



LANESEND PRIMARY SCHOOL
LOVE LANE, COWES
ISLE OF WIGHT PO31 7ES
TEL & FAX: 01983 293 233
E: ADMIN@LANESENDPRI.IOW.SCH.UK
WWW.LANESENDPRIMARY.IK.ORG



Lanesend Primary School

Assessment Policy School Improvement

Signed: **Date:**
(Headteacher)

Signed: **Date:**
(Chair of Governors)

Review Date: September 2019 (Yearly)

Reviewed By: Progression Team and Teaching and Learning Group

Lanesend Primary School Assessment Policy

Why Assess?

Children's progress is closely monitored at Lanesend Primary School in order that we can provide the best possible opportunities and highest levels of support for all children. All assessment activities aim to ensure that the children are able to make excellent progress in their learning whilst taking into account the needs of individual children. The aims and objectives of assessment in our school are:

- to enable our children to demonstrate what they know, understand and can do in their work;
- to allow teaching teams to plan work that accurately reflects the needs of each child;
- to help our children understand what they need to do next to improve their work;
- to provide regular information for families that enables them to support their child's learning;
- to contribute towards accountability data.

Aims of the new National Curriculum

Following the announcement, by the Department for Education, of the removal of levels for the attainment and progress of children (2013) and the relaxation of restrictions on centrally led reporting requirements (Department for Education and Gibb, 2015 and Ofsted, 2015), schools have now been given the opportunity to conduct more 'assessment of the right kind', to offer task specific, personalised feedback and to become 'Assessment Professionals' by creating an assessment system that supports the learning of the individual children in their school. (Tim Oates, Chair of the expert panel for NC review).

Ofsted has stated the following:

- Ofsted recognises that marking and feedback to pupils, both written and oral, are important aspects of assessment. However, Ofsted does not expect to see any specific frequency, type or volume of marking and feedback; these are for the school to decide through its assessment policy. Marking and feedback should be consistent with that policy, which may cater for different subjects and different age groups of pupils in different ways, in order to be effective and efficient in promoting learning.
- Ofsted does not expect performance and pupil-tracking data to be presented in a particular format. Such data should be provided to inspectors in the

format that the school would ordinarily use to track and monitor the progress of pupils in that school.

(Ofsted inspections – clarification for schools, March 2015, No. 140169)

Assessment at Lanesend Primary School

Staff at Lanesend Primary School have worked together to develop an assessment system that takes into account the criteria of the new National Curriculum, whilst providing a greater focus on deepening children's understanding and learning. Assessment takes into account children's strengths as well as areas where they need support. It consists of mainly formative strategies and a range recording methods, as detailed below.

Types of Assessment

Formative

This is the ongoing assessment carried out by teachers both formally and informally during a unit of work. The results of formative assessments have a direct impact on the teaching materials and strategies employed immediately following the assessment.

Summative

- These formal summative tests occur termly and are recorded on SIMs.
- We make use of assertive mentoring and age-related testing (Hodder Assessments) to identify individual and class gaps that feed directly into the next steps, individual targets and planning.
- These outcomes are (once per term) communicated to both pupils and families.
- Progression Team will use the whole school outcomes to identify patterns and review the data to inform whole school or phase areas for development.
- The Governor Teaching and Learning Group will carry out umbrella and comparative data comparisons to ensure that the school is on track to meet their own targets and national expectations.

AFL

Teachers use a variety of strategies that help to inform them of their children's current level of understanding and progress at the outset of; within and at the end of a lesson/unit.

Such techniques include

- Mini workbooks/pads

- Use of “lolly sticks” for random selection
- Targeted questioning
- Marking that links to the success criteria
- Children’s comments both written and oral about their progress
- Mike Fleetham Top 10
- Trios
- Peer-assessment
- Self-assessment
- Editing

Diagnostic

All assessments can provide diagnostic evidence, however certain assessment tools can be particularly useful in providing more detailed information. Further information can be obtained from the school’s Inclusion Team.

Early Years Foundation Stage Profile

Children continue to be assessed in the reception class where staff will add information to an assessment profile for each individual. Staff complete an electronic learning journey on Tapestry containing photos, videos and comments. Families are encouraged to contribute to this document. The teachers makes a summative judgement seven times a year, based on information they gather from online learning journals and small group and individual assessments. This information is based on three categories - emerging, developing or securing within the appropriate month band for each individual child. These are recorded using evidence from Tapestry and transferred onto SIMs. Insights are shared at pupil progress meetings.

Year One phonics check

All children in Year 1 will participate in a phonics check. This assessment will be administered by the Year 1 teachers. Results are shared with families at the end of the year.

Year Two phonics check

.Those children who did not achieve the Phonic check at the end of Year 1 will retake the check in Year 2 at the same time as the Year 1 Phonic screening. Either Year 1 or Year 2 teachers will administer the screening and, again, families are informed of results at the end of the year.

Year Four Times Table Check

In 2019, there is a new Year 4 times table check. This will be administered as per Government guidelines and by the Year 4 teachers. Families will be informed of results at the end of the year.

SATs

Children in Year 2 and Year 6 are assessed during May. The results of these assessments are shared with the families. Under the new National Curriculum, families will be informed if their child has met age-related expectations at the assessment points at the end of Year 2 and Year 6. In addition, teachers across the school assess regularly and use this information to inform their planning and teaching.

Moderation

The process of moderation is an essential part of the assessment system. Teachers are involved in moderation of EYFS, literacy and numeracy in the following ways:

- With colleagues in school during Key Stage and staff meetings
- With colleagues from the learning community
- By attending optional LA sessions with other schools
- By attending statutory LA sessions
- LA coming in for moderation

Marking and Assessment

At Lanesend, we aim to provide feedback to children through verbal and written marking so that they have specific advice about improvements to their work. Children are given time to read and review their work following feedback. They are also encouraged to use a purple pen to edit their work and to respond to teachers' comments. Please refer to Lanesend Marking Policy for more specific detail. Children are encouraged to self-assess their learning and to identify next steps in their learning. This is done with the support of the class teacher. Assessment in Years 1 to 6 is recorded on FLiC (Framing Learning in Classrooms). Children are assessed against the following descriptors:

- | | |
|-----------------------------|---|
| • Pre-Structural (red) | No understanding/knowledge |
| • Uni-Structural (orange) | At early stage of development (support needed) |
| • Multi-Structural (yellow) | Growing ability and independence (prompting needed) |
| • Relational (green) | Exhibits skill independently |
| • Extended Abstract (blue) | Exhibits skill spontaneously and with confidence |

- Assessment statements are left blank if they are yet to be taught

The focus of each assessment will be the National Curriculum criteria and the exemplification statements in Years 2 and 6. Learning skills may also be recorded. Assessments can be completed as a baseline, at the end of a unit of work or as a summative document. Each National Curriculum criteria should be taught on several occasions during the school year. This will enable teaching teams to evidence progress.

Most assessment information will be collected through observations, information in files, children's self-assessment and low-stakes assessment including low frequency testing and activities such as 'exit passes', class quizzes, Kahoot. Assessment information will be used to inform planning and to identify children who may need extra support.

Framing Learning in Classrooms, "FLiC" is our chosen assessment tool. It can be summarised as follows:

- Formative assessment in the classroom is the starting point.
- Assessment travels directly from the classroom.
- Assessments made during a lesson, during marking or following formal assessments.
- Assessments, which are literally a "flick", can be made on iPads or laptops.
- Coordinators of any subject, not just the core can see at a glance how secure pupils learning are against the in year expectations.
- The Headteacher and Progression Team can view progress against year group expectations at any time from anywhere for any group.
- Analysis can be completed for any chosen group of children for any choice of subject.
- Teachers' assessments are immediately updated.
- FLiC is pre populated with new National Curriculum objectives.
- Objectives can be made bespoke and can include differentiated objectives for Remarkable children or those with Additional Educational Needs.

Teachers are encouraged to use FLiC as learning occurs and to assess the children at the time they see the child demonstrate their understanding of the learning that is being taught. This will allow the teachers to evaluate the learning and plan for the next steps in real time. For the FLiC to be yellow, teachers need to see the learner demonstrate the objective clearly on one occasion. Flic can be changed at a later time if the child appears not to have cemented the learning.

Lanesend Tracking

At Lanesend, we have developed our own tracking system with our data consultant, Trent Eriksson. After each assessment date, a range of tracking and data information is produced, which includes Venn diagrams, whole school analysis, progress reports, individual progress reports, EYFS and children who are stuck. Each analysis is individual, but takes into account the different vulnerable groups, so that we can clearly identify areas of strength and concern and put in the appropriate strategies where necessary.

Pupil Progress Meetings

Twice a year, teachers meet with the Deputy Head Teacher, members of the Inclusion Team and the Headteacher, if available, to consider each child's individual progress. Pupil Progress Meeting forms are completed which clearly shows children's progress through the years and numerical target. Children's emotional, social and educational progress is discussed; however the Pupil Progress Meeting forms concentrate on progress in reading, writing and numeracy. If a child becomes a concern or is making slow progress they are carefully monitored for a term and sometimes diagnostic tests are used to develop a more in-depth picture. If required, a child may be involved in an intervention group to accelerate their progress. The final Pupil Progress Meeting for the year involves just the current class teacher and the new class teacher. This ensures all records are handed over and that the children are discussed thoroughly with the new class teacher.

Learning Review Meetings and Reporting

Good communication through Pupil Progress Reports and Learning Review Meetings promote and provide:

- Good home /school relationships
- Information for families each half term
- An opportunity for discussion with families twice a year
- In some cases, information with outside agencies
- Next steps for the children

A written report for each child is sent to families, once a year, at the end of the first Spring Term. Reports outline a child's learning in the core subjects of the National Curriculum and an overview of the learning in other Curriculum subjects. The teacher will make a comment on the wellbeing of the child and identify next steps for success.

Families are invited to attend formal learning reviews with the teacher during the Autumn and Spring Terms. Should the need arise; families are welcome to discuss the progress of their child with their class teacher or Head teacher at any time. Half termly pupil progress reports will be sent to families at the end of each half term so that families are kept fully informed of their children's progress in English, Mathematics and Speaking and Listening as well as any issues surrounding their attendance and attitude to learning both in and out of school.

The school completes a Provision Map throughout the year which produces a progress graph for all children on entry to exit (lifetime tracker). It illustrates the children's learning journey and their patterns of learning. We also print off a FLiC report that shows which objectives have been met and which ones need to be supported. This information is shared with families during the Spring Learning Review Meeting.

Inclusion

Lanesend Primary School is an inclusive school and we work hard to meet the needs of all our children. Class teachers are responsible and accountable for the progress and development of all children in their class. High quality teaching is available to all children, including those with additional needs. We work hard as a school to ensure that all additional support in the classroom is deployed effectively. Where a child is not making the expected progress the class teacher will work alongside the Inclusion Officer, families and external agencies (where appropriate) to plan tailored support. We use Personal Plans, where appropriate, which are reviewed with the child and families. Our Inclusion Team is available to provide advice to staff and families. We also maintain a list of focus children who we monitor closely following any issues or concerns alerted by staff or families. We do not label any child by so called 'ability'. All children are encouraged to achieve their best and become confident individuals living fulfilling lives. See separate SEND policy for more information.

This policy should be read in conjunction with:

- Marking Policy
- Teaching and Learning Policy
- SEND policy

Appendix 1 – Assessment Timetable

Date	Detail	
July 2016	Assessment 6	July Pupil Progress
	Children to have at least 6 points progress from their July data as their target. If children are not at expected levels for July, extra points should be added to close the attainment gap. If more than 6 points progress was made in year 2016 then teachers should consider if the progress rate can be maintained. Whole school target is 85% of children at the end of Year 6 to be at expected levels in reading, writing and maths. Dave to arrange support/progress meetings each term. Writing moderation: to look at the pupil's first 100 words and calculate how many are correct (as a %).	End of Year targets: 2017 Remarkable Children - minimum of 9 points progress, AEN children 4 points progress.
Please note:	Data will be populated with end of year targets +6 points. Please check if - / +	
	POINTS SYSTEM - SEE ATTACHED	
W/C 3rd Oct	Assessment 1	
	Hodder Assessments	
	Spelling age, reading, maths	
	Teacher Assessment - reading, writing, maths	
Narrative	Moderation - First 100 words checked for spelling % given	
	Data in to Charli by Monday 10th October	
	Reports will be given to teachers by Fri 14th October	
	Targets to be written on reports	
W/C 17th Oct	Pupil Progress Report Week	
Fri 21st Oct	Break Up for Half Term	
W/C 28th Nov	Assessment 2	
	Teacher Assessment	
Journals or letters	Moderation - 1 child at each: WTS, EXS, GDS using exemplification	
	Data in to Charli by Monday 5th December	
	Reports will be given to teachers by Fri 9th December	
	Reports home. (Review targets, copy of reports to parents, separated parents and to office etc)	
W/C 12th Dec		
16th Dec	Break Up for Christmas Holiday	
20th Jan	Reports to Caroline	

		Annual Reports to parents
W/C 30th Jan	Assessment 3	
	Hodder Assessments & Teacher Assessment	
	Spelling age, reading, maths	
Expositioning	Moderation - 1 child at each: WTS, EXS, GDS using exemplification	
	Data in to Charli by Monday 6th February	
	Reports will be given to teachers by Fri 10th February	
W/C 13th Feb	Pupil Progress Report Week	
17th Feb	Children Break Up for Half Term	
W/C 20th March	Assessment 4	
	Teacher Assessment	
Descriptive	Moderation - 1 child at each: WTS, EXS, GDS using exemplification	
	Data in to Charli by Monday 27th March	
	Reports will be given to teachers by Fri 31st March	
7th April	Reports home. (Review targets, copy of reports to parents, separated parents and to office etc)	
7th April	Break Up for Easter Holiday	
8th May	SATs Yr 6	
Throughout May	SATs Yr 2	
15th May	Assessment 5	
	Teacher Assessment	
	Summer time assessments Years 3/4/5	
Persuasive	Moderation - 1 child at each: WTS, EXS, GDS using exemplification	
	Data in to Charli by Monday 22nd May	
	Reports will be given to teachers as soon as possible	
26th May	Reports home.	
26th May	Break Up for Half Term	
W/C 12th June	Phonics screening	
W/C 3rd July	Assessment 6	
	Hodder Assessment	
	Teacher Assessment	
Poetry	Moderation - 1 child at each: WTS, EXS, GDS using exemplification	
	Data in to Charli by 10th July	
	Reports will be given to teachers by Fri 14th July	
Thu 20th July	Reports home. (Review targets, copy of reports to parents, separated parents and to office etc)	

Tue 25th July	BREAK UP	
Notes:	Please be aware that most progress seems to take place between Feb-June and then dips in July. Vulnerable groups and 'closing the gap' is a national concern	
	Free School Meals, girls - boys, Looked After Children, Summer Born, AEN, EHCP - WRITING FOR EVERYONE!	
	Charli will give you the sheets to complete at least one week before the data is due in. Please complete and return to Charli. If you wish to enter the data yourself please let Charli know when complete!	
	DFE Returns	
	Year 6 SATs -Teacher Assessment	
	Year 2 SATs	
	Year 1 phonics screening	
	EYFS	

Assessment Cycle - Overview

October		Assessment 1
	Hodder assessments	
	Spelling age	
	Reading	
	Maths	
	Moderation & spelling - first 100 words	
	Pupil Progress Reports / Pupil Progress Meetings	
December		Assessment 2
	Teacher Assessments	
	Moderation	
	Pupil Progress Reports	
January		Assessment 3
	Hodder assessments	
	Spelling age	
	Reading	
	Maths	
	Moderation & spelling - first 100 words	
	Annual Reports / Pupil Progress Meetings	
April		Assessment 4
	Teacher Assessments	
	Moderation & spelling - first 100 words	
	Pupil Progress Reports / Pupil Progress Meetings	
May/June		Assessment 5
	Teacher Assessments	
	SATs -	
	Statutory / Optional	
	Moderation & spelling - first 100 words	
	Pupil Progress Reports / Pupil Progress Meetings	
July		Assessment 6
	Hodder Assessments	
	Teacher Assessments	
	Moderation	
	Pupil Progress Reports	
	End of Year Pupil Self-Review	

100 WORD SPELLING CHECK AT WRITING MODERATION		
FLIC IS COMPLETED FOR ALL SUBJECTS		
FLIC PERCENTAGES USED FOR POINTS ASSESSMENT		
PLEASE USE FLOW DIAGRAM FOR POINTS ALLOCATION		
READING.MATHS/SPELLING AGES TO BE STANDARDISED AND ENTERED INTO SIMS		
END OF KEY STAGE MODERATION CRITERIA TO BE COMPLETED		
EMOTIONAL ASSESSMENTS COMPLETED ALONGSIDE		

Appendix 2 – Tracking Points for Progress

New Points	Expected Progress 2014/2015 (6pts a year at KS2 & 8pts a year at KS1)
40	Expected Working Level at end of KS2
39	
38	
37	
36	
35	
34	Expected Working Level at end of Year 5
33	
32	
31	
30	
29	
28	Expected Working Level at end of Year 4
27	
26	
25	
24	
23	
22	Expected Working Level at end of Year 3
21	
20	
19	
18	
17	
16	Expected Working Level at end of KS1
15	
14	
13	
12	
11	
10	Expected Working Level at end of Year 1
9	
8	
7	
6	GLD - Exceeding
5	GLD - Expected
4	Expected Entry Level at Year 1 / GLD Expected
3	GLD - Expected
2	GLD - Emerging
	GLD - Emerging

