



## ***Assessment Policy***

<b>Author/Person Responsible</b>	N Fry
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<b>Review Group</b>	Standards Committee
<b>Ratification Group</b>	Full Governing Body (FGB)
<b>Review Frequency</b>	Every 2 Years Subject to local education authority and/or national policy change
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<b>Related Policies</b>	Curriculum, SEN/D, Pupil Premium

## Equality Impact Assessment (EIA) Part 1: EIA Screening

<b>Policies, Procedures or Practices:</b>	Assessment	<b>DATE:</b>	Nov 2022
<b>EIA CARRIED OUT BY:</b>	S Botten	<b>EIA APPROVED BY:</b>	S Botten

### Groups that may be affected:

Are there concerns that the policy could have a different impact on any of the following groups? (please tick the relevant boxes)	Existing or potential adverse impact	Existing or potential for a positive impact
<b>Age</b> (young people, the elderly; issues surrounding protection and welfare, recruitment, training, pay, promotion)		X
<b>Disability</b> (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication)		x
<b>Gender reassignment</b> (transsexual)		X
<b>Marriage and civil partnership</b>		X
<b>Pregnancy and maternity</b>		X
<b>Racial groups</b> (consider: language, culture, ethnicity including gypsy/traveller groups and asylum seekers)		X
<b>Religion or belief</b> (practices of worship, religious or cultural observance, including non-belief)		X
<b>Sex</b> (male, female)		X
<b>Sexual orientation</b> (gay, lesbian, bisexual; actual or perceived)		X

- Any adverse impacts are explored in a Full Impact Assessment.

# BLACKHORSE ASSESSMENT POLICY

## Introduction

**At Blackhorse Primary** we believe that in order for all our children to be successful learners then assessment for learning must be at the heart of everything we do. The primary purpose of assessment is to inform the next steps in teaching and learning by doing this we aim to develop the right skills for all our children to reach their maximum potential. **At Blackhorse Primary** we have a robust assessment system. It is a careful planned mix of both formative and summative assessment, together with an effective tracking system. As a result we are able to:

- Help drive improvement for pupils and teachers by identifying gaps in learning and plan to meet the learning needs of each child
- Help diminish differences in attainment and progress between vulnerable children and their peers
- Give reliable information to parents about how their child, and the school, is performing
- Measure progress of individual children and cohorts, track underachievement and those falling behind by analysing and evaluating performance
- Celebrate progress and set ambitious targets for attainment and achievement
- Moderate outcomes between schools to ensure consistency
- Make sure that as a school we keeping up with external best practice and innovation through networking with other schools

**This policy should be read in conjunction with the Leaf Trust Assessment Strategy.**

## Assessment of EYFS children.

All children entering Reception will undergo a baseline assessment. The assessment will be carried out within the first 6 weeks of children starting school. It will be an activity-based assessment of pupils' starting point in: language, communication and literacy and mathematics

The purpose of the reception baseline assessment is to provide an on-entry assessment of pupil attainment to be used as a starting point from which a cohort-level progress measure to the end of key stage 2 (KS2) can be created. The reception baseline is not intended to: provide on-going formative information for practitioners, be used in any way to measure performance in the early years, evaluate preschool settings or hold early years practitioners to account or provide detailed diagnostic information about pupils' areas for development.

In June, Children in EYFS are assessed against the Statutory framework For Early Years 2021. Each child's level of development must be assessed against the 17 Early Learning Goals. Practitioners must indicate whether children are meeting expected levels of development, or if they are not yet reaching expected levels ('emerging'). This is the EYFS Profile.

## Phonics Screening Year 1.

In June all pupils in year 1 sit a phonics screening check. Pupils who do not achieve the required threshold at the end of year 1 repeat the check at the end of year 2.

## Statutory Assessment at the end of Key stage 1 and 2 (Year 2 and Year 6).

See Test Administration Policy

### Assessment in Years 1-6 (other than statutory end of Key Stage tests):

## Writing:

This is a 'secure fit' model – **children are expected to achieve all the objectives as these are the bare minimum expectation. There are** approximately 20 Writing AREs per year group.

Children will be categorised as:

Assessment Descriptor	% of AREs	Notes
Pre Key Stage (PKF)	N/A	A small group of SEND children will continue to be measured against a different year's (or KS) curriculum as they have significant need.
Has Not Met (HNM)	5-49%	Whilst the child may have secured some of the AREs, they haven't secured enough to have come near to securing the expectation of that year group.
Working Towards Standard (WTS)	50-94%	Children have secured most of the objectives, but not all.
Expected Standard (EXS)	95%+	Children have met all the Age Related Expectations (AREs). However, where 1 objective (such as handwriting or spelling) has been missed, especially where this may be linked to dyslexia etc, then the teacher may choose to assess this child as having met the standard.
Greater Depth Standard (GDS)	Based on teacher judgment and moderated	Currently Greater Depth will be awarded following moderation with our school based LA moderators. Teachers will put forward children they think meet the criteria due to control and precision.

## Reporting Writing Progress:

Writing will be assessed by the teacher in December, April and July.

It is unlikely that most children will have met the expected standard until late in the year when all the objectives have been taught.

Pupil progress during the year will be monitored via:

**OnTrack/Off track Record Keeping:** In December and at the end of Term 4, teachers will report if each child in their class is on track to meet their target or off track and these children will be discussed at pupil progress Meetings.

**Pupil Progress meetings:** Teachers will discuss the progress (above) with line managers at 3 points during the year: December, End of Term 4 and July and explore why any child isn't making good progress towards achieving the AREs.

**Progress Matrices:** These will be updated, three times per year so that teachers and leaders can see which children have made expected progress against their prior attainment group (what the children achieved at the last KS assessment).

### Writing Moderation:

Staff will moderate internally throughout the year to ensure that judgements are consistent between classes and Key Stages.

During the year, staff will have the opportunity to moderate with teachers from other LEAF schools to ensure consistency in expectation.

Once a year, moderation will be completed with an external consultant to provide quality CPD and further ensure that assessments are accurate.

### Reading:

**The school seeks to assess all aspects of reading in order to understand children's development of this vital skill. A full explanation of assessment in reading can be found in our [Reading Strategy document](#).**

**Accuracy: PM Benchmarking** –read AND COMPREHEND a book at the benchmarked level for that year group (for GDS, they must be reading above this). Children need to be assessed decoding the correct level text using the appropriate sheet and then if 95% fluency achieved, they then answer the comprehension question at the required level. If children achieve 80% accuracy on comprehension they are secure at that level.

**Phonics:** Children's phonetic knowledge is regularly assessed until they have secured the whole phonics programme.

**Fluency:** Words per minute against school milestones, linked to book band milestones.

**Word Reading:** of common exception words linked to each year group.

**Comprehension (Testbase) tests test twice a year. (Feb and June)** These are more in line with end of KS tests. Question level analysis will be used following these tests to highlight individual areas for development and class specific weaknesses.

### Progress in reading:

**Progress Matrices** will be updated in December, February and July. The two later dates will also use data from Testbase tests. Children will be awarded a score based on the % of marks they achieve. Thresholds will be used to signify Working Towards, Expected Standard and Greater Depth.

**Pupil Progress Meetings:** Teachers will discuss the progress (above) with line managers at 3 points during the year: December, End of Term 4 and July and explore why any child isn't making good progress towards achieving the AREs. A plan will be formulated which identifies the child's barriers to learning and strategies that will be used to overcome these.

## Maths:

Maths will be assessed using the following 2 elements: CLIC/ Beat That Tests and Assessments 3x per year). In December and at the end of Term 4 children in Years 1-5 will sit a White Rose End of term Assessment. In June children in Year 1, 3, 4 and 5 will complete the Testbase OUP end of year tests.

Children in year 6 will sit a full suite of previous SATs papers once per term.

Children will be judged to be working at the expected standard if:

**CLIC Test/ Beat That Tests:** Children are working at (or above) the correct stage for their year group.

**End of Term Reasoning/ Arithmetic tests:** Children have achieved the required score to hit the standard.

**Pupil Progress Meetings:** Teachers will discuss the progress (above) with line managers at 3 points during the year: December, End of Term 4 and July and explore why any child isn't making good progress towards achieving the AREs. A plan will be formulated which identifies the child's barriers to learning and strategies that will be used to overcome these.

**Governors reports will be produced three times per year.** They will be based on % of children on track, based on progress matrices.

## Assessment of the Foundation Subjects:

**Science, History & Geography:** Teachers use quizzing, concept cartoons and vocabulary recall activities to assess children's understanding of the core knowledge in each science, history and geography. This is completed at distance (a term after the unit has been taught) in order to ensure this has been retained. Teachers record pupils which have failed to secure the core knowledge. Disadvantaged children have individual assessments completed with the teacher to ensure their progress is closely monitored.

**PE:** Teachers assess PE using the 'Get set for PE' assessment software, against the key skills in each unit.

**Other foundation subjects:** Whilst quizzing is regularly used to assess children's current recall of knowledge across the curriculum, assessment data for these subjects is not centrally gathered.

## How Assessments are reported to parents:

**Mid-Year Report (Spring)** Teachers provide a short summative assessment of a child's progress in Reading, Writing & Maths mid-way through the academic year (as being on/off track for target), which is discussed at the mid-year parent consultation. This also summarises children's attendance, behaviour, effort or home learning as either: Exceptional, Good, Room for Improvement or Cause for Concern.

**End of Year Report (Summer):** A summary of children's attainment is provided to parents in the end of year report. This reports learning behaviours (linked to school values) and whether the child has met the expected standard in Reading, Writing and Maths (along with improvement targets). There is also a teacher assessment for each National Curriculum foundation subject which are informed by teacher assessment.

**Other foundation subjects:** Whilst quizzing is regularly used to assess children's current recall of knowledge across the curriculum, assessment data for these subjects is not centrally gathered.

**SEND 'My Plans':** Children on the SEND register have individual progress plans which aim to support them in their defined areas of need. These are written and reviewed by the class teacher, with parents being sent a copy.

## How Assessments are used to inform teaching:

**Summative Assessments (Reading, Writing & Maths):** Teachers meet with their line-managers three times a year for 'Pupil Progress Meetings'. At these meetings, individual children are discussed whose progress may have slowed and teacher-led interventions are agreed to accelerate their progress.

**SEND Surgeries:** Attainment of individual children on the SEND Register is discussed at termly SEND surgeries. At these meetings, the class teacher meets with the SENDCO to discuss the progress of children on the SEND register and to agree adaptations and interventions which could accelerate progress in specific areas of need. *See the SEND Policy for more information.*

**Foundation Subjects:** Teachers refer to the previous unit's assessment in history, geography and science at the beginning of each new linked enquiry to check that children still have a secure grasp of the previously taught linked knowledge.

Appendix 1: Reading Assessment

Year	Book Bands	Phonics Teaching	Fluency			Morphology/ Etymology	Vocabulary			Implicit and Explicit Vocabulary Teaching (Black Hat and Word Aware)	Reading Hats	VIPERS questions	Comprehension		Enjoyment	Strategies	
			Accuracy (Grapheme Phoneme Correspondence GPC)	Automaticity (Book band level/ wpm)	Prosody (Fluency Rubric)		Word Reading (Harder to Read Words/Common Exception Words)	Book Band (Questions from BM)	NFER/ Test Base								
			BH	EG		BH	EG										
Year 1	T2	Ph 2	44	40		15	23							I can talk about my favourite book and explain why I like it to my teacher.	Phonics and Echo Reading		
	T4	Ph 3	50	52		18	44							I can talk about my favourite book and favourite character in a book and explain why with my peers.	Guided Fluency x 5		
	T6	Ph 4	50	52		32	60										
Year 2	T2	Ph 5 (i)	70	74	0-4	41	69							I can talk about a favourite book I have read in school and why I like it with my peers.	Fluency x 2 Extended/Comprehension x 2		
	T4	Ph 5 (ii)	98	123		58	73							I can name some authors of books I have read.			
	T6	Ph 5	197	123		58	73							I can make links with the different books I read between the characters, plot and setting.			
Year 3	T2	Turquoise			5-8		21							I can talk about a favourite book I have picked a book from the shelf and why I might like it.	Fluency x 2 Extended/Comprehension x 2		
	T4	Purple					42							I can make links with the different books I read between the characters, plot and setting.			
	T6	Gold					64							I can pick a book that I might like to read from the shelf and explain why I have chosen it.			
Year 4	T2	White			9-11		18							I can talk about my favourite genre of books and why I like them.	Fluency x 2 Extended/Comprehension x 2		
	T4	Lime					36							I can talk about a favourite author.			
	T6	Brown					54							I can explain why I have picked a book from the shelf and why I might like it.	Fluency x 2 Extended/Comprehension x 1, Close x 1		
Year 5	T2	Brown			12-14		18							I can recommend a book to my teacher/peers.	Fluency x 1 Extended/Comprehension x 2, Close x 1		
	T4	Brown					36							I can explain to my peers why I have picked a book from the shelf and why I might like it.			
	T6	Grey					54							I can discuss the different books I have read and the authors who have written the books. I can make links to other books I have read.	Fluency x 1 Extended/Comprehension x 2, Close x 1		
Year 6	T2	Blue			15-16		20							I can recommend books to my friends based on genre and plot.	Fluency x 1 Extended/Comprehension x 2, Close x 1		
	T4	Blue					40							I can explain to my peers why I have picked a book from the shelf and why I might like it.			
	T6	Maroon					60							I can discuss the different books I have read and the authors who have written the books. I can make links to other books I have read.	Fluency x 1 Extended/Comprehension x 2, Close x 1		
Year 6	T2	Blue					14							I can confidently pick a book from the shelf that I might like to read.	Extended x 2, Close x 2 (Fluency when needed)		
	T4	Maroon					28							I can discuss different genres, plots, characters, themes in the books I read and talk about the ones I like.			
	T6	Black/Ch					41							I can recommend a wide range of books to my peers and explain why they might like them.			
												85% accuracy on comprehension questions at book band level for Year and Term (Bench marking)		Scaled Score of 100 on past SAT's papers, NFER tests of Test Base tests			
												95% Accuracy of 100 words at book band level for Year and Term (Bench marking)		Explicit teaching of morphology and etymology, including root words, prefixes and suffixes.		Explicit Vocabulary- pupils learn and practise 2-3 words during the week and have a process to remember them	
												95% Accuracy of 100 words at book band level for Year and Term (Bench marking)		Implicit Vocabulary- define and practise words as they are encountered in the text.		VIPERS questions to elicit understanding focussing on vocabulary, retrieval and inference.	