

Lancasterian Primary School



Assessment Policy

Version No.	Date	Approved by	Review Frequency	Review Date
4	September 2022	SLT	+2 years	September 2024

1.) What do we mean by assessment?

There are two main types of assessment which we use at Lancasterian Primary School.

- **Summative Assessments** are given periodically to determine at a particular point in time what pupils know and do not know. This can include, for example, marking (depending on style of marking used), end of term tests and SATS.
- **Formative Assessment (also known as Assessment for Learning – AfL)** is part of the teaching process. When incorporated into classroom practice, it provides the information needed to adjust teaching and learning while they are happening. In this sense, formative assessment informs both teachers and pupils about pupil understanding at a point when timely adjustments can be made. This can include, for example, quality marking, Pupil Assessment Grids (PAGs) and peer assessment.

2.) Assessment at Early Years Foundation stage (EYFS)

AfL is at the very heart of assessment in the early years foundation stage. It is an integral part of how EYFS teachers and nursery nurses plan for, teach and assess children. Progress is monitored mainly, but not exclusively, through:

- Individual online learning journals (Tapestry)
- Observations
- informal and formal assessments

Reception Baseline Assessment

The RBA is an age-appropriate assessment of early mathematics and literacy, communication and language. It is delivered in English and is administered within the first six weeks of a pupil starting reception. The assessment has two components, each consisting of practical tasks using physical resources. There is an online scoring system for the practitioner to use as the pupil engages with the tasks. The RBA will be used to create school-level progress measures for primary schools which will show the progress pupils make from reception until the end of key stage 2.

Assessment information is held on the EYFS Target Tracker system (see 3.4 below). Children are recorded and tracked according to where they sit in relation to age related expectation. This is updated periodically by key workers and class teachers with at least one input for all children per term. The EYFS Leader oversees this process with the support of the Deputy Head Teacher. This information is then analysed in order to better support individuals and groups of children as well as to measure progress generally and reflect upon the quality of provision within EYFS.

3.) Key stages 1 and 2

In key stages 1 and 2 both AfL and summative assessment are important in measuring and monitoring the progress of children. Summative and formative assessment share a complementary relationship and are both necessary because they fulfil different, parallel purposes.

AfL includes, but is not limited to:

- Effective planning
- Use of effective learning objectives (LO) and success criteria
- Self/peer/teacher feedback including verbal feedback and marking

- Effective use of PAGs
- Creating opportunities for discussion and using talk partners
- Effective teacher questioning
- Raising children's self-esteem via the language of the classroom and the ways in which achievement is celebrated

Summative assessment includes:

- Statutory phonics and end of key stage tests
- Commercially produced tests and non-statutory "optional" tests
- School and class tests, created by teachers

3.1) Pupil Assessment Grids

In YR1 - YR6 bespoke Pupil Assessment Grids are used to inform teacher assessments along with end of term tests. The PAG excel sheets were created by SLT and subject leaders and reflect the national curriculum and its key expectations for all subjects. Teachers update these weekly using a numerical, colour-coded system.

1 – Working below the expected standard (Below)

2 – Working at Age Related Expectation (ARE)

3 – Working at Greater Depth (GD)

The teachers use these grids to support the summative assessments which happen each term. The PAGs give the teachers a clear understanding of where each child is working as well as how well objectives have been achieved across the class. They also provide a percentage summary of children within their class who are working Below, at ARE and GD, allowing teachers to reflect on their whole class targets each week. This system also ensure that teachers are planning effectively to meet expected objectives.

All children are assessed on the PAG system throughout the year against the objectives for their year group unless they are an agreed exception child to this process. This is not to say they are an exception to the class, but an exception to that assessment process as they are assessed against the objectives from a lower year group. This could be due to early EAL and/or high level SEN school support/EHCP needs and they will receive work in class which reflects that of a different year group. These children will be agreed between class teacher/DHT/AHT Inclusion at the end of each year, ready for the next year.

3.2) Target Setting

Pupil target setting happens once per half term:

- Children from Y2 – Y6 are given two targets for English (reading + writing) and one for maths once per half term. Target setting for Y1 is through progressive conferencing and verbal feedback.
- The teacher displays the targets for each subject (R, W + M) in a classroom display. They are relevant to the learning taking place that half term and which set high expectations. These are selected from the PAGs which list the most important reading, writing and maths expectations.
- Once the targets have been covered in a lesson, the teacher will stick a 'Target Effort' sticker in each child's book. The children will then make a judgement on their personal effort towards meeting that target.

Reading Target Effort



Writing Target Effort



Maths Target Effort



- The targets change each half term.

Class data target setting happens once per year:

- Class targets will be different for each class.
- These expected % ARE targets are set using individual children's data and targets.
- Targets are monitored throughout the year and specifically looked at in Pupil Progress Reviews and End of Year teacher data check-ins.
- Class teachers will also monitor the progression towards class targets during their weekly PAG update.

3.3) Teacher assessments in reading, writing and maths

At Lancasterian Primary School we use teacher assessment as our main assessment tool for reading, writing and maths. Teachers measure pupils' achievement against the statutory requirements in the National Curriculum.

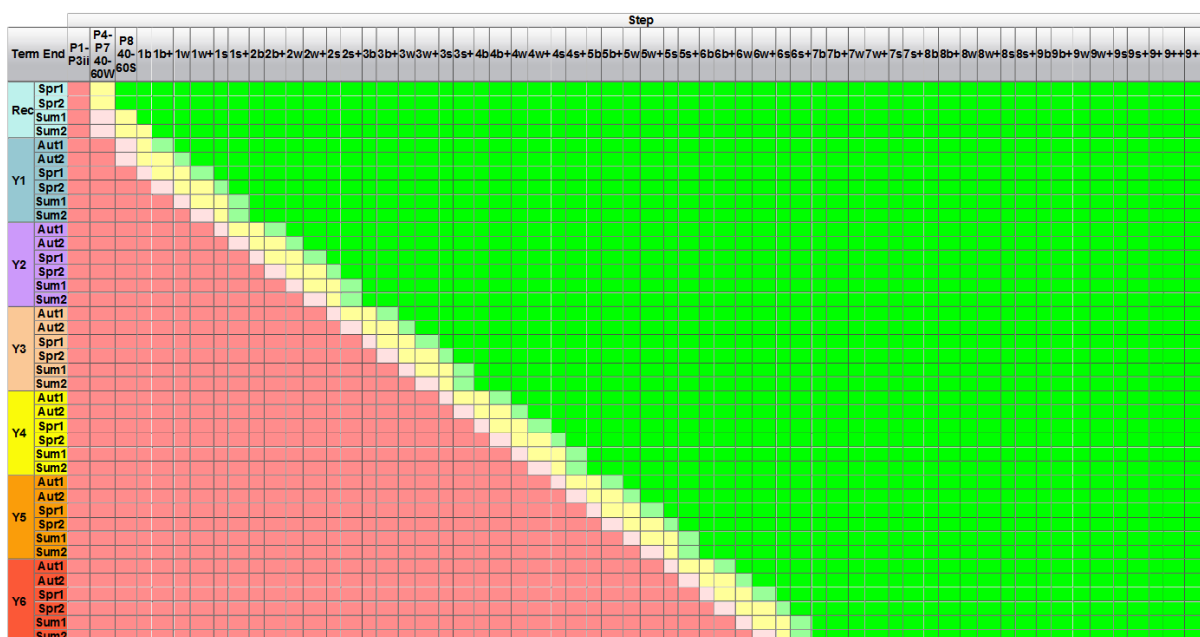
At the end of each term in Years 1 to 6 teachers use the following tests:

- ✓ PIRA (Progress in Reading Assessment)
- ✓ GAPs (Progress in Grammar, Punctuation and Spelling Assessment)
- ✓ White Rose Maths Tests

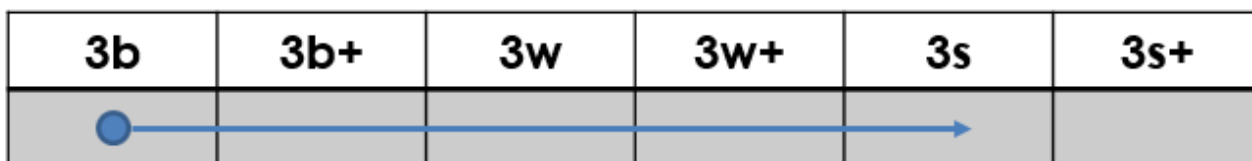
or past SATS papers to help them to form a judgement of the pupil's achievement. However, these tests are only a part of the evidence used to inform a teacher's judgement, with teachers also drawing on evidence from other sources, including PAGs and books. Teachers should include teaching assistants in discussions around evaluating pupils work, especially where TAs have been involved in delivering targeted interventions.

3.4 Target Tracker

Assessment information is held on the Primary Target Tracker system. Target Tracker is an education software package supporting entry, analysis and sharing of pupil progress and attainment data through Early Years and Key Stages 1 and 2. The trajectory of age related expectation across Y1 – 6 is as follows:



At Lancasterian, all children, bar the exception children, start the year on assessment band 'b' (e.g. 3b in Y3). This ensures that they are assessed against the curriculum that they are being taught. Expected progress targets are 4 points across a year, with 5 points counting as accelerated progress, i.e.



Target Tracker is updated at the end of each term by class teachers. The Deputy Head Teacher oversees this process. This information is then analysed in order to better support individuals and groups of children as well as to measure progress generally and reflect upon the quality of provision.

3.5 National Phonics Test, Multiplication Tables Check and KS1 and 2 SATS tests

The Deputy Head Teacher oversees the execution of the phonics screening check, the multiplication tables check and end of Key Stage 1 and 2 national SATS tests and tasks in collaboration with year 1, 2, 4 and 6 teachers and TAs. These assessments are carried out in line with the Standards and Testing Agency's (STA) 'Assessment and Reporting Arrangements'.

3.6 Pupil Progress Review (PPR) Meetings

Information gathered through assessment is used in many ways, but PPR meetings provide an important avenue for reflection, analysis and support planning. These meetings follow a specific format focusing on data, teaching & learning, and barriers to learning and are carried out individually with EYFS and Y1-6 teachers once per term, timed according to needs. PPR meetings are led by the Deputy Head Teacher and attended by the Inclusion Manager, Pastoral Care Manager, Literacy and Maths Coordinators and the class teachers.

4.) Assessment Information Sharing

Assessment information is shared with children, families and other agencies in different ways, according to the child's age and the stage they are at in their school career:

- Information sharing with children happens in an ongoing way as a key part of AfL. Most focus is paid to pupils (and their parents') understanding their 'next steps' and how to improve their learning, rather than sharing the children's bands and steps.

- Results of the phonics screening check, the multiplication tables check and the end of key stage 1 and end of key stage 2 tasks and tests are shared with children, families and other agencies in accordance with guidance set out by the STA.
- Information sharing with families happens primarily through parents/carers evenings, mid and end of year reports, but may also happen in more informal, ad hoc ways as necessary and appropriate.
- Information is shared with other agencies according to local authority and Department of Education protocols, e.g. when children move to secondary school.