THE CROSSWAYS SCHOOLS

ASSESSMENT POLICY

At The Crossways Schools we believe that in order for all our children to be successful learners then assessment for learning must be at the heart of everything we do. The primary purpose of assessment is to inform the next steps in teaching and learning; by doing this we aim to develop the right skills for all our children to reach their maximum potential**. At The Crossways Schools** we have a robust assessment system. It is a carefully planned mix of both formative and summative assessment, together with an effective tracking system. As a result we are able to:

- Give reliable information to parents/carers about how their child, and their child's school, is performing
- Help drive improvement for pupils and teachers by identifying gaps in learning and plan to meet the learning needs of each child
- Measure progress of individual children and cohorts, track underachievement and those falling behind by analysing and evaluating performance
- Celebrate progress and set ambitious targets for attainment and achievement
- Make sure that as a federation we are keeping up with external best practice and innovation through networking with other schools

This aligns with the South Gloucestershire Assessment Principles published on our school website.

Assessment of EYFS children.

Currently children in EYFS are assessed against the Foundation Stage Profile and the 17 Early Learning Goals. Children are reported as to whether they are 'emerging', 'expected' or 'exceeding' for each ELG and whether they have achieved a Good Level of Development.

All children entering Reception will have to take part in a baseline assessment. This will be used to assess the progress of children who enter reception year.The baseline assessment will score each pupil against the knowledge and understanding typical for children at the start of reception year. It will be linked to the learning and development requirements of the early years foundation stage (EYFS) and to the key stage 1 national curriculum in English and mathematics.

Phonics Screening Year 1.

In June all pupils in Year 1 sit a phonics screening check. Pupils who do not achieve the required threshold at the end of Year 1 repeat the check at the end of Year 2. During the year there will be a number of Phonics Screening practice checks which will be used to support future phonics sessions and inform parents/carers how they can help their child.

Statutory Assessment at the end of Key stage 1 and 2 - Year 2 and Year 6.

Year 2 and Year 6 pupils are assessed against the 2014 National Curriculum. For 2016 and 2017 teacher assessment is judged against a set of national interim frameworks for Reading, Writing and Maths. In May both Year 2 and Year 6 pupils sit national tests. (See table below) For both year groups pupils sit maths and reading tests but only year 6 sit the English Grammar, Punctuation and Spelling test as the Year 2 test is non statutory. The tests that Year 2 sit are used to inform teacher assessment. Writing and Science for both Year 2 and Year 6 will continue to be judged through teacher assessment.

In Year 6 the test raw score is changed into a scaled score. In order to meet the expected standard pupils need to get a scaled score of 100. Pupils with a scale score of 110 or above are classed as higher

attainers. Progress from KS1 is calculated against similar attaining children and the KS2 scores they achieve. This can only be calculated once all KS2 national data has been analysed.

National Curriculum Assessments

Year group	Tests
Year 2 – all teacher assessment	Reading test as part of the evidence base Maths tests – arithmetic and problem solving as part of the evidence base Grammar, Punctuation and Spelling test as part of the evidence base (non statutory) Writing- teacher assessment
Year 6 – mix of tests and teacher assessment	Reading test Maths tests – arithmetic, two reasoning papers Grammar, Punctuation and Spelling Writing- teacher assessment

To see the content of the interim frameworks use the links below

https://www.gov.uk/government/publications/2017-interim-frameworks-for-teacher-assessment-at-the-end-of-key-stage-1

https://www.gov.uk/government/publications/2017-interim-frameworks-for-teacher-assessment-at-the-end-of-key-stage-2

Internal Assessment in Years 1-6

Children in Years 1-6 are being assessed against the National Curriculum for Reading, Writing and Mathematics. For each year group there is a set of Age Related Expectations (ARE's) for a child to meet. As a school we assess each child three times a year against the ARE's for reading, writing and mathematics. In order to make a judgment on the % of the ARE's a child has met each assessment point (3 times a year) we use a range of evidence – learning in books, tests, mini assessments, observations, annotated planning. Over the year the % of ARE's a pupil has met will be tracked on **SIMs (Specialist Information Management system.)**

At the end of the academic year the total % of ARE's a child has met will then be converted into an end of year judgement. The end of year judgement will report as to whether a child is **'emerging', 'developing' or 'secure'** the ARE's for their year group. For each end of year judgement a % of the ARE's must be met. These % have been agreed between the majority of the schools in South Gloucestershire LA in order to ensure consistency.

In all classes an ARE grid (on Excel) for Reading, Writing and Maths is used for all children. This is highlighted once a child is secure against one of the ARE statements.

Standardisation/Moderation

The process of moderation is an essential part of our school assessment system. As a school we ensure that time is set aside each term for moderation to take place. The purpose of which is to ensure that our data is accurate and consistent across the cohorts, school,and local schools. Teachers and support staff

are involved in the moderation process to ensure agreement on the criteria for the ARE's in several ways including;

• With colleagues across the Federation – key stage meetings, school leadership team meetings, staff meetings, curriculum team meetings;

• With colleagues from other schools through local networks, cluster meetings, partnerships with other federations

• By attending LA sessions for teachers and subject leaders to ensure our judgements are in line with other schools.

Tracking pupil progress

- As a school we use **SIMs** in order to record pupil data and track progress. We report **3 times a year** for Reading, Writing and Maths from Year 1 to Year 6 and for all ELG's in EYFS.
- Before the data is entered the information from all moderation activities are used.
- Pupil data is reviewed after each assessment point at Pupil Progress Meetings (PPM) and used to target children who are not working at ARE and for planning/evaluating intervention. (See PPM sheet)
- Senior leaders analyse the data to review the progress and attainment of all cohorts of children.

Reports and sharing information with stakeholders
- The governors receive a data report three/four times a year from the Executive Headteacher using the information from the **SIMS.**
- Parents/carers' evenings are held twice a year where teachers share progress with parents/carers.
- Parents/carers receive one written report a year. In the reports the teacher will refer to the progress a child has made and the areas for development and whether they meet national expectations.

Date written: November 2017

By: SLT

Date agreed by Governors: 10/1/18

Review date: November 2021

Appendix 1

Teacher Assessment reporting codes for the end of year for KS1 for Reading, Writing and Maths.

BLW	Below pre key stage 1 standards
PKF	Foundations for the expected
WTS	Working towards
EXS	Working at expected
GDS	Working at greater depth within expected standard

For Science pupils are reported as working at expected standard or not.

Teacher Assessment reporting codes for the end of year for KS2 for Writing.

BLW	Below
PKF	Foundations for the expected
PKE	Early development of the expected standard
PKG	Growing development of the expected standard
WTS	Working towards
EXS	Working at expected
GD	Working at greater depth within the expected standard

Teacher Assessment codes for reporting Reading and Maths at the end of KS2

BLW	Below
PKF	Pre foundation
PKE	Early development of the expected standard
PKG	Growing development of the expected standard
EXS	Working at expected

In terms reporting codes for the reading, maths and English Grammar, punctuation and spelling tests the pupils are report as EXS (met standard) or HNM (not met the standard).