



CALCOT INFANT AND JUNIOR SCHOOLS

Assessment Policy

1. Document Control

Adopted / Adopted and Adapted / Schools own: **School's own**

Review period: **3 years**

Responsible committee: **Curriculum**

Statutory: **No**

Required on website: **Yes**

Ratified by committee: **September 2024**

Review due: **September 2027**

Chair of Governors' signature: **Mrs Julia Kidd**

2. Change History

Version	Date	Amendment or No Change
1	2016 May	Created
2	2018 August	Amended
3	2019 October	Amended
4	2024 September	Amended

3. Website History

Version	Date on website
4	2024 September

Calcot School Assessment Policy



Assessment is the means by which the progress, skills and knowledge of pupils is monitored and tracked.

Why do we assess?

Assessment is an integral part of teaching, as it is essential in understanding a child's ability, in establishing what they know, what they understand and what they can apply. It enables us to gain a full understanding of the progress made by each learner and of the steps needed to continue progress of both skills and knowledge.

Assessment allows teaching staff to plan and deliver learning opportunities, which will ensure progression for learners and progression throughout the school. It aids us in gaining an understanding of the efficacy of teaching strategies. In addition, it reveals pupils' strengths and weaknesses and helps teachers to plan and deliver learning that is appropriately challenging to pupil's attainment. This is essential in ensuring there is early identification of SEND and G&T learners. Finally, assessment allows us to communicate accurate information about the learner that is useful to teachers, pupils, parents, and other educational agencies.

At Calcot Schools we ensure that:

- high quality, in depth teaching, is supported and informed by high quality formative assessment (ongoing assessment).
- the school ethos promotes and emphasises the opportunity for all children to succeed if taught and assessed effectively.
- there is always a clear purpose for assessing and assessment is fit for its intended purpose.
- assessment is used to focus on monitoring and supporting children's progress, attainment and wider outcomes.
- assessment provides information which is clear, reliable and free from bias and informs teaching and learning.
- assessment supports informative and productive conversations with pupils and parents.
- children take responsibility for achievements and are encouraged to reflect on their own progress, understand their strengths and identify what they need to do to improve.
- we achieve our assessment without adding unnecessarily to teacher workload.
- assessment is inclusive of all abilities.
- a range of assessments are used including 'Day to Day In-School Formative Assessment', 'In School Summative Assessment and 'Nationally Standardised Summative Assessment.'

How do we assess?

At Calcot Schools, we use three broad overarching forms of assessment: 'Day to Day In- School Formative Assessment', 'Periodic Review Assessment' and 'Transitional assessment- Summative Assessments'.

Day-to-Day in-school formative assessment

'Day to Day In-School Formative Assessment' is an integral part of teaching and learning. It helps children to measure their own strengths and areas for development. It allows teachers to understand pupil performance on a continuing basis, enabling them to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. In this way, it supports teachers to provide appropriate support (corrective activities) or extension (enrichment activities to deepen understanding) as necessary and informs progress. It enables teachers to evaluate their own teaching of particular topics or concepts and to plan future lessons accordingly.

Through 'Day-to Day In-School Formative Assessment', we will

- support children in measuring their knowledge and understanding against learning intentions, success criteria and wider outcomes, identifying where they need to target their efforts to improve.
- ensure that problems are identified at the individual level and that every child will be appropriately supported to make progress and meet expectations
- ensure all children have the opportunity to apply their learning in different contexts so mastery at every level is part of their provision
- identify able children to ensure they have appropriate levels of challenge in all subject areas
- use every opportunity to make on-going teacher assessments, record observations and reference evidence in, for example, teacher mark books, on writing assessment grids, on subject assessment trackers
- report progress to parents via target cards, providing parents with a broad picture of where their children's strengths and weaknesses lie and what they need to do to improve. We hope that our Target cards at home will clearly reinforce the partnership between parents and schools in supporting children's education

A range of 'Day-to-Day In-School Formative Assessments', will be used including, for example,

- Making use of rich questions and answers
- Providing quality feedback of pupils' work by highlighting areas of success within a success criteria and giving next steps/wishes. Feedback will be a combination of verbal feedback in class, through pupil conferencing and through written marking in books.
- Written marking will provide opportunities for children to respond to marking
- Teachers use markbooks to record how well children grasp concepts to aid with flexible grouping
- Observational assessments
- Regular cold and hot assessment (carried out prior to and after new concepts/topics are taught)
- Regular short re-cap quizzes
- Scanning and signposting work for pupil attainment and development
- Discussions with children
- Pupil self-assessment e.g. self-marking against agreed success-criteria
- Peer marking
- Referencing targets set (in target cards) in Reading, Writing and Maths

Periodic Review Assessments

In school periodic and summative assessments create a profile of pupils' learning. Hot and Cold assessments, alongside writing assessment grids, are used to support staff in their ongoing assessments of pupils. In addition, bench mark texts are used to further support the assessment and progress of reading. Half termly assessment checks for phonics are carried out to monitor progress and ensure the children are being provided with the correct support and challenge. In other subjects the use of end of unit assessments provide children with information about how well they have learned and understood a topic or course of work taught over a period of time, providing feedback on how they can continue to improve. In-school review assessments will also inform parents about achievement, progress and wider outcomes. Our open door policy ensures that all parents have ample opportunity to speak to staff at any time regarding their child's progress. Parents have formal opportunities on a termly basis to share and discuss their children's progress and attainment in a parents' evening. Each term parents receive target cards with individual targets and an update showing current attainment. In addition, termly curriculum letters outline what is being taught and how parents can support their child's learning at home. At the end of an academic year they will receive a detailed written report setting out children's achievement in relation to the expected standards. This ensures parents are well informed about their children's progress. Teachers will make use of short summative assessments to evaluate both pupil learning at the end of an instructional unit or period (based on pupil-level outcomes) and the impact of their own teaching (based on class-level outcomes). Both these purposes will support teachers in planning for subsequent teaching and learning. In-school summative assessments will also be used at whole school level to monitor the performance of pupil cohorts, to identify where interventions may be required and to work with teachers to ensure pupils are supported to achieve sufficient progress and expected attainment.

A range of 'Periodic Review Assessments' will be used including, for example.

- Short end of topic, unit tests or tasks to determine whether children have understood and can apply learning from the unit of work. This includes the use of 'Hot Tests' and 'Hot Writes'
- Bench mark reading tests to assess a child's comprehension and word level reading to determine whether they are ready to progress to a different reading band and are reading at the expected standard.
- Phonics check to identify a child's phonetic understanding, the progress they are making and the gaps in their understanding to be addressed.
- Salford Sentence for pupils working two or more years below their expected level of development
- Reviewing future planning to ensure appropriate opportunities for all areas of the curriculum are covered.
- Cross school moderation of work and Moderation of Work with other local schools
- Reviewing SEN, FSM targets and setting new ones
- Reviewing records of interventions/corrective activities/enrichment to update writing assessment grids and inform future planning
- Termly monitoring of Target Cards
- Updating writing grids with evidence of understanding by referencing the date a statement was achieved and in where the evidence can be seen.

Transitional Assessment-summative assessment

Nationally standardised assessments are used to provide information on how children are performing in comparison to children nationally. They will provide parents with information on how the school is performing in comparison to schools nationally. Teachers will have a clear understanding of national expectations and assess their own performance in the broader national context. Nationally standardised summative assessment enables the school leadership team to benchmark the school's performance against other schools locally and nationally, and make judgements about the school's effectiveness. The government and OFSTED will also make use of nationally standardised summative assessment to provide a starting point for Ofsted's discussions, when making judgements about the school's performance.

In addition, we use other summative assessments to provide information on how children are performing both verbally and non-verbally. These summative assessments complement our on-going teacher assessment to identify whether the children are working at the standards expected for their

age nationally.

Each child is assessed against the expected standard of their Year Group. This is divided into 6 stages for the purpose of the school and to track steps of progress. These include EM- EM+ (Emerging minus, Emerging plus), EXP-, EXP+ (Expected minus, Expected plus), EXC-, EXC+ (Exceeding minus, Exceeding plus). For consistency and ease of understanding for parents we report children working at EM-, EM+ as Working Towards (WT) the expected standard, for those working at EXP-, EXP+ they are reported to parents as working at the Expected Standard (EXS) and children assessment as working at ExC- or EC++ are reported as Greater Depth (GDS).

For children assessed to be working out of year they are assessed in the same way but within the year appropriate to their ability. Once they are assessed as EXS in that year group, they will progress to the next year group curriculum. We do not assess children working out of year to be assessed as GDS.

A range of 'Standardised summative assessments' will be used:

- A Baseline Assessment in Year R
- A phonics test in Year 1
- Multiplication check in Year 4
- National Curriculum tests at the end of Key Stage 2
- NTS tests (Standardised tests for Reading and Maths) completed at the end of each term
- Salford (Reading) tests for children working 2 years below their expected standard

An inclusive approach to assessment

In addition to the assessments above, the school will make use of additional diagnostic assessments to contribute to the early and accurate identification of children and young people's special education needs and any requirements for support and intervention.

Training for staff

After joining the school, all teachers will be provided with a copy of this policy, along with the assessment and marking handbooks. These will form part of the induction program. In all staff meetings and training, there will be an emphasis on teachers having a good understanding of assessment and assessment practice.

Continuing professional development may take various forms including the provision of direct face to face training and online training. The Assessment Coordinator will ensure that best practice is shared and endeavour to keep up to date with latest research. The school, in making use of external assessment systems, will continually review and evaluate them to ensure that they support the delivery of the school's assessment policy and are in line with the aims and principles outlined.

Monitoring and Evaluation

The Assessment Coordinator, is responsible for updating this policy in line with any new developments in the school and new government guidance. All staff are expected to follow the policy and the Leadership Team, following ongoing regular reviews of classroom practice, will be responsible for ensuring the effectiveness of practice across the school, reporting to the Governors Curriculum Committee.

Discussed by the staff:

September 2024

Discussed by the Governing Body:

September 2024

Calcot School Assessment Handbook

"Those who cannot assess cannot teach. Assessment is inevitably part of every teaching activity. "How is she getting on?" "Did he understand that?"

Assessment is therefore too important to be the sole preserve of national tests and assessments. In good education, assessment is of the progress of the whole pupil throughout their educational journey.

Assessment is the means used by good teachers to evaluate that progress and diagnose the needs of the pupil. True assessment is neither wholly formative, nor wholly summative; it is embedded in the classroom rather than an activity of reflection outside the classroom.

Assessment helps pupils engage more fully in their own development and learning. A pupil responds better to new challenges if they grasp what is necessary for progress and why."

NAHT Commission on Assessment report, February 2014, Foreword by Lord Sutherland

At Calcot Schools it is essential that teachers use AFL (Assessment for Learning) at all times. Without on-going and informed assessment, Calcot teachers are unable to plan effectively and ensure every child meets their potential.

There are three type of assessment that we use:

- **Day to day AFL-** this is **formative** assessment - an integral part of teaching and learning: the interactions between learners and teachers within lessons that shape the next steps for improvement. This includes consistent and daily verbal feedback and or marking.
- **Periodic review-** a profile of pupils' learning using end of unit assessments, writing assessment grids, benchmarking tests and hot and cold tests. These help teachers to track pupils' progress, outside of lessons, by using precise criteria to discover the standards they are reaching and what needs to be planned for next to secure further improvement.
- **Transitional assessment** - this is the use of summative (or summary) tests and tasks that formally recognise pupil achievement and are shared with pupils and their parents.

All curriculum areas are assessed against the expected year group standards from the National Curriculum and reported in end of year written reports for parents. Progress and Attainment in all subjects are reviewed termly by staff and pupil progress meetings help to monitor and track each child's progress, whilst setting aspirational targets for the end of each year and Key Stage.

September

Daily AFL
Ongoing cold and hot tests, hot writes and end of unit assessments
Check book band colours and use bench mark reading texts.
Salford Tests for children out of year in Reading
Baseline tests for Nursery and Reception.
PPG/SEN-Tracking and intervention planning
Update website with curriculum overviews, curriculum letters and newsletters.

October

Daily AFL
Ongoing cold and hot tests, hot writes and end of unit assessments.
Use of bench mark reading texts.
Target Setting for end of year
Parents' Evening
SAP review and writing of new SAP

November

Daily AFL
Ongoing cold and hot tests, hot writes and end of unit assessments.
Use of bench mark reading texts.

December

Daily AFL
NTS Assessments
Ongoing cold and hot tests, hot writes and end of unit assessments.
Use of bench mark reading texts.
Transitional Assessment-EM, EXP, EXC
Moderation of Maths, Reading and Writing in Year groups and cross school

January

Daily AFL
Ongoing cold and hot tests, hot writes and end of unit assessments
Pupil Progress Meeting to Review Data from previous term
Support/challenge/intervention planning, including PPG/SEN
Update website with curriculum letters.
Target cards are sent to parents

February

Daily AFL
Ongoing cold and hot tests, hot writes and end of unit assessments
Check book band colours and use bench mark reading texts.
Sap Review and writing of new SAP
Parents' Evening

March/April

Daily AFL
NTS Assessments
Ongoing cold and hot tests, hot writes and end of unit assessments.
Use of bench mark reading texts.
Transitional Assessment-EM, EXP, EXC
Moderation of Maths, Reading and Writing in Year groups and cross school

May

Daily AFL
Ongoing cold and hot tests, hot writes and end of unit assessments
Pupil Progress Meeting to Review Data from previous term
Support/challenge/intervention planning, including PPG/SEN
Update website with curriculum letters
KS2 SATs
Individual Pupil Reports written

June

Daily AFL
Ongoing cold and hot tests, hot writes and end of unit assessments
Yr1-Phonics
Screening
Y4 Multiplication Test
SAP Review and writing of new SAP

July

Daily AFL
Ongoing cold and hot tests, hot writes and end of unit assessments
NTS Assessments
End of Year Assessment- EM, EXP, EXC
Salford reading test for children out of year.
Parents receive written report, attainment results and targets
Foundation subjects' assessment grids

July-Transition to New Teacher

Moderation of assessment result alongside work with new teacher
Check book band colours and ensure these are recorded and given to new teacher.
KPI writing grid, reading grids and assessment results passed to new teacher.
All SAPs passed on

For effective AFL the following guidance should be followed:

- During lessons observe and listen to pupils' responses and adapt the level of challenge and support accordingly e.g. peel away, bring children back for additional support, provide children with resources/visual prompts to support, use flexible groupings, adapt lessons and don't be afraid to stop if needed. Self-assessment and peer assessment are vital in identifying next steps and understanding for both the pupil and teacher.
- Take observations, quotes that show a child's knowledge and write these in mark books. Transfer evidence seen in independent writing to child's writing grid.
- After lessons speak to TAs to aid you in your understanding of children's needs for future planning.
- Mark work on a daily basis. (Quality mark each child's work twice weekly and where appropriate to moving learning on, address misconceptions and provide valuable feedback) In writing, quality marking should involve the use of the editing codes. When quality marking isn't completed, markbooks should be used in maths to identify the learning and needs of each child. In Literacy, S.C should be highlighted for the lesson. Verbal feedback and pupil conferencing is used to provide valuable feedback and next steps.
- Having looked at the work and or marked it, identify groups for guided work the following day, misconceptions that may need addressing, groups/individuals for challenge and move groups accordingly. Adapt the plans for the next lesson. These can be hand written.
- Plan in interventions/follow up work/Guided work in relation to children's needs.
- Read notes in intervention file from TAs and those delivering them and use these to inform future planning of class lessons and further interventions.
- Use quick quizzes and warm ups to assess the knowledge and understanding retained from previous learning and use this to adapt planning and address misconceptions.

Periodic review

This can be done before and after specific units of work have been covered. These are known as hot/cold assessments. In addition, hot writes are administered during or at the end of writing units. When these are complete:

- Transfer all findings, observations to the children's writing grids. Review children's targets and write new targets.

- Review future planning to ensure appropriate opportunities for all areas of the curriculum are covered.
- At the end of a unit of work in a foundation subject write and set a differentiated assessment. Use this to inform summative assessments of each child but also to adjust planning and provide additional lessons to revisit areas the children were insecure in.

Transitional assessment

- Assess children using tests e.g. Salford, NTS and mock SATs.
- Use answers from tests to identify areas of strength for children and misconceptions. Record these in mark books.
- Adapt medium term plans to provide time for misconceptions to be addressed.
- Review teacher assessments, end of unit assessments, hot writes and identify whether children are EM-, EM+, EXP-, EXP+, EXC-, EXC+
- Moderate judgements within teams to ensure they are accurate and consistent (if needed use SLT and other staff to support in making accurate judgements).
- Moderate judgements across school, placing a specific emphasis on those working out of year.
- Report end of term data to Headteacher/Assessment co-ordinator

How to use the writing grid

The writing grids are to be completed following hot writes. They should be updated after each of these writing opportunities and (if you wish) when other evidence is seen in cold writes. Additional evidence can be taken from foundation subject writing opportunities too. In order to do this, teachers and teaching assistants should look for evidence of what a child CAN do rather than what they can't do. Of course if they are unable to meet a statement, opportunities to address this should be planned in so the statement can be met in the future.

When evidence is seen record it on the grid by writing the date and ticking off the statement evidenced within that piece of writing.

Only when a child has a vast majority of the statement evidenced can a judgement of EXS be given. Teachers make a best fit judgment when deciding whether a child is WT or at GDS.

Teachers know their children well so your observations and understanding of a child's ability is trusted. However, be prepared to discuss, evidence and debate this if questioned by others and within pupil progress meetings.

Making an end of term summative decision

In maths staff are to utilise all of the data available to them to make a judgement as to where each child is at. They should use their daily observations, hot test results and NTS

standardised scores to identify whether they are working at EM-, Em+ (Emerging), EXP-, EXP+ (Expected) or EXC-, EXC+ (Exceeding).

In reading, staff are to use their observations of daily and guided reading, the NTS reading results, the Salford Standardised score (for pupils working 2 years below the expected standard) and the child's coloured book bands (having used the bench mark texts to ensure they are reading the correct book). Moderation of these judgements can and should be periodically checked by the year group team leader and senior leaders.

In writing-Teachers should use their writing grids to make a best fit judgement as to the children's writing assessment. This should be done by looking at the amount of evidence against each statement. If all are evidenced they are assessed to be EXS. If they have a few but not all they will be assessed at WTS. Should a child consistently show evidence of all standards and may show evidence of some in the following year group they are to be assessed as working at GDS. Teachers are trusted to make a best fit judgement. They are asked to use the school writing exemplifications for each year group to aid them in making these judgements, in addition to using colleagues within school to support moderation.

Expectations are:

- If a child ends a year as EXP they will start fully accessing the curriculum for the next year group in September. They do not need to work through the EXC expectations to be able to access the next stage of learning. For expected progress the targets for these children would be EM- by Christmas EXP- by March and EXP+ by July. For better than expected progress a child would need to achieve EXC- by the end of the following year. Therefore the expected points progress within a year (July to July) is 6 points.
- If a child makes more than 6 point progress in a year they have made accelerated progress.
- If a child makes less than 6 points of progress then their progress is slower than expected.
- If a child ends the years below expected plus they would need to continue to work on the KPIs for that year 'out of year group'. The expectation would be that they reach EXP+ (by Christmas and therefore move into the Age Appropriate KPI grid). This would then enable them to achieve EM+ by March and EXP- by July so they have made appropriate progress for that year.
- When a child is working below ARE every effort through booster and intervention classes will be made to accelerate progress so that children can be working at ARE.
- Any child ending the year and working within EM should have a SAP and be highlighted to the inclusion manager for an individual programme to accelerate progress and enable them to catch up. ANY child working 2 years below their expected standard should be highlighted to be on the SEND register.

Details as to how many points are allocated for each ARE assessment

These points are used as an on-going way of assessing progress throughout a child's learning journey from FS2 to Year 6.

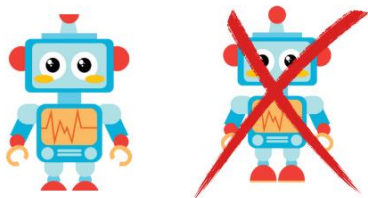
	<u>Yr1</u>	<u>Yr2</u>	<u>Yr3</u>	<u>Yr4</u>	<u>Yr5</u>	<u>Yr6</u>
Em-	4 points	10 points	16 points	22 points	28 points	34 points
Em+	5 points	11 points	17 points	23 points	29 points	35 points
Exp-	6 points	12 points	18 points	24 points	30 points	36 points
Exp+	7 points	13 points	19 points	25 points	31 points	37 points
Exc-	8 points	14 points	20 points	26 points	32 points	38 points
Exc+	9 points	15 points	21 points	27 points	33 points	39 points

	<u>FS2</u>
Below ELG	1 points
Expected	2 points

Editing Codes For Writing



REVISE (spelling)



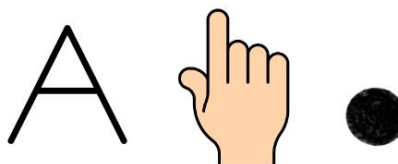
REVISE (tense)



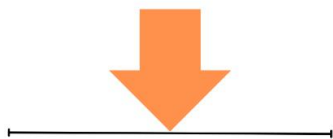
past
present
future



REVISE (punctuation)



REVISE (missing words)



REWRITE



REIMAGINE



MISSED SUCCESS CRITERIA