Assessment Policy

November 2018

COTTERIDGE PRIMARY SCHOOL

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Rationale

At Cotteridge Primary School we believe that assessment is an essential tool for ensuring that pupils make progress. Assessment is an evaluation of the understanding children have of key concepts and may be undertaken by teachers, parents or children.

The policy has been written respecting two UNICEF articles: Article 28 and Article 29
Article 28: Children have the right to a good quality education. They should be encouraged to go to school to achieve the highest level of education they can.
Article 29 A child's education should help them use and develop their talents and abilities. It should also help them learn to live peacefully, protect the environment and respect other people.

Aims of school assessment processes
Assessment is necessary in order to facilitate and monitor effective teaching and learning. Assessment processes in school aim to:

- Monitor progress of pupils
- Celebrate the achievements of pupils
- Identify areas for skills development which then guide future teaching and planning.
- Inform pupils of pupil progress and give guidance on how to improve.
- Communicate with parents/carers and the wider community about our pupils' achievement.
- Provide information to ensure continuity when a pupil changes year group or leaves the school.
- Comply with statutory requirements.
- Provide measures for school self-evaluation and effectiveness.

Assessment falls into two categories:

Formative assessment involves the analysis of day to day learning in the classroom to enable teachers and children to improve their understanding and ensure progress. It helps 'inform' the next steps in the learning process and usually is conducted by children and adults. Formative assessment happens throughout the year, with the school using O Track to scaffold the process. O Track is an external school data base assessment system.

Summative assessment happens at the end of a teaching sequence, is more formal and may include testing. It is important for providing accurate information regarding a child's attainment and progress compared to national standards. Non statutory summative assessments happen throughout the year with the school using the O Track system to formalise the process. Statutory assessment takes place at the end of Years R, 2 and 6 with the school following the guidelines of the Assessment and Reporting Arrangements which are published by the government annually and the Teacher Assessment Frameworks for teacher assessment. A small number of children with Special Educational Needs will not be working on the relevant key stage programme of study. These children will be assessed using the pre key stage standards for Key Stage 1 or 2. Statutory summative assessment also takes place In Year 1 with phonics assessment again following guidance from government.

Assessment of English and Mathematics

Formative Assessment
Formative assessment takes place within the O Track system, using statements taken from the National Curriculum for England 2014 for English and mathematics with the following focus:
Reading: comprehension focus
Writing: composition and grammar focus
Mathematics: number (including place value and calculation), measurement, geometry and statistics focus.

Teachers assess whether a child has achieved the statements regularly (i.e. between weekly and half termly) using colours as follows:

Blank/Grey	When a statement has not yet been taught.
Amber	When a statement has started to have been taught.
Green	When a statement has been achieved.
Purple	When a statement has been achieved at greater depth.

Such judgements will take place after English hot tasks, maths/science post learning tasks and '2 a day' arithmetic activities in maths lessons.

Teachers use the statements in O Track formative assessment to identify gaps in leaning and to re shape their planning. Teachers will also identify gaps in learning in the normal course of assessment within and after a lesson. This may be for example as a result of in depth open ended questioning or as a consequence of written work. Teachers will use such opportunities to address misconceptions within the lesson or with a written gap task designed to clarify understanding. Sometimes teachers will need to reshape forthcoming lessons to ensure learning remains on track.

Summative Assessment
Data is collated in the Depth of Knowledge reports in O Track which gives a guide for teachers for summative assessment. The summative assessment which happens at key points in the year, uses codes as follows:

B	Working below the year group's expectations
W1	At the early stages of achieving year group expectations
W2	Working towards year group expectations
W3	Nearly achieving year group expectations
A	At Year group expectations
GD	Work within year group expectations but at greater depth.

These codes are based on achieving set percentages of the O Track formative assessment statements as detailed below:

Summative Judgement	Green from %	To %
B	0	1
W1	2	32
W2	33	65
W3	66	94
A	95	100

For children to be considered as on track for meeting year group expectations or the expectations of greater depth, the assessment path is expected to be as follows:

	Start of the Year	End of Autumn Term	End of Spring Term	End of summer Term
Age Related Expectations	W1	W2	W3	A

Children who are working at Greater Depth are expected to continue working at Greater Depth throughout the year and indeed throughout their career at Cotteridge Primary School. The code for this will be D (for Depth) for the year. This will be indicated by formative assessments being coloured purple. If *any* of the statements are purple for a subject, the child will be considered to be working at Greater Depth in that subject as a whole.

Some children will be working below the level of the national expectations for their year group. These Special Educational Needs children will be assessed using the Birmingham LEA SEN toolkits, which will be moderated six times per year by the SENCO.

Assessment of Science and Non-Core Subjects

Science is assessed termly using formative objectives. As with English and maths, data from O Track is collated in the Depth of Knowledge Report which is then used by teachers to input a summative assessment into O Track using the codes detailed above.

Non-core subjects are assessed termly using O Track, using the codes detailed above.

Testing

At Cotteridge School we view testing as an appropriate part of a robust assessment. However, as in every school, tests are administered in a supportive, inclusive and age appropriate manner with the results being used to inform the teacher assessments indicated above.

Children from Year 1 to 6 will be assessed through age appropriate testing described in appendix 1.

Assessment in the Early Years

Children in Reception and Nursery are assessed against the Development Matters document produced by the British Association for Early Childhood Education. The document includes age specific statements for the seventeen Aspects of EYFS learning and supports teachers with meeting the statutory requirements of

the EYFS curriculum. Early Years practioners in our school use *Too Simple* software to capture photos/moments which can then be attached with a written note in *Too Simple* to age specific statements from the Development Matters document. *Too Simple* then collates the observations to create a holistic view of how the child is progressing developmentally which then forms the basis of each child's Early Years Learning Journal. Along with *Too Simple*, teachers also make post it note observations with reference to the Development Matters statements. Where children show gaps in development against the Development Matters statements, teachers adjust the EYFS provision to enable opportunities for such gaps to be closed.

At key data points in the year including a start of year baseline assessment, EYFS practioners use O Track EYFS, which details the seventeen aspects of EYFS learning. Practioners assess the children using the following codes:

22-36 months Beginning, 22-36 months Developing, 22-36 months Secure

30-50 months Beginning, 30-50 months Developing, 30-50 months Secure

40-60 months Beginning, 40-60 months Developing, 40-60 months Secure

ELG* Beginning, ELG Developing, ELG Secure, EXC**

*Early Learning Goal.

** Exceeding the Early Learning Goal.

These assessments are used to inform the statutory assessment using codes 1 (Emerging), 2 (Expected) or 3 (Exceeding) which takes place at the end of the EYFS using the framework of the Early Learning Goals. Children who are at ELG Secure will achieve the Early Learning Goal and the 2 (Expected) score.

Moderation

In order to ensure the reliability of summative assessments the school conducts three levels of moderation. These sharpen the focus of the assessment of writing to make it consistent and accurate.

Level 1: Internal moderation using the key performance descriptors provided in formative assessment in O Track. Internal moderation happens as part of the day to day assessment dialogue between class teachers and informal meetings in school.
Level 2: External moderation: the school has judgements validated through extended consortium moderation for teachers from Reception, Years 2, 4 and 6 during the year.
Level 3: External moderation: teachers from Reception, Years 2 and 6 may attend Local Education Authority moderation during the year.

Progress.
At Cotteridge School, we recognise that children have different starting points in different subjects and progress measures need to reflect this. Our classification of progress is as follows:

*What does **good** progress look like at Cotteridge School?*

- All children who leave Reception or Key stage 1 at expected or A.R.E. (Age Related Expectations) will achieve A.R.E at the end of the year.
- All children who leave Reception or Key Stage 1 at exceeding or Greater Depth will achieve Greater Depth at the end of the year.

*What does **exceptional** progress look like at Cotteridge School?*
- Children who leave Reception or Key stage 1 at emerging or below A.R.E. achieve A.R.E at the end of the year.
- Children who leave Reception or Key stage 1 at expected or A.R.E. achieve Greater Depth at the end of the year.

Reporting to Parents.

Formal communication of assessment levels happens at the end of the summer term. Parents will be informed through the School Report whether a child is below age related expectations, at age related expectations or at greater depth. Parents will be given the opportunity to discuss the assessments with teachers at a Parents' Evening following the receipt of the school report.

Date policy adopted by governing body: _____

Date of review: November 2020

Appendix 1

Assessments for end of term tests

Autumn

	Reading	Spelling	Grammar	Maths
Year 1	Rising Stars Reading: e.g. 'Pets'	Rising Stars Spelling Year 1	Rising Stars Grammar Year 1	Testbase NPE Autumn term test
Year 2	Past SATs Paper	Past SATs Paper	Past SATs Paper	Past SATs Paper
Year 3	Gifts from the Sea (Y3 Optional SAT 2003)	Rising Stars Spelling Year 3	Rising Stars Grammar Year 3	Testbase End of Year Test Year 3
Year 4	Antarctic Adventures (Y4 Optional 2006)	Rising Stars Spelling Year 4	Rising Stars Grammar Year 4	Testbase End of Year Test Year 4
Year 5	Rain and Shine (Y6 SAT 2008)	Rising Stars Spelling Year 5	Rising Stars Grammar Year 5	Testbase End of Year Test Year 5
Year 6	Past SAT paper.	Past SAT paper.	Past SAT paper.	Past SAT paper.

Spring

	Reading	Spelling	Grammar	Maths
Year 1	Rising Stars Reading: e.g. 'Pets'	Rising Stars Spelling Year 1	Rising Stars Grammar Year 1	Testbase NPE Test Year 1
Year 2	Past SATs Paper	Past SATs Paper	Past SATs Paper	Past SATs Paper
Year 3	The Hunt for the Secret Treasure (Y3 Optional SAT 2003)	Rising Stars Spelling Year 3	Rising Stars Grammar Year 3	Testbase Mid Year Test Year 3
Year 4	Footprints in Space (Y5 Optional 2003)	Rising Stars Spelling Year 4	Rising Stars Grammar Year 4	Testbase Mid Year Test Year 4
Year 5	Caves and Caving at Davely Dale (Y6 SAT 2011)	Rising Stars Spelling Year 5	Rising Stars Grammar Year 5	Testbase Mid Year Test Year 5
Year 6	Practice SATs	Past SAT paper.	Past SAT paper.	Past SAT paper.

Summer

	Reading	Spelling	Grammar	Maths
Year 1	Key Stage 1 SATs Paper	Rising Stars Spelling Year 1	Rising Stars Grammar Year 1	Testbase End of Year Test Year 1
Year 2	Statutory Key stage 1 Assessments	Statutory Key stage 1 Assessments	Statutory Key stage 1 Assessments	Statutory Key stage 1 Assessment
Year 3	Feet First (Y4 Optional SAT 2003)	Rising Stars Spelling Year 3	Rising Stars Grammar Year 3	Testbase End of Year Test Year 3
Year 4	Changes (Y5 Optional 2006)	Rising Stars Spelling Year 4	Rising Stars Grammar Year 4	Testbase End of Year Test Year 4
Year 5	Golden Dreams (Year 6 SAT 2010)	Rising Stars Spelling Year 5	Rising Stars Grammar Year 5	Testbase End of Year Test Year 5
Year 6	Statutory Key stage 2 Assessments	Statutory Key stage 2 Assessments	Statutory Key stage 2 Assessments	Statutory Key stage 2 Assessments