



Assessment Policy

Rationale:

Our assessment system is based on Assertive Mentoring and is a guaranteed, regular dialogue between a pupil, parent and teacher. Targets are generated from children’s individual trackers, so as to be both challenging yet achievable and to have the greatest impact on performance. These are the focus of continual assessment, marking, feedback and support throughout the term.

Aims:

- Each child knows their own targets and what they need to do to reach them. They are fully involved in the process.
- A personalised curriculum which ensures relevant intervention.
- Raised standards for all- aim that all children will reach (or exceed) their personal targets
- Accurate assessment which informs planning and then ensures accelerated achievement.
- Meaningful dialogue with parents and pupils.
- Develop positive attitudes to learning of all pupils- whole school learning culture.
- A streamlined system which incorporates target setting sheets, learning plans and SEN reviews.

Guidelines:

Yearly Target Setting:

Yearly targets are set for every pupil by the class teacher and agreed with the Senior Leadership Team (SLT) at the start of each year. The targets are based on pupils making at least 1 complete stage across each year they are in school. Sometimes it is necessary to set targets which are more than one stage so a child does not fall behind. This should ensure that all children then have a chance of meeting their target in Y6.

Termly meetings:

Each term the teacher holds a meeting with every child and their parents. The purpose of each meeting is to have a three-way dialogue to discuss the three ‘As’- Attainment, Achievement and Attitude. A standard grading key to fill in the mentoring form is used by all teachers to ensure consistency.

Monitoring of Attainment:

Attainment is measured by ‘Stages,’ based on the end of year expectations for each year group. These ‘Stages’ broadly correspond to that numerical year group – e.g. by the end of Year 1, a child should be secure in Stage 1, or Stage 2 Ready if they have achieved the end of year expectations and are broadening and deepening their understanding and application. Within each Stage, there are four steps; emerging, developing, securing and next stage ready. **It is our expectation that whilst not every child will reach end of year expectations, whatever their starting point, they will progress at least one whole stage per year.**

Each child’s targets and attainment for reading, writing and maths are tracked each year and colour coded for simple visual interpretation by SLT, teacher, parents and crucially the child. **Green** – ahead/on target; **Yellow** – just behind target (-1 sub-stage); **Red** – behind target (-2 or more sub-stages.)



“Learning to Live, Living to Learn”

End of year expectation

(Expected at end)	Y1	Y2	Y3	Y4	Y5	Y6
Read	St 1 S/St 2 R	St 2 S/St 3 R	St 3 S/St4 R	St 4 S/St5 R	St 5 S/St6 R	St 6 S/St7 R
Write	St 1 S/St 2 R	St 2 S/St 3 R	St 3 S/St4 R	St 4 S/St5 R	St 5 S/St6 R	St 6 S/St7 R
Maths	St 1 S/St 2 R	St 2 S/St 3 R	St 3 S/St4 R	St 4 S/St5 R	St 5 S/St6 R	St 6 S/St7 R

Monitoring of Attitude:

The areas of attendance, punctuality, behaviour, effort, homework completion and uniform are also tracked and targets for improvement are set where necessary. We know that attitude has profound implications for attainment and achievement so we visually demonstrate that link to children and parents.

Assessments:

A class record for each level is restricted to one page and a simple coding system indicates whether the objective is partly, mostly or fully achieved.

Partly achieved	.	Mostly achieved	/	Fully achieved	X
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Reading:

We make termly summative assessment judgements for reading as a result of evidence collected from reading and phonics sessions, English lessons, 2 Eskimos fluency assessments, Lexia, reading response journals and termly written assessments. In EYs and Key Stage 1 we also use Read Write Inc (RWI) phonic screens to support evidence.

The evidence is collated onto a pupil assessment criteria record. This generates the stage the pupil is at and the targets needed to progress further.

Standardised ‘Optional Tests’ are given to pupils in Years 3, 4 and 5 in summer term and analysed using the Merit system.

Writing:

We assess writing across three strands: grammar, spelling and writing. The three strands combine to generate a stage judgement for each pupil.

Each child will do a ‘Grammar Hammer’ skill check each fortnight. They are looking to increase their understanding week on week and apply it into their writing.

Children are expected to complete at least 2-3 pieces of extended writing weekly; usually in English or ‘Mantle’ lessons. This work is then assessed using a writing assessment grid and in Years 2 and 6, cross checked to the interim assessment framework for writing. In school we often teach writing using Talk for Writing techniques, this work can be used for assessment only if it come from the Innovate or Invent stages of the process. During the Invent stage links are made to the relevant Mantle curriculum, often focussing on non-fiction genres.

We moderate writing across our trust schools, and by using Assessing Primary Writing; an online, national moderation tool. This ensures staff maintain an understanding of how well our children write compared to thousands of others and also our relative strengths and weaknesses to build upon.



Maths:

Pupils are given a pre-assessment task to complete independently, prior to the start of a block of work. Teachers use the outcomes of these assessments to plan the block, ensuring all children are taught from their relevant starting points. This assessment is then revisited at the end of the block, where children use a blue pen to correct any errors and demonstrate their new learning.

Assertive Mentoring maths assessments are completed every half term, with pupils completing a stage relevant assessment test. The test question marks are then collated in the pupil stage assessment criteria record. This generates the stage the pupil is at and the targets needed to progress further. Following this assessment pupils do a weekly key skills check over two 20 minute sessions. Each Wednesday and Thursday pupils are put into vertical stage groups where they work with an adult to concentrate on common misconceptions from the week. The Key Skills checks are an excellent way to ensure all areas of maths are practiced every week to ensure pupils have a deeper understanding.

The AM and post-block assessments are then used to create a final stage score for each pupil.

Standardised ‘Optional Tests’ are given to pupils in Years 3, 4 and 5 in summer term and analysed using the Merit system to identify next steps.

Foundation Subjects:

Skills and knowledge in each of the foundation subjects are tracked at least termly. Key learning is identified and teachers use a range of evidence to judge whether the child is working below, at expected or above in each strand.

Pupil Progress Meetings:

Each term class teachers meet with a member of the SLT to discuss their pupils’ data and analyse strengths and areas for development. During the meeting a cohort action plan is formulated with the class teacher and their additional adults. Targets are set and actions are identified to help meet the target.

Policy reviewed: October 2018

Next review: October 2020