Repton Manor
Primary School

Assessment Policy

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1. Rationale

Assessment is a continuous process, which is integral to teaching and learning, allowing children to achieve their true potential.

Assessment is seen as: **"the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there."**
Assessment for Learning: Assessment Reform Group 2002.

We welcome the contributions and recommendations made in Making Data Work (DfE, November 2018) and our approach is in close accordance with union guidance that systems must:

- Contribute to work to sustain downward pressure on teacher and school leader workload;
- Allow teachers to make effective use of their professional skills and expertise to evaluate pupils' learning on a day-to-day basis and to tailor their teaching accordingly;

- permit schools to undertake streamlined evaluations of pupils' learning at the end of a teaching unit or period.

2. Aims

The school uses assessment to:

- Gather information about the performance of individual children, groups and cohorts in order to inform target setting and to monitor progress.
- Provide information to inform the school's strategic planning.
- Gather information to inform teachers' planning.
- Track individual, group and cohort progress.
- Allow children to be involved in their own learning.
- Inform the Governing Body of the school's standards and achievement.
- Recognise the positive achievements of a child and plan their next steps.
- Identify learning difficulties quickly and ensure that appropriate help is given.
- Record systematically the overall achievements of the child.
- Monitor the school and child's achievements.
- Meet the legal requirements for record keeping, assessing and reporting.

3. Effective Assessment

At Repton Manor Primary School we believe that effective assessment:

- Offers all children an opportunity to show what they know, what skills they have acquired, what they understand and what they need to do to improve.
- Enables teachers to plan more effectively.
- Helps parents be involved in their children's progress.
- Provides the school with information to evaluate learning and to set suitable targets.

4. Coordination of Assessment

The Senior Leadership Team work closely with the Headteacher to ensure that progress is being monitored closely throughout the school.

Our Core Subject Leaders for Reading, Writing and GPS and Maths also track the progress of pupils throughout the school.

Our Foundation Subject Coordinators monitor progress through looking at books, using pupil voice and analysing internal data at the end of each year.

Reports are presented to the Governors to highlight pupil progress.

5. Key Features of Assessment at Repton Manor

Day to day (Assessment for Learning/ AFL/ Formative Assessment)

Assessment for learning focuses on how children learn and is central to classroom practice and planning. Learning outcomes are shared with pupils and teachers discuss with pupils how learning outcomes can be achieved. AfL takes place on a daily basis and is integral to teaching and learning. Peer and self-assessment is encouraged throughout the school.

Periodic

This gives a broader view of progress for the teacher and learner using national standards and expectations.

Periodic assessments occur at the end of Term 2, 4 and 6 in Reading, Writing, GPS and Maths.

In school moderation occurs seasonally and inter-school moderation occurs annually. We attend EYFS and KS2 moderation at county level.

Transitional

This is the formal recognition of achievement:

- Completion of Foundation Stage Profile
- Key Stage 1 (optional) and 2 SATs
- Y1 Phonics
- Interim and end of year reports
- Y4 Multiplication Tables Check

6. Management Information Systems

At Repton Manor Primary School we use Arbor to record and track pupil progress of all pupils.

Teacher Assessments are recorded at the end of Terms 2, 4 and 6 for Reading, Writing, GPS and Maths and these are informed by NFER Tests or Past SATs papers for Years 2 and 6.

Phonics assessments are recorded on the Phonics Shed Assessment Tracker.

Pupil progress is monitored each term and Pupil Progress Meetings are held during Term 1, 3 and 5.

Children's learning is assessed against the statements of knowledge and skills within our subject frameworks for every subject. Learning is collated within books and on Tapestry for all children from Year R to Year 6. Parents have access to their children's Tapestry account.

We record a summative Teacher Assessment at the end of every school year for all foundation subjects.

At the end of term 2, 4 and 6 SLT/subject leaders analyse individual, group and cohort pupil progress throughout the school, although any of these activities may occur at any point throughout the school year.

7. Target Setting

Target Setting (EYFS, KS1 and KS2)

Targets are set for the end of EYFS, the Phonics Screening Check, the Year 4 Multiplication Tables Check, the end of Key Stage One and the end of Key Stage Two.

They are based on:

- The professional judgement of the EYFS Phase Leader (for predicted GLD % target)
- Reception phonics assessments for the Phonics Screening Check
- Year 3 baseline TTRS practice multiplication tables checks and heat maps
- Fisher Family Trust Aspire (FFT) for Key Stage One and Two

8. Pupil Progress and Inclusion Meetings

Summative assessments, including testing using NFER tests and past SATs papers, will take place before Pupil Progress Meetings and related data drops.

Children's phonics ability is assessed using termly phonics assessments.

Additional information and data is provided to teaching staff through Spelling Shed task feedback, Times Table Rock Stars task feedback, Mathletics task feedback and quizzes completed via Accelerated Reader.

The results of these summative assessments are used to inform our Teacher Assessments.

Pupil Progress Meetings are designed so that individual pupils' progress can be discussed with SLT and class teachers. This ensures accountability. Pupil Progress Meetings take place during Term 1, 3 and 5 for all year groups. Teachers complete grids prior to the meeting highlighting interventions, impact and areas of concern.

Teachers are asked to state whether they believe pupils are:

- Working Above Age Related Expectation (GDS)
- Working At Age Related Expectation (EXS)
- Working Towards Age Related Expectation (WTS)
- Working Below Age Related Expectation (WBS)

If a child is Working Below Age Related Expectation (WBS), teachers are asked to state which year groups curriculum the child is working at.

In order to make these judgements teachers consider whether pupils are able to access the age appropriate curriculum, using a range of evidence and asking questions:

- Do children achieve learning outcomes as indicated by, for example, whether they have met the learning intention set for each lesson?
- Are children achieving the skills and knowledge outlined in our subject frameworks as they work through the national curriculum for their year group?

The same principles are applied when considering attainment in the Foundation subjects.

Pupils on the SEN register are discussed during this meeting and targeted support needed is discussed with the DeputySENCO to ensure that their needs are being met. Disadvantaged pupils are also discussed during these meetings and methods of supporting individual need are planned.

Provision maps are updated following these meetings.

9. Tracking

ALL pupils are tracked throughout the year and are discussed at PPM meetings.

Focus groups include:

- Pupil Premium pupils
- SEND pupils
- Pupils working below age-related expectation

Key Stage SATs analysis

SLT, Phase leaders and Subject leaders analyse Key Stage results using:

- LA data
- ASP- Analyse School Performance
- Ofsted Data Dashboard
- Arbor

Findings are incorporated into the School Improvement Plan and Subject Action Plans.

Analysis is reported to:

- Governors
- Staff
- LA via Improvement Advisor Visits

10. Reporting to Parents

For Years 1 to 6 Interim reports are sent to parents at the end of Term 2 and 4 with levels in Reading, Writing, GPS and Maths reported.

Attitudes to learning and behaviour are discussed at Parents Meetings.

A full, annual report for each pupil is given to parents/guardians at the end of the academic year. The report gives details of learning covered, achievements, end of EYFS and Key Stage Test results, Y1 phonics or Y2 retake results, Y4 Multiplication Check results and offers advice for improvement/ continued progress. When reporting to parents, we aim to be factual, specific and refer to past learning. We try to be positive about achievement and point the way to any future learning objective. We reflect the importance of the child in the process so the report can be understood by the child at an appropriate level. For EYFS, a report at the end of the year is sent to parents outlining their child's progress and informing them of their child's EYFS profile results.

11. Parent Consultations

Parent Consultations (including face to face or virtual if necessary) take place during the school year for parents to view learning in their child's books and to discuss general progress and agreed targets or areas for development. Teachers are also available for informal consultation at other points. In addition, we have open sessions throughout the year for parents to view their child's learning and classroom and our children's profiles are regularly updated via Tapestry. Information available to parents during consultations will include teacher assessments, test results, comments on classwork, Home Learning and attendance records. Advice for improvement/ continued progress will be given as appropriate.

12. Assessment Procedures and Calendar

For the whole school, Year R to Year 6, evidence of learning will be collected via books and the online learning platform, Tapestry.
See appendix 1.

13. Testing

We recognise the limitations of testing. It can impact upon the wellbeing of pupils, increase workload and that it is always best to teach rather than test. We agree with the principle that "learning experiences are curriculum-led, not assessment-led." As a consequence, we make every effort to limit the number of tests conducted.

Given that statutory tests, in primary and secondary schools are a part of the English and Welsh education system we expose children to testing in a way that is mindful of the negative impact that it can have, but prepares them for this challenge. We follow a number principles regarding testing:

- Beyond our statutory testing requirements, we limit tests to Maths, GPS and Reading.
- The duration of tests is increased, appropriately, as pupils progress through the school.
- Tests will not always need to be completed independently. Examples of supported tests might be whole class examinations of SATS papers or supporting for a child who is sitting a test. In such cases, the teacher who is assessing the level of attainment should annotate papers wherever possible to indicate where support was given and to highlight misconceptions.
- Tests should be matched to a pupil's current level of attainment and will take account of SEND and other additional needs.
- Tests must inform planning and must not add to unnecessary workload.

14. Foundation Subjects

Assessment recording of the Foundation subjects is annually via Arbor. Formative assessment is carried out regularly throughout the year via RAG ratings of our subject framework judgements on Arbor.

15. Feedback

We believe that feedback to pupils, both written and oral, is the most important aspect of assessment. It is essential that feedback is effective and efficient in promoting learning. We believe that the best form of feedback to pupils is immediate verbal feedback. Where possible, we try to use this method of feedback to our children.

We believe that all marking in children's books should serve a purpose to move learning forward. We feel that the quantity of feedback should not be confused with the quality. The quality of the feedback, however given, will be seen in how a pupil is able to tackle subsequent learning.

Classwork is marked using a common framework and comments are made as appropriate. Marking recognises excellence and indicates the areas that need improvement. We encourage pupil self-marking where appropriate. We recognise that the best feedback is in the moment and encourage this approach where possible.

See appendix 3 for Feedback Quick Guide for staff.

16. Handover

At the end of each academic year, time is allocated for staff to pass all information onto the next teacher and TA.

Appendix 1:

Assessment at Repton Manor

KEY:

Statutory Assessments

School Assessment Collection / Reporting to Parents

PPMs / Parents Evenings

English Assessments

Maths Assessments

Inclusion Assessments

	YR	Y1	Y2	Y3	Y4	Y5	Y6
Ongoing – Whole School	• Core frameworks statements for Repton Curriculum RAG highlighted on Arbor. • Foundation framework statements for Repton Curriculum RAG highlighted on Arbor. • Behaviour incidents / House Points to be logged on Class Charts. • Targeted Boxall						
Ongoing	• Red Word Check • Speech link at 4 years old and Language Link	• Numbots • White Rose Maths Pre and post end of each unit • Spelling TA in PHONICS SHED • Red Word Check • AR Book Quizzes / Star Reader (when appropriate for key chn)	• Numbots • White Rose Maths Pre and post end of each unit • AR Book Quizzes / Star Reader • PHONICS SHED assessment (Targeted for those on PHONICS SHED – aim to be off by Christmas) • Spelling TA in PHONICS SHED	• TTRS • White Rose Maths Pre and post end of each unit • AR Book Quizzes • PHONICS SHED assessment (Targeted)	• TTRS • White Rose Maths Pre and post end of each unit • AR Book Quizzes • PHONICS SHED / Fresh Start assessment (Targeted)	• TTRS • White Rose Maths Pre and post end of each unit • AR Book Quizzes • Fresh Start assessment (Targeted)	• TTRS • White Rose Maths Pre and post end of each unit • AR Book Quizzes • Fresh Start assessment (Targeted)
Autumn 1	Baseline Assessment Parents Evening PHONICS SHED assessment	PPM Parents Evening PHONICS SHED assessment Provision Map Review	PPM Parents Evening PHONICS SHED assessment Termly Spelling Test Provision Map Review	PPM Parents Evening Accelerated Reading – STAR Termly Spelling Test TTRS Heat Map (shared at parents evening) Provision Map Review	PPM Parents Evening Accelerated Reading – STAR Termly Spelling Test TTRS Heat Map (shared at parents evening) MTC Baseline check Provision Map Review	PPM Parents Evening Accelerated Reading – STAR Termly Spelling Test TTRS Heat Map (shared at parents evening) Provision Map Review	PPM Parents Evening KS2 SATS practice papers and Writing TA Accelerated Reading – STAR Termly Spelling Test TTRS Heat Map (shared at parents evening) Provision Map Review
Autumn 2	PPM Teacher Assessments – Interim Reports Language link and Speech Link PHONICS SHED assessment Provision Map Review	Teacher Assessments – Interim Reports PHONICS SHED assessment Provision Map Review	KS1 SATs (2018) and Writing TA – Interim Reports PHONICS SHED assessment Termly Spelling Test Provision Map Review	NFER and Writing TA – Interim Reports Accelerated Reading – STAR Termly Spelling Test TTRS Heat Map Provision Map Review	NFER and Writing TA – Interim Reports Accelerated Reading – STAR Termly Spelling Test TTRS Heat Map MTC practise check Provision Map Review	NFER and Writing TA – Interim Reports Accelerated Reading – STAR Termly Spelling Test TTRS Heat Map Provision Map Review	KS2 SATS,Maths practice papers and Reading, GPS and Writing TA – Interim Reports Accelerated Reading – STAR Termly Spelling Test TTRS Heat Map Provision Map Review

Spring 1	PPM Parents Evening PHONICS SHED assessment Provision Map Review	PPM Parents Evening Phonics mock screening check PHONICS SHED assessment Provision Map Review	PPM Parents Evening Retake Phonics monthly screening check Termly Spelling Test Provision Map Review	PPM Parents Evening Accelerated Reading – STAR Termly Spelling Test TTRS Heat Map (shared at parents evening) Provision Map Review	PPM Parents Evening Accelerated Reading – STAR Termly Spelling Test TTRS Heat Map (shared at parents evening) MTC practise check Provision Map Review	PPM Parents Evening Accelerated Reading – STAR Termly Spelling Test TTRS Heat Map (shared at parents evening) Provision Map Review	KS2 SATS practice papers and Writing TA PPM Parents Evening Accelerated Reading – STAR Termly Spelling Test TTRS Heat Map (shared at parents evening) Provision Map Review
Spring 2	Teacher Assessments – Interim Reports PPM PHONICS SHED assessment Provision Map Review	(NFER / TA – Targeted) and Writing TA – Interim Reports Phonics screening mock check – gaps targeted PHONICS SHED assessment Provision Map Review	KS1 SATs (2019) and Writing TA – Interim Reports Retake Phonics monthly screening check Termly Spelling Test Provision Map Review	NFER and Writing TA – Interim Reports Accelerated Reading – STAR Termly Spelling Test TTRS Heat Map Provision Map Review	NFER and Writing TA – Interim Reports Accelerated Reading – STAR Termly Spelling Test TTRS Heat Map MTC practise check Provision Map Review	NFER and Writing TA – Interim Reports Accelerated Reading – STAR Termly Spelling Test TTRS Heat Map Provision Map Review	TA's for Reading, Writing, Maths and GPS – Interim Reports Accelerated Reading – STAR Termly Spelling Test TTRS Heat Map Provision Map Review
Summer 1	PHONICS SHED assessment Provision Map Review	PPM Phonics screening mock check – gaps targeted PHONICS SHED assessment Provision Map Review	PPM Retake Phonics monthly screening check Termly Spelling Test TTRS Heat Map Provision Map Review	PPM Accelerated Reading – STAR Termly Spelling Test TTRS Heat Map Provision Map Review	PPM Accelerated Reading – STAR Termly Spelling Test TTRS Heat Map Provision Map Review	PPM Accelerated Reading – STAR Termly Spelling Test TTRS Heat Map Provision Map Review	KS2 SATS and Writing TA PPM Accelerated Reading – STAR Termly Spelling Test TTRS Heat Map Provision Map Review Transition Documents created for secondary school
Summer 2	EYFS GLD End of Year Reports Language and Speech Link (Red and Blue) PHONICS SHED assessment Provision Map Review Transition Documents created for handover	Y1 Phonics screening End of Year Reports NFER and Writing TA Foundation Subject Assessment PHONICS SHED assessment Provision Map Review Transition Documents created for handover	Y2 Phonics retake screening End of Year Reports Optional KS1 SATS (including GPS) and Writing TA Foundation Subject Assessment Accelerated Reading – STAR. Termly Spelling Test TTRS Heat Map Provision Map Review Transition Documents created for handover	End of Year Reports NFER and Writing TA Foundation Subject Assessment - Reports Accelerated Reading – STAR Termly Spelling Test TTRS Heat Map Provision Map Review Transition Documents created for handover	Y4 MTC End of Year Reports NFER and Writing TA Foundation Subject Assessment Accelerated Reading – STAR Termly Spelling Test TTRS Heat Map Provision Map Review Transition Documents created for handover	End of Year Reports NFER and Writing TA Foundation Subject Assessment Accelerated Reading – STAR Termly Spelling Test TTRS Heat Map Provision Map Review Transition Documents created for handover	End of Year Reports Core Subject Teacher Assessments Foundation Subject Assessment Accelerated Reading – STAR Termly Spelling Test TTRS Heat Map Provision Map Review

If assessing a child out of year group, it needs to be authorised by SENCo and parents must be aware in advance.

Appendix 2:

Feedback at Repton Manor Primary School

At Repton Manor, we mark to move children's learning forward.

All pieces of learning	Definite right / wrong
LO: LO highlighted to show if the LO has been met Pink pen used for next steps/development comments. Teacher to add 'H' if the child received a significant amount of help, and 'M' for a moderate amount of help. Black pen used by children for children's responses/edits. Children receive verbal feedback throughout all lessons and use their black pen to edit in the moment.	Green highlights – definite right answers. Pink highlights – incorrect answers. If a child regularly receives no 'pinks', this means the learning is not sufficiently challenging.

Written pieces

ALL written work, to be marked as below, despite the book / subject.

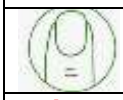
No more than three spelling errors will be identified in a piece of learning.

EYFS

- Verbal feedback in the moment with edits demonstrated in future pieces of learning.
- Annotation of learning and photographs by staff in learning journey.

Key Stage 1

- Each symbol to be written in the margin, on the line of the error, in pink pen and error circled.

Mark	Meaning
Green highlight the word/phrase	Something they've done successfully
ABC	Missing capital letter
	Missing punctuation
Sp	Spelling error (only identify three within a piece of learning)
	Missing finger space
Pink wiggly line	Something doesn't make sense

Key Stage 2:

Each symbol to be written in the margin on the line.

Mark	Meaning
Green highlight the word/phrase	Something they've done successfully
P x …	Missing capital letter or full stop or other punctuation
Sp x …	Spelling error (only identify three within a piece of learning)
G x …	Missing or incorrect grammar
/\ in pink, in between the words	Word or phrase missing

Published pieces of Writing

- Highlight green for successes within the learning.
- At the bottom of the piece, add one pink biro comment. The pink comment should act as their target for their next piece of learning.

Big Answers

- Highlight green for successes within the learning.
- At the bottom of the piece, add one pink biro comment. The pink comment should act as their target for their next piece of learning.