

Jesse Gray Primary Assessment Policy



February 2022

Head Teacher Signature:	
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At Jesse Gray Assessment:

- Is firmly embedded into our practice and is both summative and formative.
- Of learning (summative assessment e.g. statutory assessment tests and optional tests) provide a snapshot of what has been learned.
- For learning (formative - day to day) assessment e.g. marking of work, whole class feedback, questioning etc. informs the next stage of learning and assessment procedures are ongoing and inclusive.

The Purpose of Assessment

LEARNERS

- To have high expectations and give every learner confidence that they can succeed.
- To establish what learners already know and build on it to ensure progression.
- To use assessment for learning in order to motivate and help children take their next steps in learning.
- To involve children in self-evaluation/assessment
- To celebrate learning rather than performance.

TEACHERS

- To enable teachers to identify children who are under-achieving and those who are making very good progress
- To plan sequences of learning and adapt these in light of findings
- To inform the next teacher and support the transfer of meaningful information at key transitional points.

2. Breakdown of Summative Assessment at Jesse Gray

Foundation Stage 2

Early Years Baseline

Early years foundation stage (EYFS) statutory framework (2021)

Key Stage 1

Y1 –National Phonics Screening Test (June)

Y2 –Tests (SATS) in Reading, Mathematics and GPS

Y1/2 – Termly in house assessments

Key Stage 2

Y6 – Statutory Tests (SATS) in English, Maths and GPS (May) *Plus science if selected*

Y4 - Multiplication Check

Y3/Y4/Y5/Y6 – Termly in house assessments

4. Agreed Processes and Procedures for all Assessment throughout the School

Foundation Stage 2

The Reception Baseline Assessment (RBA) is completed within the first six weeks of a child starting in F2. This data is not shared with schools or parents but will be reported when the child leaves Year 6 to show the progress measure from Year R to Y6.

We complete our own on entry assessments (within two weeks) to complete our On Entry data submission on O'Track.

Assessment data is reported on O'Track at Autumn End and then follows the same pattern as the rest of school at. Assessment data is discussed in pupil progress meetings.

The EYFS Profile is the statutory assessment of children's development at the end of the early years foundation stage and is used to support a successful transition to Key Stage 1

Children are defined as having reached a Good Level of Development (GLD) at the end of the EYFS if they have achieved at least the expected level for the ELGs in the prime areas of learning and the specific areas of mathematics and literacy.

English

Reading from Y1-Y6

- Phonics knowledge at FS2, Year 1 and Year 2 is assessed on a termly basis and recorded in Otrack
- (KS1)A reading diary – used at home and at school with parents/carers encouraged to comment on their child's reading
- (KS1)Reading is monitored and recorded by the teacher during guided reading sessions (Fortnightly) and as part of individual reading target setting
- (KS2) Home reading is recommended and can be recorded with comments in planner
- (KS2)Reading is monitored and assessed by the teacher during whole class reading sessions (Weekly). For some children, Guided Reading will occur on a weekly basis
- Star Reader Tests (Termly)

- SATs at Y2. Year 6 SATs
- Children whose progress is concerning are targeted from Pupil Progress Reviews and actions put in place to ensure accelerated progress.

Writing from Y1-Y6

- Writing assessment happens throughout the school year. The term 'independence' is detailed in the English policy and appendix below. Attainment is recorded onto OTrack, using JG devised statements. Evidence can be gathered from a range of sources to support writing assessment.
- Children whose progress is concerning are targeted from Pupil Progress Reviews and actions put in place to ensure accelerated progress.

Maths from Y1-Y6

- Y2 SATs and Year 6 SATs
- Maths is assessed based on Teacher Assessments and levels are recorded onto OTrack, Using JG devised statements
- Standardised tests are used to validate/support Teacher Assessments on a termly basis

Science Y1-Y6

- Subject content/Scientific Enquiry – This is assessed through teacher judgement against the Focus/National Curriculum expectations. These provide judgements against End of Year expectations they are then inputted into OTrack.

Foundation Subjects at KS1 and KS2

Throughout the year, Foundation Subjects are informally assessed using outcomes devised from the current National Curriculum Programme of Study. These are specific to the Jesse Gray curriculum and make our curriculum and assessment unique to us. We use end of unit mini quizzes and on-going observations of learning these informal assessments do not always generate written evidence. They aid future planning and the annual report writing to parents/carers. These are recorded throughout the year and are used by subject leaders to plan for the future of their subjects.

5. Continuous Assessment –AFL at Jesse Gray this is achieved through:

- Short term planning has clear learning objectives and success criteria where appropriate.
- Staff share learning and teaching goals with pupils (WALT and STS).
- The learning environment enhances teaching, and supports assessment for learning. (Dyslexia Friendly wherever possible)
- Through key vocabulary and relevant displays. This actively involves the children in their own learning and helps them recognise the standards for which they are aiming.
- Teachers adjust their teaching to take account of the results of assessment, and give feedback which allows learners to recognise their next steps and how to take them.
- Strategies for assessment that are used are to effectively extend learning are: *targeted questioning, discussing, analysing written work, whole class feedback, marking, observing and talking with the children.*
- Teachers provide oral and written feedback on pupils' learning and marking makes reference to success criteria where appropriate. (see updated marking and feedback policy 2020)
- Children are given weekly opportunities to respond to teacher's feedback.

- Strategies for assessment such as talk partners and peer assessment are important and encourage children to become self-critical and independent. (see updated marking and feedback policy 2018)
- Teachers use ICT where appropriate (e.g. to provide evidence of learning).

(For further information/clarification ref. Curriculum & Learning Policies)

6. Consistency of Assessment Standards

Consistency throughout the school is achieved by:

- Agreement on a common pattern of assessment throughout the school and on common techniques and checklists was reached through staff meetings.
- Adequate time for staff to complete assessments is built into this assessment system:
- Moderation of work within teams and across teams and key stages (time given – see Monitoring plan)
- A common marking policy (see marking/feedback policies)
- Monitoring by subject leaders through observations, overview of medium and long term planning (On server) and work analysis.
- SLT and Subject Leader Observations
- Assessment Co-ordinators prepare tracking data for the SLT to discuss on a termly basis (or as and when needed) to highlight the progress of every child across all Key Stages and focus on specific groups and recognising and act upon any areas for concern. Core curriculum leaders then take data and prepare action plans to support teachers planning and interventions for the next term.
- SENDCO Tracks/Monitors pupils on Register-Identifies teaching and learning implications

7. Record Keeping

Assessment data is kept electronically and is password protected in line with GDPR regulations.

8. Progress Reviews

Progress Reviews are conducted as a whole staff to ensure consistency in approach and understanding of key school data. This is when the assessment outcomes for core subjects for classes are presented and discussed. Due to OTrack, this data is easily accessible by all teachers, SLT.

All teachers are asked to present the following documentation following the review:

- The class assessments containing all formal and informal assessments
- All progress data for children in Maths, Reading and Writing
- All progress data for groups of children in Maths, Reading and Writing
- SLT will provide a focus based upon the most recent data for specific discussion in the Progress Review Meeting, e.g. a particular group.

This meeting is an opportunity to discuss next steps in teaching and learning specific to classes, groups or individuals

9. Reporting to Parents/carers

Parents/carers' Evenings: There are three formal opportunities for parents/carers to discuss their child's progress with the class teacher throughout each year;

In November parents/carers are invited to a 10 minute appointment to discuss their child's progress to date, any concerns that either the teacher or the parent has. There is an opportunity for parents/carers to look through their learning.

In the Spring Term an appointment is given to discuss further the child's progress and there is an opportunity for parents/carers to look through their recorded learning

In July annual reports are sent out to parents/carers followed by an invitation to discuss these. Parents/carers are encouraged to feedback on their child's report and discuss with their child an area for development for the following year, this is recorded on a form which is sent out with the report and then returned to the class teacher.

10. Data Analysis and Target Setting

School and Cohort Targets

Data for analysis and to inform the target setting progress which takes place in the Autumn Term with the School's designated SIP, Head Teacher, Assessment Co-ordinator and the Chair of Governors. Evidence is gathered from a number of sources;

- Entry and Baseline assessments
- Foundation Stage Profiles
- End of year outcomes
- End of KS1 SATs
- Previous end of KS2 SATs
- Data held on computer regarding SEN, FSM, gender, ethnicity and socio-economic background
- RAISE online
- Termly, yearly, journey progress

Appendix A- Writing

Each class teacher used the writing JG devised objectives to assess the independent writing of all children from their class. When a class has produced a piece of independent writing at the end of a teaching sequence, Class Track is updated to identify attainment of the objectives and progress.

Independent Writing takes place after the point of teaching and includes the whole writing process: planning, writing, editing and final drafts. This task should provide class teachers with a comprehensive profile of the children they teach in relation to their writing ability.. A teacher must not guide the writing and children should be given the opportunity to demonstrate all for their literacy skills. Additional sources of evidence can be used to demonstrate achievement of the objectives, such as: morning work, topic work, and work in a literacy session where a different objective has been taught.

No More Marking is used at Jesse Gray to provide us with a National Benchmark and to assist teachers with their assessment and planning.

Reading-

In KS1, Reading is assessed by on-going whole class guided reading as well as hearing individual children read. During guided reading sessions, staff work on 2 or 3 assessment foci and develop the children's understanding of texts through thorough, targeted questioning. In addition to this, by listening to the children read, staff gain a valuable insight into fluency and expression when reading, but also the children's ability to decode. Using previous assessment data and the detailed information from guided reading and individual reading, staff can validate previous results and identify specific progression. Class Track is updated as appropriate.

In KS2, Reading is taught and assessed as a whole class lesson. Written work can be used as a form of evidence for reading ability. Class Track is updated as appropriate to reflect the skills of the children. Star

Reader test to provide standardised test with high level question analysis to assist our specific teaching methods.

Appendix B-Maths

Maths assessment is based on teacher judgement of pupil's performance against key objectives taken from the New Curriculum. This formative assessment style allows teachers to use the vast knowledge of performance in the mathematics classroom to actualise curriculum levels for children they teach.

Teachers are encouraged to use observations, activities and questioning techniques to assess either formally or informally the achievements of children. We encourage teachers to only record assessments which are distanced from the point of teaching (e.g. two weeks). This is to allow for the possibility of 'ability to recall' in contrast to 'learnt skills' being assessed.

Additionally, at three points within the year, children are given summative assessment opportunities. These are tests are based on the new curriculum standards and are from the Star Maths system.

In addition to these assessment opportunities, teachers deliver 'Big Solve' lessons. This is both an opportunity to teach and assess problem solving skills which may not be able to be assessed through other means. Evidence of this is retained by all teachers.

Jesse Gray follows National SATs testing. Where these fall in line with the JG calendar of assessment, they supersede those created by ourselves.

Appendix C- Optimum O-Track

We purchased Optimum O-Track in September 2014. It is an electronic/online system, for all of our Assessment Data. Data is inputted once and can then be communicated to the school family

Teachers input the following data, on a termly basis, into O-Track:

- Assessments for all core subjects on a termly basis.
- Formative Assessments for all foundation subjects throughout the year.

Appendix D- Assessment Terminology

Assessment Terminology Definitions for Jesse Gray Primary School 2021

Vocabulary used to define progress and attainment

Year 1-6
Requires Improvement
Good
Outstanding

FS2
Emerging
Expected
Exceeding

'Progress' at Jesse Gray is: the difference in a child's performance over a given time period.

Children's Individual Progress

Working Towards → Expected → Greater Depth

The progress of children working below 'Working Towards' is judged using B-Squared and in conference with SENDCo.

	WT → WT	E → WT	GD → WT
	WT → E	E → E	GD → E
	WT → GD	E → GD	GD → GD

'Attainment' at Jesse Gray is: an evaluation of performance against set criteria

Whole School / Year Group's Percentage Attainment			
Percentage of children working at the Expected level		Percentage of children working at Greater Depth	
	<85%		<30
	85% (Government Floor Standard)		30%

Differences in performance between groups (Where groups are larger than 10 children-as defined by the DfE)	
	Less than main group by 10%
	In line with main group
	Greater than main group by 10%