



Primary Assessment Policy

(Revised November 2019)

Plymouth CAST believe that assessment should be at the heart of what we do for the pupils in our schools. This policy is designed to implement a consistent approach from all schools within the Trust to provide accurate and robust assessments on all pupils.

This rigorous approach to assessment will be used to ensure that all schools are clearly tracking the progress made by all pupils as well as identifying specific groups. It will in turn provide consistent data which will identify strengths and weaknesses across the Trust.

Aims

- To gather information to inform teachers' planning
- To allow children to be involved in their own learning
- To gather information about the performance of individual children, groups and cohorts in order to inform target setting and to monitor progress
- To provide information to inform the schools and the Trust's strategic planning
- To inform the Schools, Governing Body, Trust Directors and senior central staff of each school's standards and achievement
- To ensure that the positive achievements of a child are recognised and the next steps are planned
- To systematically record the overall achievements of all children
- To develop consistent approaches to assessment for all pupils in Plymouth CAST

How assessments are made

Plymouth CAST fully believe that the purpose of assessing pupils is to help improve progress and attainment for each individual pupil. To gather this information, teachers within the trust will use a range of both formative and summative assessments.

Formative Assessments

Teachers will use a variety of techniques such as observations, questioning and feedback to pupils to ascertain the pupils' understanding. This Assessment for Learning will support teachers when discussing an individual pupil's progress with SLT, parents and the pupils themselves.

Standardised scores are colour-coded accordingly to indicate where children have achieved ARE or otherwise. For example:

| | | |
|---|-----------------------------|--------------|
| 1 | Greater Depth | 114+ |
| 2 | @ ARE | 94-114 |
| 3 | Below | Less than 94 |
| 4 | Did not sit year group test | N/A |
| | | |

At each data drop the following two aspects will be inputted in to SIMS

- 1) Summative assessment (PIRA & PUMA scaled scores) for reading and maths
- 2) Teacher assessment for reading, writing & maths (graded 1 2 3 4,). When making these assessment judgements a decision is made as to what each child is on track to achieve by the end of the year based on the evidence in books to date and their summative assessments.
For example, if a child has accessed the objectives for that term they are working within age related expectations

Teacher assessments, once uploaded to SIMS, will be analysed and strengths and weaknesses identified by class teachers, subject leaders, SLT, ESM & DoES across the Trust. Each assessment cycle, (See appendix 2) will result in the presentation of school level data, and Trust wide analysis.

All schools will use SIMS to help track progress and attainment. It is paramount that SIMS is used appropriately and that it is a tool to inform planning and identify gaps in learning. Teachers **MUST** still plan from the National Curriculum.

CAST KPIs have been identified for every year group to support judgements on children's attainment. These KPIs reflect a summary of key transferrable skills which are used in reasoning and problem solving. Pupils **MUST** access the whole curriculum in order to be successful.

Generally KPIs will be fully achieved for children working at ARE however where there is discrepancy this will be addressed through the in school monitoring process. For example, a child may have a high standardised score in a test but not all KPIs have been secured.

If the KPIs are not in line with the overall judgement at the end of any academic year then it must be noted in pupil progress meetings and acted upon to ensure future progress. Performance against KPIs and standardised tests will inform the overall judgement. The question to be asked should always be: how likely is this child to achieve ARE at the end of key stage?

These KPIs are **NOT** for the purposes of individual or class tracking sheets, they are a tool for use in planning to ensure coverage and in moderation meetings to secure the validity of judgements.

All teachers must submit data three times a year into SIMS. Dates for these Data drops (See appendix 1).

End of year targets for each year group will be submitted to ESM by October half term. (Please note, these targets are expected to be above national and leaders should be clear of the reasons why if this not the case). These end of KS2 targets will be considered during the ESM Autumn Visit.

Monitoring of Assessment Practice

School level

- Lesson observations, learning walks and book scrutiny to monitor the effectiveness of formative assessment and support moderation of judgements.
- Conduct pupil progress meeting for each class (See appendix 2)

Trust Level

- Termly Assessment day to collate and analyse data
- ESM school visits
- CAST moderation

Reporting to parents

It is each school's responsibility to report the progress of the pupils to parents. There should be a minimum of two opportunities to share pupil progress with parents during the year. Of course schools can do this more frequently if they choose.

Parents should be informed of any gaps their child/ren may have and suggestions of how they can help and support at home. Parents will receive a written report on their child's academic achievements and know where their child is in relation to age related expectation.

Importance of Disadvantaged pupils

The Trust recognises that the progress of disadvantaged pupils is of paramount importance and must form a significant part of any analysis, a part of pupil progress meetings and in information provided to the board.

Disadvantaged pupils do not necessarily have the same support, communication, opportunities and experiences as non-disadvantaged pupils. This means that, when they join the school at the age of 4/5, their skills, knowledge, behaviour and vocabulary can be significantly below that of their peers. This is frequently interpreted as these pupils having a special educational need. Similarly, some pupils who are performing at levels above that of their peers, do so because of the additional support, communication, opportunities and experiences provided in their early years.

Therefore, it is essential that schools identify the potential of each pupil to achieve, rather than their starting point.

For the further detail on Plymouth CAST's approach to disadvantaged pupils, please see Plymouth CAST's Pupil Premium policy.

Identification of more able pupils:

The register of more able pupils should not only be driven by published data but should be derived from schools evaluation of pupils' potential.

Appendix 1 – Assessment Cycle

Every school is required to update their data on SIMS on a termly basis.

There are three assessment cycles throughout the year. Each school should administer the PIRA/PUMA tests, mark the tests and upload the data no later than the deadlines below. The dates for submission are as follows:

Cycle 1:

End of KS2 targets for Y5 & Y6 submitted by 18.10.19

Cycle 2: Data drop 1

PIRA/PUMA tests W/C 2nd December 2019

Deadline for data: Friday 13th December 2019

Cycle 3: Data drop 2

PIRA/PUMA tests W/C 9th March 2020

Deadline for data: Friday 20th March 2020

Cycle 4: Data drop 3

PIRA/PUMA W/C 29th June 2020

Deadline for data: Wednesday 8th July 2020

Appendix 2 - Pupil Progress Meetings

Pupil progress meetings are essential for reviewing the progress and attainment of individuals, groups and classes, ensuring that they remain on track for what they are expected to achieve.

In advance of the half termly pupil progress meetings:

- Teachers must complete SIMS accurately and use this information to identify pupils and groups that are at risk of falling behind
- Teachers must reflect on reasons why pupils are not making sufficient progress and identify what they need to do to enable them to catch up quickly (this may include pre-teaching, additional feedback in lessons, one-to-one teaching, small group teaching or other support)
- Leaders must identify the class and group percentage of pupils who are on track for expected progress and age related attainment, and the percentage of pupils who have made more progress than expected and are working at greater depth.

These meetings provide evidence of effectiveness of teaching and learning, as well as an opportunity to plan how pupils will catch up. Leaders should compare across the school to ensure consistency of data. Where there appear to be more pupils or specific groups falling behind, leaders should provide support for teachers as well as pupils.

As a result of these meetings, trends across cohorts, different groups (see below), key stages and subject areas are collated and actioned as necessary. If all possible action has been taken, leaders may make the exceptional decision to amend targets, but this should be documented carefully.

The CAST pupil progress meeting documentation provides supports the processes listed above.

Tracking of groups

All pupils are tracked throughout the year and are discussed at Pupil Progress meetings, as are particular focus groups. Schools should select the relevant groups for their context. These may include:

| | |
|------------------------|-----------------------------------|
| Pupil premium | English as an additional language |
| SEND | Looked after children |
| Boys/girls | Persistent absentees |
| More able pupils | White British |
| Middle prior attainers | Summer born |
| Lower prior attainers | Service children |