

COMPTON ALL SAINTS' C OF E PRIMARY SCHOOL

Assessment Policy November 2024

*Compton All Saints' aspires to the highest possible attainment for all of its pupils and is committed to constant improvement across all areas.
All its work is underpinned by its core values of love, courage and respect.*

Teacher assessment is primarily about helping children to learn and make progress. At Compton, assessment in English and Maths has a strong emphasis but children are assessed against key objectives in other subjects as well.

Aims

- To ensure that children are aware of their achievements and that they know their next steps;
- To ensure that planning and teaching meets the needs of all children in each class;
- To have a consistent approach that enables comparison of school progress and attainment with national standards.

Forms of assessment

- **Tracking.** This involves the long-term recording of current and past attainment of individual children in English and Maths. It identifies whether they are at, below or beyond the national expectations for their age at different points during the year.
- **Summative assessment.** This incorporates end-of-year assessments in Years R, 1, 2, 3, 4, statutory assessments at the end of 6. Additional statutory assessments will be used, such as the early years foundation stage assessment, phonics screening and multiplication check.
- **Formative assessment.** This type of assessment is based on day-to-day evaluations of children's attainment and progress during lessons. It feeds directly into teachers' planning for subsequent lessons.
- **Diagnostic.** This type of assessment is used to provide very specific information relating to children's strengths and weaknesses. It is often used to identify what children with special educational needs may need to support them.

See appendix 1 for timetable of assessments.

Tracking

Tracking of attainment and progress in reading, writing and maths is carried out using a system developed by the school and adapted from the Hampshire Assessment Model (HAM). Each subject is broken down into specific 'domains' so that gaps in learning can be accurately identified and targeted.

At Compton, assessment data is input onto the tracking system at three 'phase' points during the year: Phase 1 in November, Phase 2 in March and Phase 3 in June. At the end of each of these phases, children's attainment is recorded as working towards, meeting, or exceeding expectations for their age-related expectations (AREs). Children whose attainment or progress gives any cause for concern will be discussed with parents or carers, class teacher and inclusion manager and may be assessed against a wider range of indicators in order to identify areas of need.

Our assessment model is based on the principle that all children will achieve age-related expectations (AREs) and will 'keep up' during the year rather than having to 'catch up'. In order to be assessed as meeting AREs, children are expected to be fluent, independent and able to apply knowledge and skills across a range of subject domains.

Information from tracking documents is used in pupil progress meetings which are held with teachers after each milestone. These meetings identify and agree provision for individuals as well as groups of children. Tracking documents are also used to inform performance management target-setting.

The leadership team conducts scrutiny and analysis of data from the tracking documents in order to identify where more support, development or training might be needed. All this information is shared with Governors through the Curriculum Committee.

Summative assessment

Summative assessments are made at the end of each school year for reading, writing and maths and are used to inform end-of-year reports to parents of all children in Years 1 to 6.

Early Years (Reception)

Since September 2021, schools have been required to complete a Reception Baseline Assessment. The Reception Baseline Assessment (RBA) is a statutory assessment which provides a snapshot of where pupils are when they arrive at school. It will provide a starting point to measure the progress schools make with their pupils between reception and the end of primary school.

At the end of the Reception year, children are assessed against 'The EYFS profile' which is a statutory assessment of children's development at the end of the early years foundation stage. It is made up of an assessment of the child's outcomes in relation to the 17 early learning goals (ELGs).

For each ELG, teachers must judge whether a child is:

- meeting the level of development expected at the end of the EYFS (expected); or
- not yet reaching this level (emerging)

Children are defined as having reached a Good Level of Development (GLD) at the end of the EYFS if they have achieved the expected level for the ELGs in the prime areas of learning (communication and language, physical development, personal, social and emotional development) and the specific areas of mathematics and literacy.

Phonics

Children in Year 1 have a Phonics Screening Test in June. This comprises twenty real words and twenty nonsense words. The outcomes are reported to the Department of Education (DfE), the local authority and to parents and carers. Children who do not meet the pass mark in Year 1 are required to sit the test again in Year 2.

Statutory tests at the end of key stage 1 and 2

At the end of Key Stage 1 (Year 2), the statutory assessment ceased to be statutory in 2024. However, tests for reading, maths as well as spelling, punctuation and grammar are still available for teachers to use to inform their teacher judgements at the end of Year 2. These results are no longer required to be reported to the DfE. The papers available for children to take are:

- Reading - two papers
- Maths paper 1 – arithmetic (written paper)
- Maths paper 2 – mathematical reasoning.
- There is also an **optional** spelling, punctuation and grammar test consisting of two papers.

At the end of KS2 (Year 6) children are required to take the following statutory tests, and results are reported to the DfE and parents. The tests are as follows:

- Reading – one paper
- Spelling, punctuation and grammar (SPaG or GPS) – two papers
- Maths paper 1 – arithmetic

- Maths paper 2 – mathematical reasoning
- Maths paper 3 – mathematical reasoning

Their tests are marked externally and results are shown as scaled scores. The scores range between 80 and 120. Achieving 100 is judged as the expected standard for the year group. The results are reported to parents. In addition, Year 6 teachers submit their own assessments of children's attainment in writing and science based on the children's work.

The children's results for these tests at the end of KS1 and KS2 are measured against national standards, or age-related expectations (AREs). They are reported as:

- Meeting age-related expectations
- Being below age-related expectations
- Being beyond age-related expectations

Multiplication Tests:

At the end of Year 4 pupils are expected to complete an online check of their multiplication knowledge. This consists of 25 questions from a range of times tables (up to 12 x 12). They have 6 seconds to answer each question. Schools will receive the pupils mark, but there is no expected pass mark for this check.

Formative assessment

Formative assessment is a process that ensures children improve and make progress. Teachers continuously assess children's understanding, attainment and progress so that the next steps are clear. See the school's Marking Policy for day-to-day assessment practices.

Diagnostic assessment

When appropriate, we undertake assessments of a pupil's strengths and weaknesses to inform a specific programme of learning. This process is led by the SENCO and put into action by teachers and support staff. The process includes the production of individual reports for children with special educational or behavioural needs who require targets other than those for reading, writing and maths. These children may have Educational Health Care Plans and Personal Learning Plans which are regularly reviewed by parents, teachers, learning support assistants and the inclusion manager.

Periodic use of other tests helps to identify children who may need additional support in reading and spelling. They also provide a way to measure progress for children who are part of intervention programmes.

Involving parents

There are two points in the year when parent consultations are held – in November and March. The November meeting has a particular focus on personal and social development and how well each child is coping with the changes that come with a new academic year. The consultations in March are more focussed on progress and attainment in the core subjects.

In March, parents are provided with progress and attainment summaries which suggest areas for development in reading, writing and maths that can be supported at home. This information is based on assessment data from the end of Phases 1 and 2.

At the end of the academic year, a written report is produced for each child which details whether they are *meeting, above or below* age-related expectations for reading, writing and maths. These judgements are based on the data analysed at the end of Phase 3. The annual report also gives

information about progress and effort in other subjects and an evaluation of each child's personal and social development.

Monitoring

Teachers' assessments are moderated in cluster, staff and local authority meetings to ensure parity of judgements.

Teacher assessment of writing in Year 6 is also subject to periodic external moderation. Senior and subject leaders also conduct monitoring of assessment through work scrutiny and analysis. New teachers are supported by their mentors in making assessment judgements.

RE

As a church aided school we also assess RE regularly through the year. Children's knowledge and skills are assessed against a cycle of enquiry common to each RE theme.

Appendix 1

Assessment Timetable

	Autumn	Spring	Summer
All year groups	November – Parents' Evening November –Phase 1 data December – Pupil Progress	March –Phase 2 data March – Parents' Evening March – Pupil Progress	June – Phase 3 June – Pupil Progress June - Reports
Year R	Reception Baseline Foundation Stage Profile (milestones)	Foundation Stage Profile (milestones)	Foundation Stage Profile July – DEST test
Year 1	September - New Group Reading Test (NGRT)		June – Phonics test New Group Reading Test (NGRT)
Year 2	September - New Group Reading Test (NGRT)		May – SATs May – Spelling test June – Phonics re-takes New Group Reading Test (NGRT)
Year 3	September - New Group Reading Test (NGRT)		New Group Reading Test (NGRT)
Year 4	September - New Group Reading Test (NGRT)		June – Year 4 Multiplication Check New Group Reading Test (NGRT)
Year 5	September - New Group Reading Test (NGRT)		New Group Reading Test (NGRT)
Year 6	September - New Group Reading Test (NGRT)		May – SATs New Group Reading Test (NGRT)

SEN/PP	<p>IEP written – reviewed termly Dec – Salford Reading Test for pupils with literacy/reading difficulties</p> <p>EHCP annual reviews – depends on date it was first put in place</p> <p>DST-J (Dyslexia screening for Junior pupils) for specific pupils that cause concern at any point of the academic year.</p> <p>Sandwell Numeracy Test KS1 & KS2 for specific pupils that cause concern at any point of the academic year, to measure before and after intervention</p> <p>Word Recognition and Phonics Skills Test (WRaPS) for specific pupils that cause concern at any point of the year to measure before and after intervention</p>	<p>IEP review</p> <p>March – Salford Reading Test for pupils with literacy/reading difficulties</p>	<p>IEP review</p> <p>July – Salford Reading Test for pupils with literacy/reading difficulties</p>
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