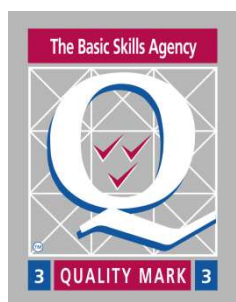




# LIPSON VALE PRIMARY SCHOOL

## Assessment Policy



# Lipson Vale Primary School - Assessment Policy

Policy Review - Spring 2018

Next Review - Spring 2019

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## **Assessment in the New National Curriculum**

This statement should be read in conjunction with the Assessment Section of the Teaching and Learning Policy and Marking Policy which explain in more detail the range of assessment practices currently used in school, also the assessment information in specific subject policies particularly Maths and English.

## **Introduction and Background Information**

Since the introduction of the New National Curriculum in September 2014 there have been many changes made to formal assessment, in particular by the removal of National Curriculum Level Descriptors, which, in turn, has affected the way in which we record and report attainment and progress in our new life of 'Assessment Without Levels'.

The following two years were a period of transition and, in 2015 / 16, a time of constant updates, changes and national indecision in terms of what was to be expected for end of Key Stage testing and also entry to EYFS. We (have) spent time trialling, and then improving our use of, the assessment tracking system which we agreed to work with using School Pupil Tracker Online, developing systems of day to day assessment in the classroom and adapting and tweaking our systems as new information and ideas have been shared or published. Staff have worked alongside other schools in developing assessment tools for specific curriculum areas and we have chosen published assessment packages to use at certain times of the year. Throughout we have continued to receive regular, useful guidance from School Pupil Tracker Online with the most up to date information regarding assessment changes. These are usually backed up by training from a LA level.

In September 2015 several documents were published which have, and will continue to, steer the course of assessment development over the foreseeable future. In particular 'The Final Report of the Commission on Assessment without Levels' (September 2015) has produced some lengthy advice, some of which will be quoted and referred to in this statement but much of which backs up the principles and processes already described below.

At the same time the 'Interim Teacher Assessment Frameworks at the end of Key Stage 1' and the same for the end of Key Stage 2 were also published. The latter documents, which contain performance descriptors for the end of each key stage for maths, reading and writing, were originally relevant only to the year 2015 / 2016 leading up to, and including, the new tests which were first given to children in the summer of 2016. They were used to guide our Teacher Assessments in Year 2 and Year 6 at that point. They continued to stand unchanged however for the 2017 tests / teacher assessments and we are assured of no major changes to tests or assessments before 2018/ 2019.

Following a national consultation on Primary assessment in 2017 a timetable of revision for Primary Assessment has been produced (see appendix)

Over the course of 2016 and 2017 it has become clearer as to what the new tests consist of and in what ways the children are tested. It is clear that 'depth of

learning' or 'Mastery' is a major element being used to identify children who are capable of applying their knowledge and understanding to problem solving. Planning and teaching has been adapted therefore since then, according to advice received, in particular in Maths, to reflect both the demands of the New Curriculum but also to address the need to provide time for deeper learning and a focus on problem solving.

As a result of these two years of tests we have also become a lot clearer about the expectations on the children and how the scaled scoring outcome works.

### **Rationale**

Regardless of the national situation, we continue to believe that effective assessment provides essential information to improve learning and to inform teaching.

Assessment at Lipson Vale is not a singular or straight forward activity; it is about measurement of performance against set standards at a given point in time and is a way of gaining information to plan for and promote future learning, for predicting possible outcomes and identifying gaps which need closing.

Previously, progress was synonymous with moving on to the next 'level'. At Lipson Vale, we recognise that progress now involves developing deeper and wider understanding (or mastery), not just moving on to work of greater difficulty. Progress is also about consolidating learning and developing fluency.

There are two distinct types of assessment used by the school:

Assessment **of** Learning (AfL) and Assessment **for** learning

- Assessment **of** learning is a summative assessment associated with judgements based on tests, used to ascertain the level a child has reached. These will be made periodically which could be at the end of a unit of work, termly or annually or at the end of a key stage.
- Assessment **for** learning is the ongoing day-to-day formative assessment that takes place to gather information on what a child or group of children understand or do not understand and how future teaching will be adapted to account for this. Effective ongoing day to day assessments would include effective questioning; observations of children during teaching and while they are working; holding discussions with children; analysing work and providing clear feedback / next steps to children and engaging children in the assessment process.

At Lipson Vale we follow Assessment for Learning principles to plan, to formulate questions, to explore deeper understanding and deliver age appropriate learning opportunities that build upon previous skills, knowledge and understanding.

Summative assessments are used to reinforce teachers' professional judgements and to provide information and data on cohort and whole school priorities. Standardised tests are carried out in core subjects at various times of the year but at least annually in the summer term in KS2.

### **The Purpose of Assessment**

In the **short-term**, assessment serves its primary, **formative purpose**, supporting learning as it happens moment by moment, lesson by lesson.

Over time, as pupils learn, a culmination of assessment evidence provides us with a wealth of information that can be used in the **medium term** to show both attainment and progress towards the learning objectives for each year group. Assessment begins to have a **summative purpose** when the cumulative evidence from on-going learning provides information that indicates the extent to which pupils are attaining against planned learning outcomes and whether they are making or exceeding expectations.

*This evidence can be quantified in terms of the proportions of pupils who are **Emerging** towards, **Developing** in or **Secure** in the expected outcomes. Where children's learning is embedded and fluent and they can apply these skills across the curriculum, we say that the child is working at a level of **Mastery**.*

### **An effective assessment system:**

**Gives reliable information to parents about how their child, and their child's school, is performing**

- a. Allows meaningful tracking of pupils' progress towards end of key stage expectations in the new curriculum, including regular feedback to parents.
- b. Provides information which is transferable and easily understood and covers both qualitative and quantitative assessment.
- c. Differentiates attainment between pupils of different abilities, giving early recognition of pupils who are falling behind and those who are excelling.
- d. Is reliable and free from bias.

**Helps drive improvement for pupils and teachers by:**

- a. Being closely linked to improving the quality of teaching.
- b. Ensuring feedback to pupils contributes to improved learning and is focused on specific and tangible objectives.
- c. Producing recordable measures which can demonstrate comparison against expected standards and reflect progress over time.

**Makes sure the school is keeping up with external best practice and innovation**

- a. Assessment practices are created in consultation with those delivering best practice either locally and elsewhere.

**The principles of assessment in our school are that:**

- Assessment is ambitious
- Assessment embodies, through objective criteria, a pathway of progress and development for every child

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- Assessment objectives set high expectations for learners
- Assessment is at the heart of teaching and learning
- Assessment provides evidence to guide teaching and learning
- Assessment provides the opportunity for students to demonstrate and review their progress
- Assessment is honest but fair
- Assessment is inclusive of all abilities
- Assessment is free from bias towards factors that are not relevant to what the assessment intends to address
- Assessment is honest
- Assessment outcomes are used in ways that minimise undesirable effects
- Assessment outcomes are conveyed in an open, honest and transparent way to assist pupils with their learning
- Assessment judgments are moderated by experienced professionals to ensure their accuracy
  - Assessment places achievement in context against nationally standardised criteria and expected standards

### **Through these principles assessment should:**

- Enable our children to demonstrate what they know, understand and can do in their learning
- Help our children understand what they need to do next to improve their learning
- Allow teachers to plan work that accurately reflects the needs of each child
- Provide regular information for parents that enables them to support their child's learning
- Provide school leaders and governors with information that allows them to make judgements about the effectiveness of the school

## **Assessment in Action**

### **Changes in Recording Attainment and Progress**

When making judgements about children's attainment and progress against the national expectations for age groups, all year groups use a standard form of recording attainment and progress.

These are termed 'Golden Codes' in SPTO (School Pupil Tracker Online). They were originally discussed and agreed by staff in July / September 2014. The Golden Codes and the Tracking Points are the backbone of this system of recording and monitoring data. The 'Golden Codes' adopted by LVPS are expressed as **Emerging, Developing and Secure** (E, D or S) alongside the year group at which they are currently working. We have also been awarding a Mastery level (#1, 2, 3 or 4) to indicate the depth of understanding and application which the child demonstrates for that aspect of learning. These scores convert into Tracking Points (TP) rather than the old APS (Average Point Score) to monitor progress. For example Y4S #3 in maths would mean that a child had covered and had secure knowledge of the statements covered in Y4

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maths curriculum but also had shown that they could apply their understanding i.e. had a good 'depth of learning'. Y4S#1 for a Y5 child would mean that they were working at a level a year below the age related expectation but also only demonstrated a surface level understanding.

	EYFS Curriculum									Key Stage 1					
	Nursery 1			Nursery 2			Reception			Year 1			Year 2		
Expectations	22-36 Low	22-36 Mid	22-36 High	30-50 Low	30-50 Mid	30-50 High 40-60 Trace	40-60 Low	40-60 Mid	40-60 High	Y1E	Y1D	Y1S	Y2E	Y2D	Y2S
Tracking Point	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Level	W1	W2	W3	W4	W5	W6	W7	W8	WT 1C-	1C 1C+	1B 1B+	1A	2C- 2C	2C+	2B
P Scales	EAL														
EYFS Profile	P1i P1ii	P2i P2ii	P3i P3ii	P4	P5	P6	P7	P8	PT						
	Emerging									Expected			Exceeding		

	Lower Key Stage 2						Upper Key Stage 2						Key Stage 3									
	Year 3			Year 4			Year 5			Year 6			Year 7			Year 8			Year 9			
Expectations	Y3E	Y3D	Y3S	Y4E	Y4D	Y4S	Y5E	Y5D	Y5S	Y6E	Y6D	Y6S	Y7E	Y7D	Y7S	Y8E	Y8D	Y8S	Y9E	Y9D	Y9S	Above KS3
Tracking Point	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	
Level	2B+	2A	3C-	3C	3C+	3B	3B+	3A	4C-	4C	4C+	4B	4B+	4A	5C-	5C	5C+	5B	5B+	5A	6C-	

*National Curriculum Band Information taken from SPTO*

Teachers are expected to assess and then update the curriculum statements on SPTO on a regular basis, preferably as soon as possible after completing an aspect of learning but certainly every short term. Some time is given to support this. Staff then analyse and discuss individual/class/cohort progress with the Head Teacher termly and progress targets are set as part of Performance Management. Teaching Assistants who provide and run intervention groups also meet with the Head Teacher / Deputy Head Teacher on a termly basis to discuss progress and attainment of pupils.

Despite the changes imposed on us in terms of assessment we fundamentally believe that good assessment leads to good learning and progress. We continue to follow these standards:

## Tracking Progress

On a day-to-day basis, teachers and TAs use their questioning and observation skills, marking and feedback to track learning and plan ahead. The **assessment grids on SPTO** are used to record the steps of progress in each core subject, with a particular emphasis on **Key Learning Objectives (KLOs)**, which *must* be achieved before a child moves on. Teachers use these grids alongside marking and feedback as an ongoing, continuous assessment. These assessments show gaps in learning and show the teacher and pupil the *bigger picture* of what has been and what will be achieved over the year and over the key stage.

The vast majority of children will make 3 points progress over the year, leading to a secure understanding of the key curriculum areas for their age group. At Lipson Vale, we have chosen to use a broad 3-point scale for each year, using the language of **Emerging**, **Developing** and **Secure**, with opportunities to achieve *Mastery of* or 'learning at depth' in elements of the curriculum at any stage.

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*In exceptional circumstances, where a child may have specific learning difficulties, they may not achieve many of the steps, but their progress is tracked nonetheless, whatever year group they are working within.*

In Key Stage 1, age expected standards are divided into **single years** in Maths, English and Science. By the end of the key stage, the vast majority of pupils are expected to meet these standards. In Upper and Lower Key Stage 2, children have **two years** to achieve the required English Standard and **one year** to achieve the required maths and science standard.

### Formal Procedures in Assessment

Currently we use the following formal assessment procedures to measure outcomes against all schools nationally and expect these to stay the same until at least 2018/2019 (see timetable appendix 1)

### **Start of EYFS**

September 2015 saw the introduction of the new Baseline Assessments for children entering Foundation. However, having undertaken the first of these assessments in September, by April 2016 the announcement was made that these would no longer be used as a statutory starting point for measuring progress and therefore the 2015/16 cohort and those since, will measure progress at the end of KS2 from the results gained in their KS1 tests. We are still able to use the baseline tests for on-entry assessment but are currently completing and reporting the EYFS profile at the transition point into KS1 until the proposed reinstatement of a statutory baseline test in 2020.

### **End of EYFS**

% of pupils achieving a "Good Level of Development" (GLD) in the EYFS profile.

### **End of Y1**

Phonics Screening Test at the end of Year 1

% of pupils achieving the required screening check

### **End of KS1**

As from May / June 2016 new national tests were given to Y2 pupils and the results are recorded as a 'scaled score' with 100 being the age related expectation (ARE). The raw score required to pass (score 100 on the scaled score) has been 37 for the last two years. Schools are required to use these test results to inform their teacher assessments in Reading, Writing, Maths and Science which are reported to the LA. These are subject to regular LA moderation scrutiny.



## **End of KS2**

Similarly in May 2016 new style tests in Reading, Grammar and Spelling (SPAG) and Maths were given to Y6 pupils and the results recorded as a 'scaled score' with 100 being the age related expectation. Writing is currently teacher assessed and is subject to external moderation.

Progress is measured from a pupils' level at the end of KS1 with those achieving a 2B being expected to score 100SS. Those higher than a 2B will need to achieve over 100SS to make expected progress.

The previous 'expected progress' measure between KS1 and the end of KS2 has been replaced by a value-added measure. There is no 'target' for the amount of progress an individual pupil is expected to make. Any amount of progress a pupil makes contributes towards the school's progress score.

## **Floor Standards**

The floor standard for a school defines the minimum standards for pupil achievement and/or progress that the Government expects schools in that particular phase of education to meet. If a school's performance falls below the floor standard set, then the school will come under scrutiny through inspection. The current requirements are: In 2017, a school was above the floor if:

- at least 65% of pupils met the expected standard in English reading, English writing and mathematics; or
- the school achieved sufficient progress scores in all three subjects. At least -5 in English reading, -5 in mathematics and -7 in English writing .

To be above the floor, the school needed to meet either the attainment or all of the progress element.

To meet the progress element a school needs to have sufficient progress scores in English reading, and English writing, and mathematics. There is no measure of 'sufficient progress' for individual pupils.

## **Summative assessments in KS2**

We have spent a lot of time looking for suitable, and comparative tests to use in Y3, 4 and 5 both at the end of the year and within the year. Currently we have started to use NFER Tests at the end of the summer term and reading will be reassessed at the end of the autumn term.

Teachers use a variety of summative tests to assess units of work, multiplication tables, spellings, grammar and reading comprehension. These include bought in tests for Reading Comprehension and Arithmetic and themed tests from websites such as Twinkl to assess Maths units as well as White Rose assessments. The school has also bought into the online programs Mathletics and Spellodrome which are able to provide some assessment as well as practice in these areas.

## **Communication of Assessment**

### **Reporting to parents**

Full written reports are sent home each year in the summer term. These include details of the child's achievements in each of the national curriculum subjects against age expected outcomes and a grading for the effort put into learning. .

### **Parent Meetings**

Lipson Vale offers an open door policy and parents are welcome at any time to discuss their children's progress. Parents are offered a formal appointment half way through the Autumn Term and the Spring Term to discuss progress and to establish expectations and support for the next term.

Also, in the summer term Year 2 and 6 parents are offered appointments to meet teachers to discuss national SATs information, after the results are sent out, should they wish to.

### **Teacher-to-Teacher meetings**

These are held in the summer term every year. Each teacher passes valued information about the class to their next teacher and receives detailed and accurate information that allows a good handover, so that continuity and progression are maximised.

During and following these meetings teachers set individual targets, look at IEPs and complete records detailing any children who are significantly above or below age expectations and use data analysis to set priorities for class planning. Providing such a detailed handover is considered very important in allowing the child and teacher a good start in the next year.

### **Secondary Transfer**

Year 6 teachers (and the SENDCo where appropriate) meet with teachers and coordinators from the appropriate secondary school. A standard transfer form is completed and sent to the school in the summer term, which contains all requested information, including teacher assessment . SATs results are forwarded when they arrive in July. In some cases, enhanced transition is provided and school staff accompany the children as necessary

### **Good assessment practice will:**

- Enable the active involvement of pupils in their own learning by providing effective feedback which closes the gap between present performance and future standards required
- Promote pupil self-esteem through a shared understanding of the learning processes and the routes to improvement
- Build on secure teacher knowledge of the diverse linguistic and cultural background of pupils
- Guide and support the teacher as planner, provider and evaluator

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- Enable the teacher to adjust teaching to take account of assessment information, to focus on how pupils learn and draw upon as wide a range of evidence as possible using a variety of assessment activities
- Raise standards of attainment and behaviour, and improve pupil attitudes and response
- Track pupil performance and in particular identify those pupils at risk of underachievement
- Provide information which can be used by teachers and managers as they plan for individual pupils and cohorts
- Provide information which can be used by parents or carers to understand their pupils' strengths, weaknesses and progress
- Provide information which can be used by other interested parties
- Provide information which can be used to evaluate a school's performance against its own previous attainment over time and against national standards

### **Implications for teaching:**

The teacher should:

- Provide continuous oral and written feedback which identifies strengths and the next step for improvement
- Promote pupil involvement in self-assessment
- Act on insights gained to inform personal targets
- Plan against what children know/can do/understand
- Provide opportunities for all pupils to demonstrate their achievements
- Make standards and objectives explicit to pupils
- Promote inclusion by attending to all pupils' learning needs, particularly for pupils who are at risk of underachievement
- Engage pupils in rich questioning
- Build in time for focused observation of teacher-directed and child-initiated activity
- Impact on learning and the learner

### **The pupil should:**

- Know what to do to improve
- Know what standards are required
- Know what has been achieved against known and shared success criteria and what to do next
- Gain confidence, motivation and self-esteem as a learner
- Improve their own self-evaluation skills
- Make progress and be ambitious for themselves

### **Implications for teaching**

The teacher should:

- Provide a periodic summary through teacher assessment and formal tests
- Identify gaps in pupils' knowledge and understanding and clearly communicate these with all pupils
- Personalise learning so that every child has any barriers to learning removed
- Identify weaknesses in the taught curriculum and in specific areas of learning through analysis of performance which can guide future planning
- Implement strategies to accelerate progress to meet local and national expectations
- Mark and measure against expectations outlined in the National Curriculum

### **Impact on learning and the learner**

The pupil will:

- Know what they need to do to improve their learning
- Be able to gauge own performance against previous performance
- Be able to measure own performance against externally agreed criteria and standards
- Have a measure of performance at specific milestones in life
- Know what standards and expectations are required
- Ask questions about what they want to know or do not yet understand

### **\* Assessment – The Future**

*The following quote is still relevant at this point to this statement as it still sets the context for assessment this academic year:*

*Taken from*

*DFE National Curriculum and Assessment from September 2014: information for schools*

*Published: September 2014*

'As part of our reforms to the national curriculum, the current system of 'levels' used to report children's attainment and progress will be removed from September 2014 and will not be replaced.

By removing levels we will allow teachers greater flexibility in the way that they plan and assess pupils' learning.

The programmes of study within the new National Curriculum (NC) set out expectations at the end of each key stage, and all maintained schools will be free to develop a curriculum relevant to their pupils that teaches this content. The curriculum must include an assessment system which enables schools to check what pupils have learned and whether they are on track to meet expectations at the end of the key stage, and to report regularly to parents.'

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## Next steps...

### Appendix 1

Expected timeline of changes and overview of changes (SPTO Autumn 2017)

Ref: <https://www.gov.uk/government/consultations/primary-assessment-in-england>

	EYFS Changes	KS1 Changes	Year 4	KS2 Changes
2017/18		<b>Reviewed:</b> Writing Standards		<b>Reviewed:</b> Writing Standards
2018/19		<b>Reviewed:</b> Reading Maths Standards	<b>Pilot:</b> Multiplication Check	<b>Reviewed:</b> Reading Maths Science Standards  <b>Non Statutory:</b> Teacher Assessment of Reading and Maths
2019/20	<b>Pilot:</b> EYFS profile and Baseline		<b>Statutory:</b> Multiplication Check	
2020/21	<b>Reviewed:</b> EYFS profile  <b>Statutory:</b> Baseline assessment			
2021/22				
2022/23		<b>Non-statutory:</b> KS1 assessment		

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### Proposed Changes in Assessment: The Details

#### **EYFS Profile**

- Refining and revising ELGs, including supporting links with Year 1 curriculum
- Limiting assessment to Communication and Language Development, Physical Development,
- Social Emotional Development, Literacy and Mathematics Emerging will be split into two judgements
- Any changes to the ELGs will come into effect from the 2020 to 2021 academic year
- EYFSP will continue to be statutory• Baseline Develop a new baseline as a statutory assessment
- Test and evaluate new baseline so that it is ready for use in reception by autumn 2020
- Single supplier for this new assessment
- Large - scale pilot and evaluation in the 2019 to 2020 academic year
- Make the new baseline part of existing on - entry assessments that will be as accessible to as many children as possible
  - The results of the new assessment needs to have a correlation with end of key stage 2 assessments at a cohort level
  - New assessment would not be used to judge, label, or track individual pupil progress, to set targets for them to reach, or 'predict' the key stage 2 results of individual pupils
  - Data collected will be first used as a judgement of school performance in 2027/2028•