



Rooted in the community – growing for the future

Assessment Policy

Written November 2016, updated November 2018, November 2021

Agreed at TLPS sub-committee of Governing Body on 9th November 2021, as recorded in minutes and signed by the Chair of Governors, Antonia Nicholls:

.....A.Nicholls.....

This policy is due for review by November 2024

All our policies should be read in conjunction with our Shire Oak Values and the principles and practices detailed in our Equalities Policy.

At Shire Oak CE Primary School assessment is an integral part of our teaching and learning. It enables our children to demonstrate their knowledge, skills and understanding in a subject. It helps us to plan work that is well matched to the needs of the child, group or class. It helps children understand their next steps for improving their work and for parents to know how to support their child(ren)'s learning. It helps us improve the quality of our teaching and provides information to other staff, governors, external partners and the DfE in order to help understand the progress and attainment of children (individually, in groups, cohorts and as a school) and to hold us accountable for children's achievement.

At Shire Oak we recognise and use these three different forms of assessment:

Formative Assessment

Often called day-to-day assessment, this is the information gathered through observation, listening, questioning, marking and evaluating pupil outcomes in lessons. This information is used immediately to respond to a child's learning needs, to change a lesson to fit the needs of several children or to plan the further learning activities in a sequence of lessons. This sort of assessment is not always recorded, or may be recorded informally through the use of annotated planning, post-it notes and reminders or in children's books as they are marked.

Periodic Assessment

We sometimes describe this as 'step-back' assessment as it is the assessment a teacher will do from time to time to check the knowledge, skills and understanding of a class over time. In assessment we are always asking ourselves the questions, "How typical? How often? How secure?" Periodic assessment gives us the opportunity to test children's understanding or application of their learning at a distance from the original teaching input or perhaps in a new context. We use the Shire Oak Standards as a key tool in this process so that we can concentrate on evaluating the key performance indicators for that particular year group, but may also be a check against other measured outcomes such as a spelling list for that year group or a child's Maths Passport targets. Like formative assessment, periodic assessment can also be conducted through observation, listening, questioning, marking and evaluating pupil outcomes in lessons. However, periodic assessment may also include quizzes, independent tasks, 'cold tasks' (e.g. a piece of writing with very little input and no scaffolding), test questions (such as those on Testbase or in Pitch and Expectations), full tests or other materials from statutory assessments.

Summative Assessment

These are assessments used to make a final judgement on a child's attainment. These assessments sum up where a child is at academically at the time of the assessment. At Shire Oak we collect summative data three times a year, acknowledging that the most important and accurate of these is at the end of the year when the full programme of study has been taught. All the methods detailed above (including standardised tests such as NFER assessments) in periodic assessment are used to gather information that is then used by the teacher to derive an overall teacher assessment. Statutory assessment is a form of summative assessment. As well as being used to determine how well a child is learning the national curriculum, even summative assessment can be used to determine a child's next steps and targets. When collected and analysed for all children it can also be used to spot trends for certain cohorts or groups of children and is used to plan provision and target support.

Sharing information with parents and carers

At Shire Oak it is important to us that parents and carers are well informed about how well their children are learning at school and particularly the areas that are posing the most difficulty and will need some extra work. Throughout a child's time with us this information will be shared with parents in a number of ways. For all children the informal conversations at the end of the school day, texts, notes home or targets sent home (e.g. Maths Passport targets) are often the most helpful in determining next steps and how to help at home. In addition, there are a number of ways that we record and share this sort of information more formally. These are detailed in the sections that follow.

Assessment in Early Years

Children are assessed in the Reception Class largely through observations and the notes made when children complete activities based on the objective-led planning. Much of the information that is gathered is recorded in children's individual Learning Diaries. These contain photos, notes and children's work and parents can contribute to them too. They are available for parents/carers and children to read at any time. Throughout the year the information gathered in the Learning Diary, etc. is added to an assessment profile for each individual. The team make a summative judgement usually 3 times a year. These judgements are divided into emerging, developing or securing within the appropriate 'Age and Stage' band for each individual child. Most Reception age children are working within the 40-60 month stage. These are kept on a Foundation Stage tracker. At the end of the year the Foundation Stage Profile is completed for each child (see below).

Assessment in Key Stage One and Key Stage Two

At the start of Year One there are often some children for whom working on the Early Learning Goals is still the most appropriate due to their stage of development. In these cases teachers may maintain the Learning Diaries until Christmas. Once children are following the National Curriculum, they do not have a diary. Children work in exercise books and teachers collect other assessment information in our Class (or Group) Maths Books, photos, etc. They also maintain their own records of children's achievements (e.g. phonics trackers, spelling lists, Maths Passport records, etc.). Three times a year teachers will make a summative judgement about children's progress (how quickly and confidently they are moving forward in their learning) and how well they are demonstrating their understanding of the Shire Oak Standards in reading, writing and maths. These standards are key performance indicators taken from the National Curriculum for each year group and represent the key knowledge, skills and/or understanding for that year group – the age related expectations. This information is recorded on a tracker like this (or in an electronic equivalent which allows us to interrogate and evaluate the information more effectively)

Progress towards ARE (age related expectations) tracking based on current indicators

Evaluation of current progress over time (typically at least a term)	Currently looks like they will be... (at the end of the year)				Progress % of the cohort
	Below ARE	Working towards ARE	(on track) at ARE	(on track) to be working at greater depth at ARE	
Stuck or slow progress					
Expected progress					
Accelerated progress					
% Proportions at ARE					

The information from this tracker is shared with parents as a report card in line with the school improvement calendar. It is also used to inform the end of year written report that parents receive. The end of year reports cover the full range of subjects taught in the National Curriculum. We are currently developing our assessment of these non-core subjects following the changes to the National Curriculum. Teachers share assessment information and (most importantly) targets and

next steps at the autumn and spring parents' evenings. (In Years 5 and 6 the children also attend these meetings.)

Other uses of assessment data

At Shire Oak we think it is important that the leadership of the school keeps a close eye on the progress and attainment of all the children in school. At least three times a year, therefore, Pupil Progress Meetings are held with members of the senior team and the class teacher(s). During these meetings the successes of individuals, groups or classes are celebrated. Barriers to learning for those children making less than expected progress are identified and plans put in place to provide extra support for those children. Target children are identified who are then monitored until they are reviewed at the next meeting. The meetings and decisions made are recorded on class raising attainment plans.

Governors at Shire Oak believe it is important to have a range of sources when evaluating school performance and therefore receive anonymised school assessment data and (anonymised) information from Pupil Progress Meetings. They use this information to spot trends and patterns, to identify underperformance and to celebrate successes.

From time to time school works with external partners, such as the School Improvement Adviser from the Local Authority and other schools in our Learning Alliance, to monitor and evaluate the performance of the school in teaching and learning. To do this we share (anonymised) assessment data.

Statutory Assessment

There are key points throughout a child's time at primary school when assessment data is collected (based on teacher judgement or externally set checks and tests). These are submitted to the Department for Education and are part of the accountability measures used to check school performance. They currently consist of:

Foundation Stage Profile *(taken from the EYFS handbook)*

Practitioners must complete an EYFS (Early Years Foundation Stage) profile for each child. This assessment takes place in the summer term of the academic year when a child reaches 5 years old. In accordance with the statutory EYFS framework each child must be assessed against:

- the 17 Early Learning Goals (ELGs)
- the 3 characteristics of effective learning

The completed EYFS profile includes a short commentary on the child's skills and abilities in relation to the characteristics of effective learning.

For each ELG, practitioners must judge whether a child is:

- meeting the level of development expected at the end of the reception year (expected)
- exceeding this level (exceeding) or
- not yet reaching this level (emerging)

Year One Phonics Screening Check *(taken from the KS1 Assessment and Reporting Arrangements document)*

The phonics screening check is designed to confirm whether pupils have learnt phonic decoding to an appropriate standard. It will identify pupils who need extra help to improve their decoding skills. The check consists of 20 real words and 20 pseudo-words that a pupil reads aloud to the teacher. Children not achieving the pass mark set for their year will repeat the test at the end of Year 2.

N.B. At Shire Oak we do not want the children to be worried about this being a test, so we make sure that to the children it just feels like a nice phonics activity done with a teacher that they know.

Key Stage One SATs

Towards the end of Year 2 the children take externally set statutory national curriculum tests and tasks, commonly known as SATs. These test a child's reading, writing and mathematics. The materials also include a spelling, grammar and punctuation test but that is not currently statutory. Teachers then make a final teacher assessment judgement for these subjects which is submitted to the DfE. These must take into account children's performance in the tests. At Shire Oak we think it is very important to protect children from any undue pressure that could be caused by taking these tests and so we do not refer to them as SATs and instead ask the children to complete 'special work to help the teacher know how we are getting on with our learning'.

Key Stage Two SATs

In May each year the Year 6 children have a test week during which they sit tests in reading, punctuation, spelling and grammar and mathematics. Teachers also submit their teacher assessments and for writing this is the result that is reported as the child's SATs result

Following fairly recent changes to the statutory assessment system, children's results are no longer described using 'levels' but rather whether they have met the expected standard or not. Children who are displaying a great deal of competence in their national curriculum assessments are judged to be working at greater depth (KS1) or will achieve higher scaled scores (KS2). For more detail on the papers, how they are marked, etc. please refer to the ARAs (assessment and reporting arrangements).

Further documents relevant to this policy

This policy should be read in conjunction with:

Our Feedback and Marking Policy

Our Inclusion Policy (including SEND)

Formats for reporting to parents (Early Years and Key Stages One and Two)

Thrice yearly data reports

Appendix One – letter to parents to accompany the first term’s report card

Wood Lane
Headingley
Leeds
LS6 2DT
0113 275 5890
Text: 07797801419
janead@shireoak.leeds.sch.uk
Date

Dear Parents and Carers

Accompanying this letter is your child’s **end of autumn term report**. We report like this three times a year so that parents can keep up to date with how their child is doing at school. We know that it is useful to talk about these reports with the teachers to fully understand them and so we also have parents evenings in October and February to discuss children’s attainment and progress. (We also make sure teachers are available in July to discuss the end of year report, as this is a longer, fuller report.)

Understanding your child’s report (Years 1 to 6)

The first table shows **attainment** throughout the term. By attainment we mean how your child is doing in relation to the National Curriculum expectations. Age related expectations are what the government expect children in that year group to be achieving and demonstrating. For those children not yet working ‘at ARE’ we distinguish between ‘below ARE’ (those children not working at their year group level) and ‘working towards ARE’ (close to catching up with the year group). Children with complex Special Educational Needs also have their attainment tracked using BSquared, a more detailed assessment system. Please talk to Sara Mitchell (SENCo) if you would like further information about that. All children will have areas of strength where teachers are able to give them work that stretches them, doing deeper into the curriculum or applying skills in a new context. For children who have demonstrated such proficiency across the whole subject curriculum for their year group we record an assessment of ‘greater depth.’

We work hard to make sure as many children as possible meet the national age related expectations for the end of the school year. It should be noted, however, that there can be many reasons why a child might not reach these benchmark levels including being one of the younger children in the year, or having a special educational need. Children’s development does not follow a straight line either, so their progress from year to year can be at very different rates. If a child has been falling behind we work with them to make accelerated progress. Needless to say, if a child is doing very well we do not let the national expectations limit **our** expectations for them; rather we work with them to maintain their rapid progress. We also track progress rates on our assessment system in school and can talk to you about this at parents’ evenings or other times.

In order for children to make the best possible progress, they need to be trying hard and demonstrating good behaviour for learning. Their behaviour outside the classroom can also have a positive or negative impact on their readiness for learning in lessons. This is why we have **effort** and **behaviour** grades on our reports. Good progress is most possible when children are in school every day, on time and are not missing parts of the curriculum. We, therefore, include **attendance** and **punctuality** in these reports.

Children make the best progress when home and school are working closely together and we know that parents always want to know how to help their children. The bottom of the report, therefore, sets out the **next steps** for children to be working on and talking about, so that they can move on confidently. Please ask us about these if you aren’t sure what they mean or if you need ideas for what your child could usefully be doing to practise those skills at home.

This year we are sending out **times table results** and the next times table we are working on, so that children can practise at home.

We always listen to parents to further improve the information we give you about your child's learning. I have summarised overleaf some of the ways that school tries to make sure that parents know how their children are getting on at school and how best to help them.

Yours sincerely

Jane Astrid Devane

Jane Astrid Devane
Headteacher

How we keep you informed about your child's learning throughout the year

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Transition meetings: Y1 & Y3	Homework leaflet & times tables to work on given out	(Open Morning) Give out Y2 phonics results & times table results.	Homework leaflet & times tables to work on are given out	Give out times table results	Homework leaflet & times tables to work on given out
Reception phonics meeting	Open Morning		Give out mid-year report to parents for discussion.	Curriculum newsletter, homework leaflet & times tables to work on given out	Times tables tests
Parents Evenings	Times table tests	Curriculum newsletter, homework leaflet & times tables to work on given out	Parents Evenings		Give out full end of year reports, including times tables scores with Phonics results (Y1), SATs results (Y2 & Y6) and multiplication check results (Y4)
Curriculum newsletter, homework leaflet & times tables to work on given out		Open Morning	Times table tests		Drop in parents evening
		Reception maths meeting			

Also throughout the year:

Stay and Play

Class assemblies

Children with SEN will have Individual Education Plans, etc.

Weekly school newsletter (information about curriculum enrichment days, etc.)

**Name Nameynane**

Appendix Two – format of termly report card

SHIRE OAK

C of E (VC) Primary School

Year ? Autumn Term

SUBJECT	ATTAINMENT			
ARE means Age Related Expectations →	Below ARE	Working towards ARE	At ARE	Working at greater depth
English: Reading				
English: Writing				
Maths				

Effort and Behaviour Grades

Your child's effort in three of the core curriculum areas has been graded: A Excellent B Good C Satisfactory (more effort would result in better progress) D Poor (their progress is being affected by their effort)		Their behaviour has also been graded: A Excellent (consistently behaves to a high standard and always makes a positive contribution across the whole curriculum and throughout the whole day) B Good (regularly behaves to a high standard and often makes a positive contribution across the curriculum and throughout the whole day) C Satisfactory (overall behaviour is of an acceptable standard, although inconsistencies throughout the school day mean that improvements would help to maximise their progress and that of those around them) D Poor (too frequently behaviour is of an unacceptable standard throughout the school day and is detrimental to their own learning and that of those around them) (Children with SEND may be given two grades to more accurately reflect the child's behaviour. These should be discussed with the class teacher or SENCo for clarification.)	
Effort		Behaviour (A- D)	
Subject	Effort (A-D)	?	
Reading	?		
Writing	?		
Maths	?		
		Behaviour (A- D)	
		?	

Attendance and Punctuality

Attached to this report is your child's attendance record.

Attendance	Punctuality
Good = 96% or above Cause for Concern = 94 – 95.9% Poor = 90.1 – 93.9% Persistent Absence = 90% or less	Good = less than 4 lates Cause for Concern = 4 – 9 lates Poor = 10 or more lates
Is your child classed as persistently absent?	No

How can I help my child to improve?

Space for notes in parents evening

(Do ask your child's teacher to explain these targets if you are unsure. <https://www.theschoolrun.com/> has some good glossaries to look up jargon. You don't need to register on the site to use them.)