



**Southglade Primary  
& Nursery School**

**Southglade Primary and Nursery School  
Assessment Policy  
2023-24**

## **Introduction**

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 next and how best to get them there.” (Assessment for Learning: Assessment Reform Group 2002)

Dylan Wiliam states:

“The teacher’s job is not to transmit knowledge, nor to facilitate learning. It is to engineer effective learning environments for the students. The key features of effective learning environments are that they create student engagement and allow teachers, learner and their peers to ensure that learning is proceeding in the intended direction. The only way we can do this is through assessment. That is why assessment is indeed the bridge between teaching and learning.” (Dylan Wiliam, Embedded Formative Assessment)

## **Aims:**

- To gather information about the performance of individual children, cohorts and groups in order to inform target setting and monitor progress.
- To provide information to inform the school’s strategic planning.
- To gather information to support the planning of teachers within the school setting.
- To track individual, group and cohort progress.
- To allow children to be informed about their progress and their next steps in learning.
- To identify weaknesses and gaps in learning which can be tackled to accelerate progress.
- To keep the governing body informed of the school’s progress and attainment standards within the school.
- To keep parents and carers informed of their child/ children’s progress throughout their time at Southglade Primary School.
- To compare standards in attainment and progress between Southglade Primary School and local and national expectations.

## **Our School Ethos**

- To encourage children to believe they can achieve anything and have the confidence to make mistakes.
- To have respect for everyone.
- To make everyone feel valued.

At Southglade Primary and Nursery School our aim is for every child, whatever their background or circumstances, to have the support they need to:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

Assessment lies at the heart of the process of promoting children's learning. It provides a framework within which educational objectives may be set and children progress understood and monitored.

Assessment should be incorporated systematically into teaching strategies in order to understand simply what children know and what they need to do next in order to further improve.

## **Types of Assessment**

### **Formative Assessment:**

Formative assessment takes place on a day-to-day basis during teaching and learning, allowing teachers and pupils to assess attainment and progress more frequently. It begins with diagnostic assessment, indicating what is already known and what gaps may exist in skills or knowledge. If a teacher and pupil understand what has been achieved to date, it is easier to plan the next steps. As the learning continues, further formative assessments indicate whether teaching plans need to be amended to reinforce or extend learning.

Formative assessments may be questions, tasks, quizzes or more formal assessments. Often formative assessments may not be recorded at all, except perhaps in the lesson plans drawn up to address the next steps indicated. It's about using information to adapt teaching and adapt the work of the students to put their learning back on track - if you like, to make sure that the learning is proceeding in the right direction and to support that learning. It's what happens when teachers don't just lecture students and rattle through the material until you get to the end and ask them if they've understood it okay - it's constantly making those adjustments. Formative assessment is the bridge between teaching and learning.

### **Summative Assessment:**

Summative assessment sums up what a pupil has achieved at the end of a period of time, relative to the learning aims and the relevant national standards. The period of time may vary, depending on what the teacher wants to find out. There may be an assessment at the end of a topic, at the end of a term or half-term, at the end of a year or, as in the case of the national curriculum tests, at the end of a key stage.

A summative assessment may be a written test, an observation, a conversation or a task. It may be recorded through writing, through photographs or other visual media, or through an audio recording. Whichever medium is used, the assessment will show what has been achieved. It will summarise attainment at a particular point in time and may provide individual and cohort data that will be useful for tracking progress and for informing stakeholders (e.g. parents, governors, etc.).

## External Assessment: Statutory Assessments

### Foundation Stage:

The Reception Baseline Assessment (RBA) is completed within the first six weeks of a child starting reception.

It is an assessment of early mathematics, literacy, communication and language. The assessment has two components, each consisting of practical tasks using physical resources which have been provided to all schools. There is an online scoring system. The RBA is used to create school-level progress measures for primary schools, which will show the progress pupils in a school make from reception until the end of key stage 2.

In the final term of the Reception year, not later than the 30<sup>th</sup> June, the EYFS profile must be completed for each child. The EYFS profile is a statutory assessment of children's development at the end of the early years foundation stage, and is made up of an assessment of the child's outcomes in relation to the 17 early learning goals (ELGs).

Teachers use their professional judgement to make these assessments, based on their knowledge and understanding of what the child knows, understands, and can do. Each child is assessed as either meeting the ELG (Expected) or not meeting the ELG (Emerging).

The main purpose of the profile assessment at the end of the EYFS is to support a successful transition to Key Stage 1 (KS1) by informing the professional dialogue between EYFS and year 1 teachers. This should help to plan the year 1 curriculum to meet the needs of all children. The EYFS profile is also used to inform parents about their child's development.

### Year 1:

In June, each child in year 1 has a national phonics screening check where they read 40 words- a mixture of real and nonsense words. If the children do not pass this phonics screening check, they will be re-assessed in Year 2 and all subsequent years until they pass the test. Extra intervention groups are set up for the children who did not pass the test. Practise screening tests are used periodically during the academic year.

## Year 2:

End of Key Stage 1 SATS are non-statutory from May 2024. However, papers will still be published by the government which schools can choose to use.

Children can take a range of externally set papers. Tests take the following form:

**Mathematics:** 1 arithmetic paper and 1 reasoning paper

**Spelling, punctuation and grammar paper:** 1 spelling paper and 1 paper testing a wide range of grammar, punctuation and vocabulary work (optional test)

**Reading:** 2 reading comprehension papers

Children who haven't passed the phonics screening in Y1 will be retested in Y2.

## Year 4 Multiplication Screening

From the 2021/22 academic year, the multiplication tables check (MTC) is statutory for all year 4 pupils registered at state funded year 4 schools, special schools or academies. The MTC is an on-screen assessment designed to determine whether pupils are able to fluently recall their multiplication tables up to 12, through a set of timed questions. The assessment consists of 25 questions with 6 seconds assigned to each question with 3 practise questions. Parents will be informed of their child's multiplication screening check score.

## Year 6:

Children take a range of externally set and marked tests during the Summer Term of their final year at Southglade Primary and Nursery School

**Mathematics:** a timed arithmetic paper (30 minutes) and 2 reasoning papers (40 minutes each)

**Reading:** A comprehension paper (60 minutes)

**Spelling, punctuation and grammar paper:** grammar (45 minutes) and spelling (15 minutes)

These papers are externally marked and a raw score is then converted into a standardised score, where 100 is average. Parents will be informed of what their child's standardised score is whilst progress from the end of ks1 to the end of ks2 will be measured using end of ks1 APS scores and comparing them to the national average standardised scores for that group of pupils.

A teacher assessment judgement will continue to be made for writing using the terms: working towards the expected standard, working at the expected standard and working at a greater depth than the expected standard. There are also further standards that are standards 1-6 for children who are working at the pre key-stage standards. A teacher

assessment for all pupils will also be submitted in Science. However, teacher assessments are only needed for pupils who are not sitting the SATS in reading and in maths; the relevant statements then are standards 1-6.

Teacher assessments are submitted to the Local Authority in June and are reported to parents in July. To ensure robust writing teacher assessments, the LA will externally moderate each school's writing judgements on a 4-year cycle – this cycle will be more frequent if there have been concerns about judgements made, there are new staff in Year 6 or if the school is in requires improvement or special measures. Schools will be informed if they are chosen for writing moderation on the Friday of SATs week with moderation taking place in the first 2-3 weeks of June. Pupils are randomly selected by the external moderator and a discussion will take place regarding the judgements made by the Year 6 teachers.

### Reporting to Parents at the end of KS2:

Year 6 parents will receive the following information in their child's school report:

1. Their child's standardised score in reading, GPS and mathematics and whether this translates to the expected standard (EXS), greater depth (GDS) or has not met the standard of the test (HNM)
2. Their child's teacher assessment judgement in writing
3. Their child's teacher assessment judgement in reading, mathematics and science.

### Southglade Primary School- Assessment Framework

Term	F1/2	Y1	Y2	Y3	Y4	Y5	Y6
<b>Autumn</b>	Reception Baseline  Autumn Data	TA in R,W and M  Phonics screening practise	NFER Termly Tests  TA in writing	NFER Termly Tests  TA in writing	NFER Termly Tests  TA in writing	NFER Termly Tests  TA in writing	KS2 National Curriculum Tests  TA in writing
<b>Spring</b>	Spring Data using internal codes.	NFER Termly Tests  TA in writing	NFER Termly Tests  TA in writing	NFER Termly Tests  TA in writing	NFER Termly Tests  TA in writing	NFER Termly Tests  TA in writing	KS2 National Curriculum Tests  TA in writing
<b>Summer</b>	EYFS profile completed	NFER Termly Tests  Phonics Screening	NFER Termly Tests and/ or published KS1 tests	NFER Termly Tests	NFER Termly Tests  MTC check	NFER Termly Tests	KS2 National Curriculum Tests

NFER termly tests are used to support class teachers between y1 and y6 with making their judgements in reading and writing.

## **Teacher Assessment Codes**

<b><u>BLW</u></b>	<b><u>WTS</u></b>	<b><u>WTS+</u></b>	<b><u>EXS</u></b>	<b><u>EXS+</u></b>	<b><u>GDS</u></b>	<b><u>GDS+</u></b>
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On our data management system (ARBOR) the above codes are used between F1 and Y6. Year 6 will use codes that have the number 6 at the start of them, year 5 will use codes that have the number 5 at the start of them and so on.

These codes refer to where a child is related to the time of the year. A child who is assigned the EXS assessment is working at a level that is expected for the time of year rather than the end of year standards.

### **Foundation Stage**

In the Foundation Stage we use a range of strategies to gather information about the children's learning and development. This information is used to inform planning and ensure that we are meeting the needs of all learners.

As each child starts in Nursery or F2 an internal baseline assessment is made and then all children are assessed again at the end of each term, in order to track progress. These assessments are moderated within the Foundation Stage Team, and also with other local schools, and where appropriate the year 1 team and Senior Leaders.

Each child has a 'Learning Journey' folder which includes some observations, samples of work from different curriculum areas and contributions from parents and the children themselves about their learning. The Learning Journeys are started as soon as children enter the Foundation Stage.

Each term every child is a "focus child", and all staff take time to make observations and work with that child on their Next Steps, to build up a profile for their Learning Journey. At this time there is also a parent consultation to gain additional information about each child's stage of development. The 2simple Evidence Me programme is also used to take photographs of and make observations about key moments in a child's learning. These are shared with parents via email.

## **Foundation 1**

The children are assessed within 3-6 weeks of starting Nursery. This provides a baseline from which progress is measured. Interventions, including Speech and Language Therapy, are planned based on these assessments. The progress of children with Special Educational Needs, boys and girls and Disadvantaged children is also tracked in order to identify any gaps. Interventions are then put into place in order to close these gaps.

At the end of the year, final scores are analysed to inform provision in the Nursery and also to plan interventions for the children as they enter F2.

As children leave the Nursery parents are given a written report with scores and commentary to show their child's progress in the prime areas of learning.

## **Foundation 2**

For those children coming from our Nursery the end of year scores are used as the start of F2 baseline. We also complete our own baseline assessment by Autumn half term, for any children who are new to our school.

As in F1 ongoing data is analysed and appropriate interventions planned.

Progress in phonics is assessed each half term, using Little Wandle Scheme assessments, and this information is used to group the children and to plan for daily teaching sessions and additional "Keep up" intervention groups.

In the Summer term of F2 a Profile is completed for each child to assess whether they have reached the Early Learning Goals (Expected) or have not yet reached them (Emerging).

Profile scores are moderated with the FS team, Year 1 teachers and Senior Leaders.

The Profile results are shared with parents along with an end of year written report on the child's development in relation to the Areas of Learning and Characteristics of Effective Learning.

## **NFER Tests in Reading and Maths Y1-Y6**

<b>NFER Score</b>	<b>Code to Use</b>
131-140	GDS+
116-130	GDS
111-115	EXS+
95-110	EXS
90-94	WTS+
70-89	WTS

Children who are assigned a BLW code will not be expected to sit the NFER tests. The NFER test scores are used to offer staff strong guidance for the teacher assessment that they will place onto ARBOR. There will be some circumstances where there may be a mismatch between a child's test score and the teacher assessment code- these should be raised by class teachers with their Phase Leader, Maths and English leads, Assessment Lead or Headteacher. Children should not move more than one step on the school's internal assessment system. For example, a child could move from EXS to WTS+ but not from EXS to WTS.

Children in Y6 will sit KS2 National Curriculum Tests at various points during the year and these scores will be used to help inform teacher assessments.

## **Writing Assessments**

<b><u>BLW</u></b>	<b><u>WTS</u></b>	<b><u>WTS+</u></b>	<b><u>EXS</u></b>	<b><u>EXS+</u></b>	<b><u>GDS</u></b>	<b><u>GDS+</u></b>
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## **Year 6 and Year 5**

Anyone working on the key stage 2 curriculum is WTS or better.

The child can access their year group curriculum and learning objective with scaffolds, additional resources, and differentiation and has the same outcome at the end.

WTS+ are the children who are just below where they should be and with additional support / intervention there is hope they will accelerate to EXS by the end of the year. This will be a small number of children. Children at EXS+ are very strong EXS children who with intervention may accelerate to GDS. Again, this will be a small group of children.

### **Year 4 and Year 3**

Any child who is working towards the end of unit task even with scaffolds, differentiation, pre-teach, TA support is working at WTS or higher. Children with a completely different task and a bespoke objective are classified as BLW.

WTS+ are the children who are just below where they should be and with additional support / intervention you hope will accelerate to EXS by the end of the year. This will be a small number of children.

Children at EXS+ are very strong EXS children who with intervention may accelerate to GDS. Again, this will be a small group of children.

### **Year 1 and Year 2**

Anyone working on the key stage 1 curriculum even with scaffolds, differentiation, teacher/ TA support is working at WTS or higher. Children with a completely different task and a bespoke objective is BLW.

WTS+ are the children who are just below where they should be and with additional support / intervention you hope will accelerate to EXS by the end of the year. This will be a small number of children.

Children at EXS+ are very strong EXS children who with intervention may accelerate to GDS. Again, this will be a small group of children.

### **Assessment in Writing**

Assessment in writing will be based on the assessed piece of writing that follows the completion of a published piece. The assessed piece of writing will be of a similar theme to the published piece allowing children to showcase their skills independently. An assessment strip will then be stuck into the published writing book which will allow the class teacher to highlight the objectives that each student has made. An overall assessment based on the assessed pieces will be made termly.

### **Assessment Brick Walls**

From September 2023 all children in their year group will have a single brick wall which will summarise the key objectives they are working towards in that year group. The only exception to this will be children working below this standard

## **Moderation:**

A rigorous moderation schedule ensures that teacher assessment judgements are robust and accurate.

Writing moderation occurs in phase meeting time whilst NFER tests moderate teacher judgements through the assessment conversion tables. School staff are encouraged to moderate together closely as well as working with colleagues from other year groups across the school. The Aspire Group also organise moderation events to help standardise judgements across the local family of schools. External moderation -as detailed earlier- ensures that externally reported data is accurate and robust.

Members of SLT will also moderate writing judgements – all children who have been assessed as GDS will be moderated by senior members of staff and feedback given to relevant members of staff.

In Reading and Mathematics, if there is a mismatch between the scaled score and teacher assessment then this will be examined in more detail via professional dialogue with the class teacher

Teachers also work regularly across their year groups to ensure continuity in their judgements between parallel classes. If a child is working at a significantly lower level than their peers, teachers at Southglade Primary School will work closely with staff from other phases and year groups that their own.

## **Targets:**

Targets for each child are set at the start of the year and these are monitored by the Senior Leadership Team during termly pupil progress meetings. Children who are identified as not making progress, or are in danger of not making progress, are highlighted and interventions are put in place through liaison with the SENCO and the HLTA with responsibility for interventions. Progress will be measured through book looks, scaled score tracking and the internal code system.

### **Analysis:**

Data placed on the school tracking system is analysed by the Assessment Co-ordinator and trends and key findings are used to set school improvement priorities, inform whole school planning, INSET and staff development.

Data is analysed in terms of a variety of groups:

- Whole cohorts
- Gender
- Disadvantaged and other
- SEN
- EAL
- Ethnicity including white boys
- Looked after children
- Free school meals

Data is analysed in terms of % at ARE (age related expectations and also in terms of progress- steps in learning over the year) and at above ARE. Data is also analysed to assess the % of children on track to reach their end of year predictions. Progress is also measured using point scores and NFER scaled scores.

### **Assessment of Special Needs Children:**

Many children with special educational needs will be assessed in the same way as described above. However, children with a BLW code who are unable to access their year group curriculum with adaptations and modifications will be assessed using B- Squared. Each class will have a yellow assessment folder that will include the relevant B Squared steps for reading, writing and the individual strands of maths.

This is an assessment tool which will allow teachers and support staff to make ongoing assessments of the small steps that children can achieve in order to be able to track and measure progress.

Reading	Writing	Maths
Step 1	Step 1	Step 1
Step 2	Step 2	Step 2
Step 3	Step 3	Step 3
Y1	Y1	Y1
Y2	Y2	Y2

These are the pupils who will eventually be classified as pre key stage at the end of Key Stage 2.

## Assessment of EAL Pupils

EAL pupils are assessed as being Category A, Category B, Category C, Category D and Category E.

Category A: New to English

Category B : Early acquisition

Category C: Developing competence

Category D: Competent

Category E: Fluent

		PRIMARY LISTENING				
		BAND A	BAND B	BAND C	BAND D	BAND E
EARLY DEVELOPMENT	CODE	Engaging in highly-scaffolded listening activities, learning basic classroom language and linking sounds to actions and meanings	Demonstrating an emerging ability to understand and respond verbally in interactions with others based on their understanding of the context	Developing more independence in the use of the basic listening skills needed to engage with learning	Applying listening skills over an increasing range of contexts and functions	Showing an ability to understand and respond to spoken communication in classroom and school contexts with little or no hindrance
	1	Can understand single words or short phrases in familiar contexts (e.g. classroom, playground)	Can understand everyday expressions aimed at meeting simple needs of a concrete type, delivered directly to them in clear and deliberate speech by a sympathetic speaker	Can follow oral instructions (e.g. 'Draw a circle under the line')	Can understand an unfamiliar speaker on a familiar topic	Can meet the language demands of group activities and class discussions without additional EAL support
	2	Can follow simple instructions and identify objects, images, figures and people from oral statements or understand simple questions with contextual support (e.g. 'Which one is a rock?')	Can respond to simply phrased factual questions (e.g. 'Which things use water?')	Is beginning to understand and acquire topic/subject-specific vocabulary	Can understand most spoken and audio-visual texts, and can identify specific information if questions are given beforehand	Can select key information for a purpose, rejecting irrelevant and unimportant information

Above is an example of the Bell Foundation Assessment Tool for Listening.

## Assessment in Other Subjects

Assessment for learning will ensure that pupils make excellent progress in Foundation Subjects. More information on assessment expectations can be located in individual subject policies. Subject leaders will be expected to have an excellent understanding of the standards of teaching and learning that occur within the area that they are leading. They will also lead pupil voice groups to establish if children are retaining what they are learning. Mini quizzes are also used to assess progress in curriculum driver lessons at the start and the end of the unit of work to establish progress. End of driver outcomes allow children to showcase their knowledge and skills in a practical, fun and sometimes open-ended fashion. Due to consideration of teacher workload, teachers will not be expected to make formal assessments using the same assessment codes as for English and Maths.

