



Ambergate Primary School

Assessment Policy

Tracking Progress

We use "iTrack Primary" (a web based tracking tool) to track the progress of pupils across the school; this is updated at least three times a year, following assessment weeks. Teachers update their class assessment folders every half term. Children will either be Emerging, Expected or Exceeding their age related expectation; a minority of children may be working on objectives from a different year group.

We use "iTrack" language to break these terms down further:

More than expected → Exceeding

Secure → Expected

Developing } Emerging
Commencing }

- Children described as **Exceeding** will have mastered all of the expectations and be able to use and apply them in a range of contexts.
- Children described as **Expected** will have secured all of the expectations.
- Children described as **Emerging** will demonstrate a secure understanding of the expectations from the year group below and be working towards some of the objectives for their year group.

Measuring Progress

If children are working at ARE (age related expectations) or above, we expect them to make at least three steps over a year, making 1 step each term, i.e.

- Y4 Expected to Y5 Expected (secure- commencing-developing- secure)

If they are working below ARE, we expect them to make at least 4 steps progress, so that they can close the gap between their peers, making 2 steps in the autumn term.

- Y4 Developing to Y5 Expected (developing-secure-commencing-developing-secure)

Ensuring Progress

Provision Maps

Pre-intervention data is used each $\frac{1}{2}$ term by the class teacher and TA, to identify & list skills the group of pupils need to master for the subject area. The list is used as a teaching tool and then as success criteria for staff to assess against on the "Post-intervention" section of the sheet. The plans are monitored by the Headteacher in progress meetings with the teacher and with the SENDCo at Review Meetings.

Measuring impact

At the end of each $\frac{1}{2}$ term, the percentage of pupils meeting their targets is recorded. Teachers then decide whether to continue with the intervention or whether to stop and try a different approach.

Pupil Progress Meetings

Each term, teachers check how much progress children in their class have made in reading, writing, maths and grammar, spelling and punctuation (GaPS). A discussion between the teacher & the Headteacher identifies any children who are making slow progress. Plans are put in place to address the needs of the child.

Pupils with SEND

For pupils on the SEN register, who are working below age related expectations, grids for a lower year group are used to track and monitor progress.

In Year 2, the Pre-Key Stage standards are used to make a judgement for any child who has not completed the KS1 programme of study. If they are working below this standard, then the engagement model is used.

In Year 6, the Pre-Key Stage standards are used to make a judgement for any child who has not completed the KS2 programme of study.

Whilst we expect a child with SEN to also make 3 steps progress each year, from their starting point, we acknowledge that specific barriers may affect the rate of their progress. In some cases, we use Formative Footprints and Celebratory Checkpoints to celebrate the smaller steps of progress and to plan the next steps in each child's individual journey. These are also used to inform IEP's and provision maps.

Securing Judgements

Staff meetings are used three times a year to moderate judgements for reading, writing and maths; these dates are built into the School Improvement Plan. Staff work in pairs to share and discuss samples of children's work and amend their judgements as necessary.

Staff also moderate writing with teachers from five schools in the cluster annually; they meet and work in year groups to do so.

Subject Assessments

Maths

Ongoing Formative Assessment

White Rose end of topic assessments are used. Following these assessments, an A4 sheet summarises the children who have not mastered that topic area and their next steps which feeds into the pre-intervention summaries and subsequent lesson planning. The A4 summary sheets are kept together in an assessment folder in class.

Summative Assessment

National Foundation for Educational Research (NFER) end of term assessment papers are used for Years 1,3,4,5 three times a year. Past Papers are used for Years 2 and 6 three times a year.

Phonics (Reception, Year One and Year Two)

Little Wandle phonics assessments are carried out frequently to identify children for daily catch up and rapid catch up interventions.

Spellings (Years Two - Six)

The Single Word Spelling Test is carried out in early September each year to benchmark the spelling age of each child from Year 3 to 6. It has an analysis tool which can identify specific needs within the class, small group or individual which will inform any subsequent lesson planning and targeted support. The Single Word Spelling Test is used at each summative assessment point to ensure progress in spelling ability.

Reading

Ongoing Formative Assessment

The PM Benchmarking kit is used at least three times a year to provide information on the child's progress at an instructional level and reading comprehension skills. Class One staff use this to inform their teacher assessed judgement for the Autumn Term.

Summative Assessment

National Foundation for Educational Research (NFER) end of term assessment papers are used for Years 3,4,5 three times a year. Past Papers are used for Years 2 and 6 three times a year. Year 1 children use NFER papers from the Spring Term.

Writing

Ongoing Formative Assessment

Writing grids are used for two pieces of writing each half term. These support the assessment of the writing skills that have been explicitly taught through the genre during the half term. Any statement that has not been evidenced over the two pieces will become a personal target for the child, a class target or a small group target and will feed into pre intervention summaries for the next half term.

Grammar and Punctuation

Ongoing Formative Assessment

Spelling jotters are used as ongoing assessment following the teaching of EdShed Spelling. Writing grids also cover Grammar, Spelling and Punctuation statements.

Summative Assessment

NFER end of term assessment papers are used for Years 3,4,5 three times a year. Past Papers are used for Years 2 and 6 three times a year. Year 1 children use NFER papers from the Spring Term. Analysis will inform any interventions that follow the assessments and subsequent lesson planning and subsequent lesson planning.

Topic

Pre and Post learning tasks are used at the beginning of the topic as a pre learning task to inform planning and at the end to evaluate the children's understanding.