiation and interventions for next term.</i>
Year 3 - 5	
<ul style="list-style-type: none">• PIRA/PUMA tests (TT)• Unaided writing assessment (TT)• Hertfordshire Reading Test (SS)• Hertfordshire Spelling Test (SS)• Adjust end of year targets (TT)	<i>Tests should be carried out under SAT's conditions with consideration given to SEN pupils. Writing should be moderated with phase and subject leader. All Assessment should inform planning, differentiation and interventions for Next Term.</i>
Year 6	
<ul style="list-style-type: none">• Mock SATs week of Reading, Maths and GPS using Year 6 SATs Test Materials (TT)• Unaided writing assessment (TT)• Hertfordshire Reading Test (SS)• Hertfordshire Spelling Test (SS)• Adjust end of year targets (TT)	<i>Tests should be carried out under SAT's conditions with consideration given to SEN pupils. Writing should be moderated with phase, subject leader and with other school. All Assessment should inform planning, differentiation and interventions for next term.</i>

Summer 1 and 2 (SATs and Phonics Screen April/ May, Assessment Week last week of June)

*****ALL TEACHERS TO UPDATE UNIVERSAL PROVISION MAP TO BE ATTACHED TO SCHOOL REPORTS*****

***** ALL YEAR GROUPS TO HOLD PUPIL PROGRESS MEETINGS WITH SLT*****

*****ALL YEAR GROUPS TO HOLD TRANSITION MEETINGS WITH YEAR ABOVE*****

Early Years	Notes
<ul style="list-style-type: none"> Final Assessment against the EYFSP (TT) Assessment of Phonic awareness using Letters and Sounds Phases (SS) 	<i>EYFSP completed by half term.</i>
Year 1	
<ul style="list-style-type: none"> Phonics Screen (TT) PIRA/PUMA tests (TT) Unaided writing assessment (TT) Hertfordshire Reading Test (SS) Hertfordshire Spelling Test (SS) 	<i>Results entered onto DfE Website</i> <i>Writing should be moderated with phase and subject leader.</i>
Year 2	
<ul style="list-style-type: none"> SATs Tests (TT) Writing assessment using KS1 Exemplification Documents (TT) Phonics Rescreen (SS) Hertfordshire Reading Test (SS) Hertfordshire Spelling Test (SS) 	<i>Results uploaded to DfE Website</i> <i>Writing should be moderated with phase and subject leader and possibly externally.</i>
Year 3 - 5	
<ul style="list-style-type: none"> PIRA/PUMA tests (TT) Unaided writing assessment (TT) Hertfordshire Reading Test (SS) Hertfordshire Spelling Test (SS) 	<i>Tests should be carried out under SAT's conditions with consideration given to SEN pupils</i> <i>Writing should be moderated with phase and subject leader.</i>
Year 6	
<ul style="list-style-type: none"> SAT's Tests in Reading, Maths and GPS (TT) Writing Assessment using KS2 Exemplification Documents (TT) Teacher Assessment of all core subjects including Science (TT) 	<i>Tests should be carried out under SAT's conditions with consideration given to SEN pupils.</i> <i>Papers to be sent to be externally marked</i> <i>Writing should be moderated with phase and subject leader and possibly externally.</i> <i>Results uploaded to DfE Website</i>