

Rationale:

Assessment is a continuous process which is integral to teaching and learning, allowing children to reach their true potential. It should be incorporated systematically into teaching strategies in order to promote better than expected progress for individuals, groups and cohorts. At Paget Primary School, we use the National Curriculum and Paget Curriculum Guarantee as a starting point for all of the teaching and learning experiences that we provide for our children.

Aims:

Monitor and record the attainment and progress of individuals, groups and cohorts.

Use attainment and progress information to guide teachers' planning, strategies and use of resources and plan intervention.

Inform parents and the Governing Body about progress and attainment.

Ensure a consistent approach to measure progress towards and against national standards.

Types of Assessment

Formative:

This is the ongoing, day-to-day assessment which is carried out by teachers and is key to effective classroom practice. Learning outcomes are shared with pupils and they play an important role through self-assessment of their own learning. Formative assessment is used by teachers to inform planning, resources and support in order for all children to progress.

Summative:

Children in KS1 and KS2 are assessed periodically and progress and attainment data is recorded on Target Tracker (R/W/M/SC). Test materials are used to support teachers with making accurate teacher assessment judgements. These assessments are carried out towards the end of every term (three times per year) and are used to monitor the performance of individuals, groups and cohorts as well as identifying gaps and next steps for planning. In addition, the non-core subject assessments (skills and content coverage) are recorded within the non-core assessment excel spreadsheets (j drive assessment 2021-2022). Children who are new to the school, are assessed on entry to give a start point within Target Tracker.

National/Transitional:

At key points through primary school, children are assessed against national expectations. These are:

- End of EYFS
- End of Year 1 (Phonics Screening)
- End of KS1 (Year 2 SATs)
- Multiplication check (Year 4)
- End of KS2 (Year 6 SATs)

Key Groups:

All individuals and cohorts are tracked throughout the year and discussed at Pupil Progress Meetings.

Focus groups for 2021-2022 are:

Pupil Premium

SEND

EAL

More able

Boys/Girls

Roles and Responsibilities:

- Governing Body: Monitor whole school attainment and progress data.
- Headteacher: Hold teaching staff to account for pupil attainment and progress through the monitoring of assessment data and performance management targets
- Assessment leader: Use pupil progress meetings and data analysis effectively to monitor the performance of individuals, groups and cohorts
- Teachers: Carry out regular, accurate assessment of pupils, provide high-quality feedback and use assessment information to inform planning
- Support staff: Support children with their learning as directed by class teachers and provide feedback on children's learning
- Parents/Carers: Support children with home learning and attend parent evenings.

Assessment Criteria:

Following the implementation of a new National Curriculum, level descriptors, which were previously used to measure progress and attainment, have been removed. Due to levels being removed and the focus on securing progress for every pupil, we use an online system to record and measure pupil attainment and progress.

Children will be assessed in year group 'bands,' (EY Bands N-R, Band 1-Band 6 – Y1-Y6)

These are divided as follows: Below/Below+/Within/Within+/Secure/Secure.

The assessment data is recorded with the online system, Target Tracker (R/W/M/Sc) and the non-core assessment spreadsheets (J drive). The Target Tracker system highlights statements for individual pupils for all subjects.

Collectively these statements give an overall attainment position for the pupil.

Communication with Parents:

Children's attainment and progress will be discussed at Parent Evening Meetings which take place during the school year. Teachers are also available for informal consultation if parents wish to discuss their child's learning at other points. End of year reports will comment on children's attainment and progress and key assessment data will be included in these reports.

Marking/Feedback: Please refer to the Marking and Feedback Policy

Early Years Assessment:

Paget Primary School is a place where everyone is treated equally, encouraged and respected. We believe that all children should be able to achieve their full potential academically, socially and emotionally. We are committed to our school being a safe and inclusive place where learning is nurtured and encouraged in a happy, caring and fun environment. We all work for our school to be a happy place where good behaviour is expected, and all children enjoy their educational journey.

A child starting our school will be given a 'baseline' assessment in Nursery and where appropriate, in Reception. On entry to the Nursery or Reception we will use our professional judgement to assess the age band children are working 'within' across the EYFS 17 areas of learning.

In addition to our in-school baseline, the children will be assessed through the national Reception Baseline Assessment. This will be used by the DfE to assess progress from Reception to Y6.

Expected Standards for Early Years (Target Tracker) are:

Nursery

30-50 months = In line with ARE (Age Related Expectations)

22-36 months = Below ARE

Any other lower age band below = Significantly below ARE

Reception

40-60 months = In line with ARE (Age Related Expectations)

30-50 months = Below ARE

Any other lower age band below = Significantly below ARE

Formative Assessment:

As the year progresses children are monitored on their development and progress in all areas of development. Examples of children's learning, showing their individual level and stage of development are built up throughout the year. Provision is made for these observations and assessments through experience and play. Progress is recorded by observing and assessing children using either handwritten observations, staff notes and observation tracking within Target Tracker.

Data is recorded using **Target Tracker**.

Assessment Cycle:

Nursery and Reception

- Four times per year (Baseline/October, November, February and June)
- Reception will complete a data check in May

Progress and Attainment

- Baseline and 3 points across the year.

Summative data

- Reception to submit ELG data Summer 2
- Nursery to assess children against ARE Summer 2

Assessment Cycle:

Y1-Y6

- Three times per year (November, February and June)
- Y2 and Y6 will complete a data check in May

Progress and Attainment

- 6 points progress should be made across the year as a minimum (Sum2-Sum2, Y1 5 points Sum2 or Aut1-Sum2).

Where children have gaps in their learning or have the potential to make accelerated progress, more than 6 points should be made.

Summative data

- Y2 and Y6 teacher assessment data Summer 2

- Y6 SATs week May.

The **assessment plan** shows the monthly outline of all expected testing, assessments and dates for the school.

Pupil Progress Meetings will take place after each data deadline for N-Y6. The pupil progress record sheet is completed prior to the meeting, using class evidence, Target Tracker data, non-core assessment spreadsheets and data analysis records are aides to review and evaluate the children’s learning and next steps.

SEND:

Children with identified special educational needs have individual target plans (ITPs) with appropriate targets set in agreement with teachers, parents/carers and the pupil. These are reviewed termly. Children with behaviour needs have individual behaviour plans (IBPs) and children with English as an Additional Language (EAL) have individual language plans (ILPs), which are set and reviewed in agreement with the pupil, teacher, and parent/carer as appropriate. They are reviewed at regular intervals in relation to progress made. A review and assessment of children’s individual needs is carried out annually for children with a statement or educational health plan (EHC) and appropriate targets and support identified.

Parents – N-Y6:

Parents are included in their child’s learning journey and are able to view their child’s learning journey at any time. We have three formal Parents Evenings in the Autumn, Spring and Summer term. School reports are given out at the end of the year and parents have the opportunity to discuss them with the teachers.

Assessments in school:

The following list of assessments is completed in school. Additional assessments will take place in key years as required. These are discussed at Pupil Progress Meetings.

(The number of assessment points will be revised within 2019/2020)

English:

Rising Stars reading, spelling and grammar tests	3 x per year max
Y6/Y2 completion of exemplar and CGP tests R and GPS	Throughout year

Maths:

Rising Stars maths tests	3 x per year max
Y6/Y2 completion of exemplar and CGP tests	Throughout year
Mental Maths tests	Over term
TT Rockstars	Weekly

ITPs: Ongoing completion of targets Reviewed termly

Core subjects: Target Tracker (R/W/M/Sc) 3 x per year

Foundation subjects: Non-core assessments (j drive) At the end of a unit/data point

The tests to be used will be reviewed by core subjects leads during 2021-22.

Target Tracker must be reviewed at fortnightly and/or at the end of the unit of coverage. This is monitored by the DHT/Assessment lead.

All assessment information is held on Target Tracker and in an assessment and class folder for each class, held on one drive.

Policy to be reviewed annually.

September 2022

Paget Primary School: Assessment – A Quick Guide

At Paget Primary School all our assessments are made against clearly defined assessment criteria.

Paget Primary School uses the Target Tracker system, a tool that many schools nationally have chosen to use. Staff regularly assess children's learning against criteria within a step that is linked year groups and these are then split into the 6 bands identified below.

B Working below age expectation

B+ Working below age expectation but towards expected

W Working at age expectation

W+ Working with greater understanding at age expectation

S Securely working at expected standards

S+ Showing a greater depth of understanding and knowledge

These bands are then used to plan work so that work is correctly pitched to a child's developmental stage, and used to report attainment against age expectations and progress against pupils' starting points.

Years One to Six will record assessments on Target Tracker at three points throughout the academic year for English, Maths and other subjects.

Nursery and Foundation record assessments at four points across each academic year. Data deadline dates are set at the start of each academic year and shared with staff.

Teachers in Years Two and Six can also use Target Tracker to record against the interim statements.

R, Y2 and Y6 will be asked to complete a data check in May.

Throughout the half term, and in readiness for each data deadline point for Y1-Y6, and where appropriate for Reception, the Reading, Writing and Maths Target Tracker statements are regularly highlighted within the assessment period to reflect pupil attainment.

Expected progress is determined, for those children working at age related expectation as 6 steps across the academic year for all year groups except Year One. Year One work on 5 steps. Children who need to catch up or have the ability to make accelerated progress, will be expected to be supported in order to make more than the expected 6 steps of progress. This is monitored by the DHT/Assessment Lead.

There are a variety of reports and analysis tools within Target Tracker for teachers and subject leaders to use to inform planning and on-going school self-evaluation.

Teachers record the skills and coverage completed for the non-core subjects within the non-core assessment excel sheets. Science is recorded on Target Tracker.

Refer to the **Assessment Plan** for the monthly assessment expectations.