



Moor Green Primary Academy – Assessment Policy

Our Rationale

At Moor Green Primary Academy, we have created an assessment policy based on our understanding of the National Curriculum (Y1-6) and the curriculum offering we provide for our pupils. We understand the nature of the mastery curriculum requires pupils to revisit, rehearse and gradually deepen their learning as they move through a Key Stage.

We understand that there are two age related expectations, which relate to the end of Key Stage 1 and Key Stage 2 and that children's progress and attainment at these points are measured by national standardised testing, commonly known as SATs.

KS1 SATs

The Key Stage 1 assessment window is in May. Pupils are teacher assessed as one of the following five grades: Below, Pre-Key Stage, Working Towards, Expected Standard or Greater Depth.

Writing is based on teacher assessment and the local authority may moderate judgements to check accuracy of teacher judgments. The government provide national tests in reading and maths which produce a scaled score. These help to inform the teacher assessments. We use the following guidance when making the judgments in maths and reading:

- All pupils who receive 105 or above on the national assessments are teacher assessed as 'EXS' or considered for 'GDS' if they score 110+
- All pupils who receive below 95 on the national assessment are teacher assessed as 'WTS', Pre-Key Stage or Below.
- Pupils who score between 95 and 104 inclusive should be reviewed on an individual basis by the SLT and Year 2 team, taking into account their results on the assessments completed throughout the year.

KS2 SATs

Reading, maths and GPS tests are taken in May in line with all other schools nationally. The government provide national tests in reading and maths, which produce a scaled score.

- All pupils who achieve a scaled score of 100 have mastered the primary curriculum and achieved the expected standard.
- A score below 100 indicates that a pupils has not mastered the primary curriculum has achieved below the government's expected standard.
- Children who receive a scale score of 110+ are deemed to be working at greater depth. This is the highest possible standard.

Writing teacher assessments are made by the end of May and the local authority may moderate judgements to check the accuracy of teachers' judgements.



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In order to ensure that children at our school leave their primary education having mastered the primary curriculum, internal assessment are conducted: standardised testing on a termly basis and Teacher Assessment (TA) on a half-termly basis. Both types of assessment data are recorded and tracked over a child's time in school to assist teachers in providing children with the support and challenge they need to flourish.

The Types of Assessments we use:

We use a number of different types of assessments for different internal purposes. Below is an explanation of each of these assessments:

Teacher Assessment

AFL

This is the most common form of assessment and is known as assessment for learning (AFL). Teachers assess children's learning during every lesson. They do this through, questioning, observation and interaction. This enables teachers to progressively and constantly demand a deeper level of understanding from children, or to reshape tasks and redirect learning to prevent misconceptions from forming.

Summative Teacher Assessments

Teachers make attainment and progress judgements every half-term for reading, writing and maths. Foundation subjects are assessed on a termly basis. These are summative assessments are based on what teachers' observe in lessons, pupil workbooks and other types of testing that will be outlined within this policy.

PIRA (Reading) and PUMA (Maths)

PIRA and PUMA are commercially produced standardised tests, which children take three times a year in test conditions. These tests provide a summative judgment, allow us to monitor progress across a key stage and compare attainment with other children of the same age nationally. Without these tests, we would be unable to compare the attainment and progress of children who were not in Year 2 or Year 6 against other children nationally as national figures for these other classes are not published. These tests are very important as they help us to ensure that our curriculum is fit for purpose and that children leave our school having mastered the primary curriculum and are well prepared for the next stage of their education.

When using the PIRA and PUMA testing materials, attainment is reported as a scaled score with 100 being the mean score. Progress is measured using the Hodder Scale. Pupils are set a target Hodder Scale to achieve at each assessment point based on their performance in the first test of the academic year.



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As well as providing summative information, an online assessment tool allows teachers and leaders to identify gaps in pupils' learning through question level analysis and whole-class and individual performance against key objectives. This information feeds into staff training, future lessons and ensures gaps in learning, or misconceptions are addressed.

PKAs – maths

PKAs (Prior Knowledge Assessments) are part of the teaching cycle in maths. They are used at the start of a new unit of work to help the teacher and children identify their strengths and areas of difficulties within a particular strand of maths. The children revisit the same PKA at the end of the unit of work noting the improvements they have made. The teacher can also use this information to help them form part of their Recorded Teacher Assessments. Recorded Teacher Assessments will be explained further within this policy.

Recorded Teacher Assessment

Teachers make attainment and progress judgements every half-term for reading, writing and maths. These are summative assessments based on what they observe in lessons, pupil workbooks, information from PIRA and PUMA tests, Read Write Inc. assessments, PKAs and national curriculum milestones. Again, this information is used to track a child's journey through the primary curriculum to ensure they gain the knowledge, understanding and skills they need to master the primary curriculum.

Writing

Teachers make attainment and progress judgements every half-term for writing. These are summative assessments based on what they observe in lessons, pupil workbooks, information from writing checklists on completion of final drafts and progress towards curriculum milestones.

Phonics

The national phonics screening check is a statutory requirement and for all schools nationally. The phonics screening check is typically administered the second week after the summer half term and is taken by all pupils in Year 1. Pupils who do not pass in Year 1 retake it at the end of Year 2.

RWInc assessments –emailed Claire Finkel

At Moor Green Primary Academy, we teach phonics and early reading by using the Read, Write Inc Programme. In order to prepare children well for the phonics screening check, we assess the progress children make in phonics each half term.



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Language of attainment:

- Working Towards: not working at age related expectations. Except for Year 1, teachers must specify where the pupil is working. E.g. if in Year 5 but working securely on the Year 3 curriculum, the pupil would be recorded as 3OT.
- Aspiring: with additional intervention, is able to develop and deepen knowledge, understanding and skills, which will enable them to master the curriculum by the end of the key stage.
- On Track: the child is developing and deepening their knowledge, understanding and skills, which will enable them to master the curriculum by the end of the key stage.
- Greater Depth: the child will achieve the greater depth standard by the end of the key stage.

We consider a child who is Aspiring, On Track or Greater Depth to be working at Age Related Expectations (ARE).

Progress – our rationale.

At Moor Green Primary Academy, we define progress as the widening and deepening of essential knowledge, skills understanding and learning behaviour. Within our curriculum, children will repeat an area of learning, each time in a richer, more challenging context, thus deepening their understanding and demonstrating progress. As our curriculum is demanding in its standards, children meeting, or coming close to those standards are by definition, making strong and sustained progress as they move across the curriculum.

SEN&D Progress

We recognise that **some** children with SEN&D may require a different type of assessment measure to quantify their progress. Whilst this will not apply to all areas of need, this will be particularly true of those with a low cognitive ability. For these children, progress will be tracked using the school's own system designed to measure smaller steps in progress. A judgement about their progress will be made taking into account their starting points and cognitive ability.



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Language of progress:

- Substantial progress: the pupil is making rapid and sustained progress from their starting point towards their end of key stage target.
- Strong progress: the pupil is making the required progress from their starting point to achieve their end of key stage target.
- Slow progress: the pupil is not yet making the progress required from their starting point to achieve their end of key stage target.
- No progress – the pupil has not made any progress.

Assessment in EYFS

Teachers make a judgment against each of the 17 learning areas. They make a baseline judgment at the start of the year, and then a judgment at the end of every half-term after that. Assessments in Reception and Nursery are carried out in line with the Early Years Foundation Stage Profile and staff observe pupils to create a 'learning journey', which evidences the pupil's progress throughout the Foundation Stage.

Early Years Foundation Stage Profile

Schools must submit final EYFS profile data for each pupil to the local authority by the end of June. This is a statutory requirement.

After the assessments:

Attainment data and progress data is recorded on to REAch2's online pupil tracking software – OTrack. This data is used to provide a range of reports that are available to the MAT's Central Team, leaders in school and teachers. Subject leaders analyse the data every half-term. They identify target pupils, highlight key actions by subject for each year group and any significant trends.

Moderation:

We moderate attainment and progress judgements both internally and externally to ensure our assessment data is accurate.

Internal moderation is carried out in school by teachers and subject leaders before going to REAch2 cluster moderation and finally, regional moderation.



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We also ensure that our judgements are moderated externally. We are part of the Kings Norton Consortium and leaders and teachers attend moderation events throughout the academic year.

Intervention:

It is the expectation that teachers and leaders respond to assessment analysis. At each assessment point, teachers, with support and challenge from subject leaders, use new data to put in place interventions across all year groups as required so that pupils who are not On Track to meet their target can catch up. This could be pupils with low prior attainment; those who have fallen behind or more able pupils who are not currently demonstrating the potential to achieve the greater depth standard.

These interventions could be in the form of a 'same day intervention' with their class teacher or with another adult who has been given appropriate training to deliver the sessions.

Pupil progress meetings:

We hold half-termly pupil progress meetings for all year groups. These meetings are led by the Head of School, supported by subject leaders and the AHT for Inclusion. Both class teachers for the year group attend at the same time so that any year group trends can be identified and to strengthen partnership working.

The purpose of these meetings is for the group to consider every pupil's progress and attainment relative to their targets; review the impact of interventions; to identify all pupils at risk of not meeting their target and to take co-ordinated action to ensure progress for identified pupils is accelerated through quality first teaching and intervention.

Details of interventions are recorded on 'Children not on track' documents and the impact reviewed at the next pupil progress meeting.

The progress of target children forms the basis for subject leader monitoring for the next half-term.

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