

Assessment Policy

ASSESSMENT AT CLOVER LEYS SPENCER

At Clover Leys we believe that assessment should be used to improve teaching and learning. It is the teacher's responsibility to ensure that pupils are working on appropriate work that helps them to move on at the right pace. We do this primarily by:

- Ongoing dialogues and interactions with children and other adults in the classroom
- Looking at workbooks and making a judgement based on the children's understanding
- Talking about next steps and targets
- Ensuring that support is given to children who are making less progress or underachieving [Provision Mapping]
- Ensuring that support and opportunities are given to children who show they are most able

FORMATIVE ASSESSMENT

- Progression Documents

The National Curriculum [2014] is the backbone of formative assessment at Clover Leys and we have developed a set of documents that link the National Curriculum objectives to our planned topics and age expectations. These documents also show how topics are linked to other areas of the curriculum and how they progress from Year 1 to Year 6.

Formative assessment helps the teacher to inform the next steps of their planning and coverage across different topics. Children not accessing their year group material can be assessed as the national curriculum objectives can be grouped in KS1 or KS2. In all the curriculum subjects [including science] children working below their key stage can be identified. [APPENDIX 1]

In maths and literacy, assessment can show if a child is working below their expected year group. Children not accessing their year group material can therefore be assessed according to their actual ability by tracking back through the document to previous year group expectations. [APPENDIX 2]

- Marking and Feedback

Marking and verbal feedback takes place day to day and week to week. This helps teachers to plan work that meets the pupils' needs. We use three main symbols in marking. Marking indicates to the pupil what they have achieved and what they need to try to do next. We mark to learning objectives set.

The smiley face to show good work



The arrow to show targets and next steps



The snail to show an extension or challenge



Clover Leys Spencer has a feedback policy which is linked to this assessment policy

- Self / peer Evaluation



We encourage children to up-level, mark and evaluate their own work. This helps pupils to pin point their individual next step in learning, rather than being given a generic target.

SUMMATIVE ASSESSMENT

Summative assessment is the formal testing of what has been learned in order to produce marks or grades which may be used for reports. Termly assessments in Literacy [Reading and SPAG] and Maths are carried out using NFER tests. Half Termly assessments are carried out during Big Write assessments – an opportunity to let children write independently and with detailed marking. Each child has a Big Write book which is marked well with feedback and next steps. This book will follow the child through the school from Early Year to Year 6. These books give a consistent overview of the schools in house moderation and are regularly discussed in staff meetings and informal conversations. Writing assessments sheets are used from EYFS to Year 6 and help identify at what level children are working at. [APPENDIX 2] Big Maths tests are carried out weekly / Termly in three areas [CLIC / SAFE / Learn Its]. Alongside this, we ask that teacher's give their assessment of emerging, expected or exceeding throughout the year using a numeric system [APPENDIX3] as part of our in-house tracking system. In the in house tracking we ask that teachers to reflect on whether students are on track to meet their end of year.

- NFER Standardised Tests

For mathematics, SPAG and reading we use NFER tests. They are drawn from a large sample size. The results of the tests are reported as an age standardised score with 100 being the national average. The shared language of testing and assessment is Emerging [WTS], Expected [EXS] and Exceeding [GDS]. Children working below their year group will be marked as WBEL [SBN].

- National Testing

Reception – EYFS baseline [submitted in October] and GLD [submitted in June]

Year 1 – Phonics screening test – June

Year 2 – KS1 SATS in Reading, Writing, SPAG and Mathematics – June -internally marked and teacher assessment provided

Year 4 – Times tables test

Year 6 – KS2 SATS in Reading, Writing, SPAG and Mathematics – June – externally marked. Teacher assessments in Writing [informed by the SPAG], Reading and Writing.

MONITORING PROGRESS

Progress is tracked on the in-house tracking system and shows if children are linear. Progress shows how well children progress through different phases of the curriculum [EYFS / KS1 / KS2]. We expect 75% of pupils to be achieving National Standards and 15 % to be working at greater depth. When these figures are not obtained we check that progress from EYFS or KS1 is on track.

PROVISION MAPPING



In order to ensure that all children achieve, the school has established provision mapping, a catch up – or intervention – programme, tailored to the needs of the child. Some of our strategies include:

- TA support in literacy and numeracy [1:4]
- Pre-teaching – afternoon lessons are utilised to teach children the next days lesson by the TA
- Daily intervention – where pupils who have not grasped a particular topic or lesson are targeted straight away
- Extensive programmes [half / termly] aimed at closing the gap by the TA
- Year 5 and 6 booster classes – provided to consolidate UKS2 learning in preparation for primary school – led by the teacher
- The use of Nesy – programme to help pupils with reading and phonics
- Talk Boost – led by TA's
- Read Write Inc. Interventions
- SSEN teacher – [ties with ECHP and GRIPS funded children]
- Comprehension [UKS2]
- Speech and Language support [LA]

CHILDREN WITH SEND

The school has a number of children who have specific learning needs and who may not be accessing the curriculum for their year groups. Those children with SEND, who are working **well** below the expected age-related documents are assessed using PSCALES. The class teacher and TA [or 1:1 staff] are responsible for the upkeep of SEND children's records.

Those children moving on from PSCALES but unable to access the work for their year group will be teacher assessed using the school's progression documents. The SENCO will meet regularly with teaching assistants and teachers to monitor record keeping and target setting for these children.

REPORTING TO PARENTS

It is Clover Leys Spencer's policy to report to parents 3X a year, two times during parent consultations [November and March] and once as a written report in July. We aim to provide an open door or email policy [COVID 19 having implications to this] whereby parents can seek advice or support from members of staff. We also communicate through newsletters, termly curriculum maps, homework tasks, reading journals, open days and the website.

The child's report will cover the child's performance [attainment] in all National Curriculum subjects and give an overall comment on learning characteristics. In Year 2 and Year 6 the report will give a summary of the child's performance in SATS compared to national data. In Year 1 and year 4 it will give a summary of their performance [attainment] in phonics and times tables.

ETHOS AND PHILOSOPHY OF ASSESSMENT

At Clover Leys Spencer we believe that a percentage of assessment can be judged by the class teacher based on class work and formative assessment. Understanding how a child responds in class every-day is the most valued point of assessment. NFER tests are conducted so that our pupils are not at a disadvantage when undertaking SATS tests at the end of Year 2 and Year 6, understanding that a knowledge and comprehension of how to tackle a test paper is indeed a skill in itself.



APPENDIX 1 [Example of Assessment in Curriculum Area showing links and Progress]

		Autumn		Spring		Summer
History	<p>Shang Dynasty Great Wall of China</p> <p>To understand the achievements of the earliest civilisations [KS2]</p>		<p>[3] Britain's Settlement by Anglo-Saxons and Scots</p> <p>To study the Roman withdrawal from Britain in AD410 and the fall of the western Roman Empire [KS2]</p> <p>To study the Scots invasion from Ireland to north Britain [now Scotland] [KS2]</p> <p>Anglo-Saxon invasions, settlements and kingdoms; place names and village life [KS2]</p> <p>Anglo Saxon art and culture [KS2]</p> <p>Christian conversion – Canterbury, Iona and Lindisfarne [KS2]</p>		<p>[4] Vikings and Anglo-Saxons</p> <p>To study Viking raids and invasions [KS2]</p> <p>To study the resistance by Alfred the Great and Athelstan, the first king of England [KS2]</p> <p>To study further Viking invasions and Danegeld [KS2]</p> <p>To study Anglo Saxon laws and justice [KS2]</p> <p>To study Edward the Confessor and his death in 1066 [KS2]</p>	
Progress	<p>Significant Individuals and where they lived [Year 1]</p> <p>Events Beyond Living Memory [Year 1]</p> <p>Significant Individuals [Year 1]</p> <p>Comparing Different Periods [Year 1]</p>		<p>Significant Individuals and where they lived [Year 1]</p> <p>Events Beyond Living Memory [Year 1]</p> <p>Significant Individuals [Year 1]</p> <p>Comparing Different Periods [Year 1]</p> <p>Vikings and Anglo Saxons [Years 4/5/6]</p> <p>Roman Empire [Years 4/5/6]</p>		<p>Significant Individuals and where they lived [Year 1]</p> <p>Events Beyond Living Memory [Year 1]</p> <p>Significant Individuals [Year 1]</p> <p>Comparing Different Periods [Year 1]</p> <p>Anglo Saxons and</p>	



	<p>Ancient Egypt [Years 2/3]</p> <p>Roman Empire [Years 4/5/6]</p> <p>Ancient Greece [Years 4/5/6]</p>				<p>Scots [Years 4/5/6]</p> <p>Roman Empire [Years 4/5/6]</p>	
Links	<p>Music – Music Traditions [Years 4/5/6]</p> <p>DT – Constructing Walls [Years 4/5/6]</p> <p>Art – Expressions [Years 4/5/6]</p> <p>Geography – Locational Knowledge [Years 4/5/6]</p>		<p>Geography – Locational Knowledge [Years 4/5/6]</p> <p>Geography – United Kingdom [Years 2/3]</p> <p>Art – Body Model Making [Years 4/5/6]</p> <p>DT – Viking Longship [Years 4/5/6]</p> <p>Art – Viking Culture [Years 4/5/6]</p>		<p>Geography – Locational Knowledge [Years 4/5/6]</p> <p>Geography – United Kingdom [Years 2/3]</p> <p>Art – Body Model Making [Years 4/5/6]</p> <p>DT – Viking Longship [Years 4/5/6]</p> <p>Geography – Seas and Oceans [Years 2/3]</p> <p>Art – Viking Culture [Years 4/5/6]</p>	



APPENDIX 2 [Example of Lit / Numeracy assessment]

Essential pre-requisite	Year 2	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
√	Name of child						
Emerging							
	Is beginning to structure and punctuate a sentence correctly using a capital letter and full stop						
	Can communicate ideas in a series of sentences (at least 3 sentences)						
	Can use a variety of adjectives						
	Can use 'and' to join 2 simple sentences						
	Can control use of ascenders/descenders and upper/lower case letters in handwriting						
	To use the apostrophe for simple contraction						
Expected							
√	To structure and punctuate a sentence correctly (capital letter, full stop, ?)						
√	Produces work that has a beginning, middle and an end (at least 2 paragraphs with 6 sentences in each)						
	Uses a growing range of adjectives and adverbs						
	Can use conjunctions other than 'and' to join 2 or more simple sentences (but, so, then, because, or, if, that)						
√	To use the diagonal and horizontal strokes needed to join letters						
	Write in capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters						
	Can spell most common words correctly (R to year 2 HFW together with year 1 and 2 words listed in NC)						
	To use the possessive apostrophe (singular)						
Exceeding							
	Structure and punctuate sentence correctly (? . , !)						
	Produces work that is clearly organised and imaginative						
	Use interesting and ambitious word choices						
	Extends sentences using a wide range of conjunctions (when, after, while, also)						
	To be able to look up unfamiliar words in a dictionary						
	To check and review work						
	To consistently use all of the diagonal and horizontal strokes needed to join letters						
	To use the past and present tense correctly and consistently throughout a piece of work						

√ To be at the expected level you need the pre-requisite of 6 – 7 assessment points