



# New City Primary School

## Assessment Guidance

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Policy and Creation review

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## New City Primary School Assessment Guidance

### Aims:

At New City Primary School we share the belief that consistent use of assessment for learning should:-

- Enable children to demonstrate what they know, understand and can do
- To give children regular performance feedback and develop a child's contribution to, and ownership of, their learning
- To integrate assessment into our planning and teaching to inform future learning that challenges pupils from starting points.
- To benchmark the school against local and national standards
- Provide information to inform whole school evaluation and strategic planning
- To identify whole school professional development needs
- To ensure that underperforming groups of children are effectively identified to allow appropriate intervention (Diminish the Difference)
- To report clear and concise information to teachers, parents, governors, LA and the DFE

### Forms of Assessment:

We assess, report and record the children's progress in four ways:

#### **1. Formative Assessment**

This is an ongoing process which:

- measures the children's learning
- informs our teaching and short-term planning
- supports personalisation of learning

We do this by marking children's work using a whole school approach that encourages an ongoing dialogue through question and feedback in which the children are supported in a self-review of their work.

The marking takes the form of:

- Verbal feedback which engages the child in constructive dialogue designed to support, encourage and challenge
- Written feedback which focuses on the child's success and next steps with opportunities for pupil response in green pen
- Assessment for learning - The school has a commitment to AFL strategies which are used to gather pupil understanding and inform teaching (refer to Teaching and Learning policy)

- Success Criteria which allow children to benchmark their own performance against national expectations

## 2. Diagnostic Assessment

These are ongoing measures which help us diagnose the child's individual learning profile:

- Ongoing observation of the children across the school, but used with particular reference to the Early Years Foundation Stage Learning and children on the SEND register
- Personal Learning Goal's (B-squared) which diagnose and set targets for SEND Support children below national curriculum age related expectations
- Pupil progress meetings which are held twice a year and are used to review progress, strategies and intervention to ensure continued personalised learning
- On entry assessment of mobile pupils undertaken by class teachers/SLT to ensure immediate and appropriate provision
- Informal class based assessments undertaken by class teachers to evaluate impact of teaching and progress against key skills e.g. spelling, times tables, cold writing / hot writing
- Reading Programmes (Daily Supported Reading) tracking progress of reading
- Writing Portfolio tracking progress in writing for each child over time (half-termly)
- Marking and feedback (see marking policy)

## 3. Summative Assessment

These are measures which register the children's learning at a certain point in time. We also use them to track the children's progress through the school and target underachievers.

- Baseline Assessment which we administer at the beginning of Nursery (school defined) & Reception (school defined) as well as for children transferring mid-year from another school. This gives us our first measure of the child's achievement and alerts us to their future needs
- Mid-Year and End of Year assessments which benchmark the children in reading, writing, maths and science. The data is added to class tracking sheets and the progress of whole class, significant groups and individual children is measured to inform pupil progress strategy meetings

## 4. Evaluative Assessment

These are measures used to benchmark the school against other schools nationally and in the London borough of Newham to set targets for school improvement. We do this by:

- Key Stage 1 and Key Stage 2 end of year assessments, which measure the school against national and local standards and shows year on year achievement

- b) Foundation Stage Profiles, which assess Nursery and Reception children against the early learning goals
- c) Termly tests used in Years 1, 3, 4 and 5 to support teacher assessments (PIRA, PUMA & GAPS)
- d) Year 1 & 2 Phonics Check. All children in Year 1 undertake a phonics check which assesses their understanding of letter sounds and phoneme grapheme correspondence. This is benchmarked against a national expectation and those who do not reach national expectation will undertake the check again at the end of Year 2

## **Documentation**

A wide range of documentation is in place to support assessment, and analysis of assessment.

- A year planner and termly assessment cycle guide staff and also ensure that assessment provision is consistent and continuing throughout the year
- Children's exercise books should always be in keeping with the school's high standards and expectation such as presentation, handwriting and marking
- Class teachers keep track of all assessments for the current year. At the end of the year SLT make arrangements for the assessments to be passed on to the next teacher or another relevant body, and facilitate pupil handover meetings
- All data is kept on SIMS.
- Termly ELT reports are produced after each data collection point and details the progress of key groups, classes and year groups. Recommendations are highlighted on moving forward for whole school, individual year groups and children. These findings are shared with governors
- Individual Targets for Reading, Writing and Mathematics are used as an ongoing record and these are kept in the back of children's books.

## **Inclusion - SEND - EAL**

EAL children and children on the SEND register are fully included in assessment and all their assessments are in line with whole class assessments.

All pupils with an Educational Health Care Plan (EHCP) or are eligible for high level needs funding will have a Support Plan (with personalised targets) which outlines additional provisions they will receive, when and by whom.

The level of provision given to the child relates to the SEND stage and level of need upon which they are placed. This is decided using teacher assessments and the teacher and/or parents/carers/ external agencies general knowledge of the child and is also shared in discussion with the child where needed.

EAL pupils benefit from a wide range of AFL strategies in place and assessments are undertaken in line with whole class assessments.

Looked after children have a personal education plan - PEP- which supports the pupils in their learning

and conditions for learning. The PEP forms part of their assessment.

Vulnerable pupils who are very low achievers such as those on the child protection register have a progress review every half term. This is used to ensure that these pupils are making progress. There is further assessment documentation for SEND pupils. All SEND documentation is kept by the Inclusion Manager.

### Mastery and Greater Depth

The 2014 National Curriculum states that "the expectation is that the majority of pupils will move through the programmes of study at **"broadly the same pace"** and that "pupils who grasp concepts rapidly should be challenged through rich and sophisticated problems **before any acceleration through new content"**. Through our mastery curriculum, there is an expectation that pupils who are already working at the year group expected level will have opportunities to explore and deepen their understanding through a breadth of opportunities to apply this knowledge in different contexts e.g. problem solving. Therefore assessment for most able children is based around depth and breadth of application before any progression beyond the year group expectation is sought.

The Bloom's Taxonomy model is referred to in order to promote a range of questioning including higher order questions to further support AFL and mastery at greater depth.

### The Assessment Cycle at New City

#### Assessment Cycle (2019-20):

(September baseline)	End of Autumn 1	End of Autumn 2 (Dec)	Spring 1 (Feb)	End of Spring 2 (March/April)	Summer 1 (May)	End of Summer 2 (June/July)
<ul style="list-style-type: none"> <li>Baseline data carried from end of summer</li> </ul>	<ul style="list-style-type: none"> <li>PPM</li> </ul>	<ul style="list-style-type: none"> <li>Teacher assessment EYFS-Y6</li> <li>Y1, 3, 4 &amp; 5 Standardised scores (Pira, Puma &amp; GAPs)</li> <li>Y2 &amp; 6 previous SATS papers</li> <li>PPM</li> </ul>	<ul style="list-style-type: none"> <li>PPM</li> </ul>	<ul style="list-style-type: none"> <li>Teacher assessment EYFS-Y6</li> <li>Y1, 3, 4 &amp; 5 Standardised scores (Pira, Puma &amp; GAPs)</li> <li>Y2 &amp; 6 previous SATS papers</li> <li>PPM</li> </ul>	<ul style="list-style-type: none"> <li>Y2 &amp; 6 End of Key Stage SATs</li> <li>PPM</li> </ul>	<ul style="list-style-type: none"> <li>Teacher assessment EYFS-Y6</li> <li>Y1, 3, 4 &amp; 5 Standardised scores (Pira, Puma &amp; GAPs)</li> <li>EYFS profiles</li> <li>Phonics screening</li> <li>Y4 MTC</li> <li>PPM</li> </ul>

*Table 1: Half-termly cycle of summative and diagnostic assessment*

- Termly checks and gap analysis through ELT reports
- End of key stage statutory assessments in May for pupils in Year 2 & 6
- Y1 Phonics test screening in June
- MTC for Year 4
- Baseline established in September then continuous observation and check with a summative assessment in June for pupils in Early Years
- Pupil Progress Meetings half-termly
- Interim class context & review meetings in September and Early Summer term

AUTUMN 1						AUTUMN 2					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Weekly monitoring by HT/DHT						Weekly monitoring by HT/DHT					
	Book monitoring by SLT		Book monitoring by SLT	Pupil Progress Meetings	Book monitoring by SLT		Book monitoring by SLT		Book monitoring by SLT	Pupil Progress Meetings	Book monitoring by SLT
Subject lead triangulation of monitoring and review half-termly						Subject lead triangulation of monitoring and review half-termly					
SPRING 1						SPRING 2					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Weekly monitoring by HT/DHT						Weekly monitoring by HT/DHT					
	Book monitoring by SLT		Book monitoring by SLT	Pupil Progress Meetings	Book monitoring by SLT		Book monitoring by SLT		Book monitoring by SLT	Pupil Progress Meetings	Book monitoring by SLT
Subject lead triangulation of monitoring and review half-termly						Subject lead triangulation of monitoring and review half-termly					
SUMMER 1						SUMMER 2					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Weekly monitoring by HT/DHT						Weekly monitoring by HT/DHT					
	Book monitoring by SLT		Book monitoring by SLT	Pupil Progress Meetings	Book monitoring by SLT		Book monitoring by SLT		Book monitoring by SLT	Pupil Progress Meetings	Book monitoring by SLT
Subject lead triangulation of monitoring and review half-termly						Subject lead triangulation of monitoring and review half-termly					

*Table 2: overview of whole school assessment and monitoring cycle*

Please refer to the Teaching and Learning Policy