

ASPIRE FEDERATION ASSESSMENT POLICY

Aim

The aim of this policy is to outline the processes and practices used across the Aspire Federation to assess children's development which will enable children to progress, support children in recognising how to progress, inform future planning for individuals, groups and classes and to summarise attainment for SLT.

Pupil Progress Meetings

We value many types of assessment and appreciate that, although tests provide summative data, we also value teachers' personal knowledge of each child. For this reason the class teacher meets with the SLT once a term. The progress of individuals and specific groups of children is discussed in relation to assessment data that teachers have prepared, using 2Simple 2Build A Profile for FS and Classroom Monitor in KS1 and KS2. As a result of these meetings, targets may be revised and intervention groups planned. Trends across cohorts, vulnerable groups (such as SEN, FSM or PUP), key stages and subject areas are collated and actioned as necessary.

Attainment and progress for EYFS

We make baseline judgements within the first few weeks of the autumn term. These judgements will be made within the context of gathering information from parents and from liaison with early years' settings during transition visits. Information from all sources will build a picture of each child's learning and development on entry to school.

During the year, teachers gather evidence for each objective on the EYFS curriculum using 2Simple 2Build A Profile. This tablet based software interfaces nightly to create data in Classroom Monitor. Teachers review the evidence and use their professional judgement to determine if a child has Met or Exceeded each objective.

The Reception cohort will be assessed at the end of the year using the EYFS Profile. For each Early Learning Goal teachers must decide which one of the following three judgements is most accurate as a 'best fit':

- **Emerging** (1 point) The child has not yet achieved the ELG but is working within the one of the previous developmental bands of the EYFS framework e.g. 40-60 months
- **Expected** (2 points) The child has achieved the ELG as a best fit judgement
- **Exceeding** (3 points) The child has exceeded the ELG

Attainment and progress for KS1 and KS2

The whole school is following the 2014 National Curriculum, which does not make reference to levels, but to Age Related Expectations (ARE). Pupils demonstrate that they have acquired the knowledge and skills to be working towards, working within or exceeding ARE.

Teaching and Assessment Cycle

- Pre Assessment

At the start of the year, teachers identify which objectives they will teach in which term (Long Term Plan). At the start of a term and prior to any input from the teacher the class completes a Pre-Assessment, which may take the form of a test for English and Maths or a mindmap for Science and the Foundation subjects. Assessments are identified in children's books by means of the learning objective. Teachers update Classroom Monitor for each child to identify if they have not understood (Target=Red), started to understand (Almost=Yellow), fully understood (Met=Green) or exceeded the expected level of understanding (Exceeded=Blue). This enables the teacher to plan and flexibly group children relating to the needs of individuals or the class as a whole. This also allows teachers to plan interventions where necessary.

- Evidence of Learning

Teachers gather evidence in many forms; short summative assessments, discussions, observations etc. This allows teachers to use their professional judgement to determine whether a child has full understanding of a given objective. Teachers update Classroom Monitor, amending the colour of hexagons as necessary and also stating briefly where the evidence is located.

- Post Assessment

Post Assessment of a unit takes place once the unit has been completed and will show the extent/depth to which each child has understood the objectives outlined at the start of the term. Teachers update Classroom Monitor with their judgements using evidence and their professional judgement.

Tracking Children's Progress

When an objective is assessed for an individual child, the teacher uses evidence and/or professional judgement to determine if a given objective is a Target (Red), which carries a value of 0, Almost (Yellow), which carries a value of 0.5, Met (Green) which carries a value of 0.9 or Exceeding (Blue) which carries a value of 1.0. These scores are added up automatically within Classroom Monitor to calculate the percentage of objectives within each subject that a child has attained.

Classroom Monitor uses a 6 scale tracking system to track the progress that children are making. We use these grades to determine if children's progress is on track to be secure by the end of the year.

Expected Grade	Percentage of objectives attained	Term
Beginning	10%	Term 1
Beginning +	27%	Term 2
Developing	45%	Term 3
Developing +	65%	Term 4
Secure	85%	Term 5/6
Exceeding	93%	Term 6

Data is extracted on a termly basis to determine the percentage of each class working at, below or above the expected grade. This is discussed at termly Pupil Progress Meetings (see above).

Formal Assessment Tasks

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS	Baseline Assessment					EYFS Scores submitted
Year 1	PIRA (last week)	PUMA (2 nd to last week)	PIRA (last week)	PUMA (2 nd to last week)	PIRA (last week)	Year 1 Phonics Check PUMA (2 nd to last week)
Year 2	PIRA (last week)	PUMA (2 nd to last week)	PIRA (last week)	PUMA (2 nd to last week)	National SATS for Reading and Maths GAPS test PIRA (last week)	Year 1 Phonics Check PUMA (2 nd to last week) + catch up Phonics
Year 3, 4 and 5	PIRA (last week)	PUMA (2 nd to last week)	PIRA (last week)	PUMA (2 nd to last week)	PIRA (last week)	Year 1 Phonics Check PUMA (2 nd to last week)
Year 6	PIRA (last week)	PUMA (2 nd to last week)	PIRA (last week)	PUMA (2 nd to last week)	National SATS for Reading and Maths GAPS test PIRA (last week)	Year 1 Phonics Check PUMA (2 nd to last week)

Moderation

Subject leaders moderate the Reading, Writing and Maths for each class three times a year, in order to ensure best practice is being upheld and to identify any class or school wide areas for improvement. In addition, subject leaders from across the Federation, SENCO, Heads of School, Headteacher or people from external bodies, such as the EA, may also scrutinise the children's work at any time. EYFS moderation takes place annually in the school group cluster.

Roles and Responsibilities

The school governors are responsible for:

- (a) Ensuring that statutory assessment arrangements are carried out
- (b) Satisfying themselves that the Headteacher is promoting nationally acceptable assessment standards within the school
- (c) Supporting the Headteacher and teachers in fulfilling their responsibilities.

The Head of School or Assessment Co-ordinator is responsible for:

- (a) Implementing the assessment and reporting arrangements at the school
- (b) Ensuring the Teaching and Assessment Cycle outlined above is in place
- (c) Ensuring all teachers are kept up to date regarding assessment practice and legislation.
- (d) Reviewing and updating the Federation's Assessment Policy at regular intervals.

All teachers are required to:

- (a) Carry out all statutory assessment and reporting arrangements
- (b) Carry out all assessment, record-keeping and reporting arrangements within the timeframe required by the Headteacher and this policy
- (c) Attend appropriate in-service training, agreement trialling and moderation sessions
- (d) Regularly update Classroom Monitor and prepare for the termly Pupil Progress Meetings.

Assessment Cycle

