



## **Primary Assessment Policy**

*(Revised July 2018)*

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.

Plymouth CAST place great value in the quality of feedback given to pupils. Each school must have their own marking and feedback policy, which has been ratified by their LGB. The underpinning philosophy is that feedback to pupils is personalised and tailored to challenge each individual in order for all pupils to make progress.

Feedback comes in many different forms from verbal feedback, marking comments, and 'next steps' in pupils' books. It is important to us that all of these assessments help to build a picture of a pupil's understanding and how/what to plan next in order to make progress.

### **Summative Assessments**

Every primary school will test pupils for Reading and Maths in all year groups from Year 1 to Year 6 using PIRA & PUMA tests. These tests will happen three times across the year. The data from these assessments must be uploaded to Target Tracker, no later than the data submission dates in Appendix 1.

Across CAST PIRA and PUMA tests are used for all children Y1-Y6, the access arrangements should be administered in line with KS1 and KS2 SATS administration guidance. All schools should analyse PIRA and PUMA results with the Rising Stars analysis tool to inform teachers and leaders of their next steps. Standardised scores should be used in conjunction with teacher assessment to inform the 'step' judgement for that term. For example:

Working below ARE	-95
Just below	96-99
@ARE	100-104
Secure	105-109
Greater Depth	110+

The results of the summative assessments, once uploaded to Target Tracker, 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 Target Tracker to help track progress and attainment. It is paramount that Target Tracker 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.

Within Target Tracker 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?

All teachers must submit data three times a year into Target Tracker. The exception to this is Year 1, when the baseline data will be entered into Target Tracker by the end of the second week of September. Dates for these Data drops can be found in Appendix 2.

### **Baseline and Targets**

Baseline data for each group, other than Year 1, is set at the end of the previous academic year. These assessments should be agreed between the previous teacher and the prospective teacher, reviewing evidence and agreeing next year's targets.

**End of KS2 targets are set by senior leaders at the beginning of Year 5 and submitted to the DoES by 30.9.18.** (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 as part of headteachers' appraisal. **As this data has not been collected previously, data will be required for Year 5 and Year 6 in 2018.**

### **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 TT on a termly basis.

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

### **Cycle 1:**

Y1 baseline data entered by 21.09.18

End of KS2 targets for Y5 & Y6 submitted by 30.09.18

### **Cycle 2: Data drop 1**

PIRA/PUMA tests                      W/C 26<sup>th</sup> November

Deadline for data:                      Friday 14<sup>th</sup> December 2018

### **Cycle 3: Data drop 2**

PIRA/PUMA tests                      W/C 11<sup>th</sup> March

Deadline for data:                      29<sup>th</sup> March 2019

### **Cycle 4: Data drop 3**

PIRA/PUMA                                W/C 24<sup>th</sup> June 2019

Deadline for data:                      Friday 12<sup>th</sup> July 2019

## **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 Target Tracker 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 ARE/ARE+ and EP/EP+. 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