



Causeway Green Primary School

## Assessment Policy 2022

Governors approved:  
Review Date: March 2026

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22.03.2023

## **Causeway Green Primary School Assessment Policy**

### **Key Points**

- We teach the National Curriculum (2014) using a knowledge and skills based assessment system.
- Our assessment will show how a child is performing compared to the age related expectation for each year group which has been set by the government.
- It will measure the progress each child makes.
- Statutory Assessment Tests will be carried out in Year 1 Phonics, Year 2 and Year 6.
- Assessment tests will be given three times a year for Maths, Reading and SPaG, From Year 1 to 6 (Year 1 - Reading assessments from Spring term).
- EYFS, Year 1 and all children who have not met the expected outcomes for phonics complete 6 weekly Little Wandle phonics assessments.
- New arrivals to school, after an appropriate settling in period, are tested using our assessment system, including a Little Wandle placement assessment where appropriate. This is because assessment procedures between schools may differ.
- We use Standardised scored tests reinforce our assessment and deem a standardised score of 100 as age related.
- The school have frequent cross school and internal moderation for Reading, Writing and Provision Maps are used to record attainment and progress. They show provision for each child which is monitored by SLT termly.

## **Rationale**

Assessment should make children successful learners by identifying their stage of development and achievement (academic, social, creative and spiritual) and developing their skills in order for them to achieve their maximum potential. It is a progressive process which, by the collection of holistic evidence (both individual and comparative), assists adults and teachers in their planning so that each child is equipped with the skills, attitudes and abilities to succeed in this challenging world.

At Causeway Green we ensure that the targets set for pupils are both realistic and challenging.

## **Principles of Assessment followed at Causeway Green**

Assessment for learning is the process of seeking and interpreting evidence for use of learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.

**Assessment for learning should be part of effective planning of teaching and learning.**

A teacher's planning should provide opportunities for both the learner and teacher to obtain and use information about progress towards learning goals. It also has to be flexible to respond to initial and emerging ideas and skills. Planning should include strategies to ensure that learners understand the goals they are pursuing and the criteria that will be applied in assessing their work. Pupils are also proficient with using a variety of assessment strategies, including self and peer assessment against success criteria.

**Assessment should take account of the importance of learner motivation**

Assessment that encourages learning, fosters motivation by emphasising progress and achievement. Motivation can be preserved and enhanced by assessment methods, which protect the learner's autonomy, provide some choice and constructive feedback, and create opportunity for self-direction, including target setting. Each child will have a target card in their English (Marvelous Writing target) and Math's - multiplication (KS2) and numberbonds (KS1) target in their book. Once the target has been achieved three times, a star or award will be given and a new target set.

**Assessment for learning should promote commitment to learning goals and a shared understanding of the criteria by which they are assessed.**

For effective learning to take place, learners need to understand what it is they are trying to achieve - and want to achieve it. Understanding and commitment follows when learners have some part in deciding goals and identifying criteria for assessing progress. Communicating assessment/success criteria involves discussing them with learners using terms that they can

understand, providing examples of how the criteria can be met in practice and engaging learners in peer- and self-assessment.

**Learners should receive constructive guidance about how to improve.**

Learners need information and guidance in order to plan the next steps in their learning. Teachers should: pinpoint the learner's strengths and advise on how to develop them, be clear and constructive about any weaknesses and how they might be addressed; provide opportunities for learners to improve upon their work. The school follow a 'no marking policy' instead using responsive teaching strategies to refine the next lesson supporting pupils to see their own misconceptions and empowering them to improve on a more independent level. Mathematics books are ticked to identify correct answers or misconceptions. Next steps are identified and responded to in planning and interventions. This could include but not limited small group interventions, whole class teaching, split starts or 1 to 1 feedback.

### **Individual Needs**

The responsibility for identifying, assessing and monitoring pupils with special educational needs, or those that are more able, is the responsibility of the class teacher in conjunction with the Inclusion Lead.

The Inclusion Lead and outside agencies are there to support the class teacher in providing a differentiated curriculum in order for the child to achieve their potential. Our assessment procedures support all the aims and practices for the SEN policy in helping each child achieve his/her own potential.

Causeway Green use the Sandwell Skills curriculum for pupils with complex needs. Their attainment and progress is measured in accordance to this. Progress and attainment for these children is measured and tracked using smaller steps and percentages of these statements achieved from their individual starting points. This is the responsibility of the class teacher with support, where necessary, from the Inclusion Lead or Deputy SENCo.

### **Items passed to the next teacher at the end of the Summer term**

#### **End of Year Hand over Checklist 22/23**

Please ensure that this list is annotated electronically/ highlighted in green and that all info has been received before signing and dating this document below and emailing it to **Julia by 15<sup>th</sup> July**

A meeting in school will need to be organised to hand over your current class to their new teacher.

Also, a meeting in school will need to be organised to receive your new class.

*Please include a class list with any details for the child ('Handover children info' document)*

- *Glasses/ hearing issues/medical issues/asthma/epipens which may not require a care plan*
- *If there are any Safeguarding issues*
- *Persistent absentees*
- *Exceptional circumstances- death of a parent, death of a sibling*
- *Issues related to Covid-19- illness, death, loss of jobs/change in family circumstance*
- *Attendance in school during Covid-19*
- *Please ensure that the new teacher has ALL this information as it's vital to ensure the wellbeing of the children - **This will form the bulk of your meeting***
- *Inclusion support involvement*

*Please include strengths and weaknesses of SEN children for your current class to hand up.*

**1. Assessment Folders (Electronic File on Teachers Shared area- Teachers New - 22-23-  
Handover)**

Please make sure that your electronic data folder is up to date ready to pass on to the next class teacher in the last week of term. It should contain all data for the spring term including:

- Year 2 SATs/EYFS teacher assessment data (provision maps)
- Year 1 teacher assessment phonics screening outcomes
- The latest pupil progress meeting document (Summer term) with assessment gaps, bottom 20% and Simple View of Reading
- All Otrack data documents and PPM form included in PPM folders from Summer term (LPAG, Diminishing difference, attainment and progress)
- Class provision map front sheet updated with summer data, projected targets for end of Key stage 1/2/EYFS

- Foundation subject WASP for the class for each foundation subject: Geog, His, Music, Art, DT, MfL, P.E. science, ICT
- EAL assessments

## 2. Reading Folder

- Reading overview sheet- Book bands, levels, bench marking, phonics phases
- Little Wandle placement assessments
- Little Wandle group reading record
- Reading practice groups
- Overview of spelling levels
- Home reading record- list of books/levels

## 3. SEN Folder: Please ensure corrections have made to SEN folders- all folders passed up to be complete and in the order / divided into sections stated on contents page.

Please move current year in to historic section of the folder and set up new All about me in the new year group

- Cover sheet
- All about me (old in historic and new in new year group)
- Data summary sheet/ base line complete with Autumn, Spring, Summer data
- Aut / Spring IPMs with evaluations, teacher comments added.
- All external agency information/ notes/ reports from this year in sections, including speech and language programmes and care plans.

- Working file - evidence of interventions completed this year e.g. running records date etc.
- Historical section separated into year groups

4. Speech and language/ care plan folder (if year group needs one):

- Each child own section, past and current speech programmes included.
- Each child own section, past and current care plans included.

### Attendance

Please also include an attendance print out for the year (from Jayne). Any children whose progress has been impacted due to their attendance, needs to be identified on the 'Handover children info' document.

### Pupil work

Please pass on an example of book from each ability group (SEN/Beginning/Developing/Secure in the current year group) in in each class for English and Maths and for all foundation subjects please save a HA/MA/LA/SEND **These must then be clearly labelled e.g. D3 or middle ability and stored in the staffroom.**

Please pass on 'a book I am proud of' to the subject leader for each subject. Boxes for each subject will be placed in the staff room for this purpose.

### Pupil log in details:

Please print out and pass on log in/administration details for:

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Times Table</li> <li>• Rockstars,</li> <li>• Linguascope,</li> </ul> | <ul style="list-style-type: none"> <li>• SPAG.com, Google</li> <li>• Classroom</li> </ul> |
|---|---|





## **Reports**

Parents receive written records of their child's achievement in the second half of the summer term each year. This details the child's academic attainment with reference to the Foundation Stage Curriculum/ National Curriculum as well as recognising personal and social development and achievements. It includes the child's attainment level for Reading, Writing, Maths and Science- Working towards expected, Expected or working at Greater Depth. A next step target for improvement is highlighted.

In addition, parents will receive a mid-point, mini report of their child's achievement this details the attainment and progress with reference to the Foundation Stage/ National Curriculum. It includes the child's 'Best Fit' level for Reading, Writing and Maths

Both reports also inform parents of the effort their child has put into the work they do.

In the Foundation Stage, records of progress are continually updated and evidenced in Physical development, Personal, Social and Emotional Development, Communication and Language, Literacy, Mathematics, Expressive Arts and Design and Understanding the World. These are evidenced in pupils' Learning Journeys. Progress and achievement is tracked across all the 17 areas of the EYFS curriculum. Please refer to the attached EYFS Assessment Policy (page 11).

In Key Stage 1 and 2, progress is measured through teacher assessment three times yearly (in December, April and June) for Reading, Writing, Maths, SPaG and Science. These are monitored and a Teacher Assessment Discussion (TAD) with a member of the SLT and then a pupil progress meeting.

## **Summative assessment- Testing**

Three times a year, from Year 2 to Year 6 NTS (maths), NTS (reading) and GAPS (SPAG) tests are used to assess pupil progress and a standardised score is recorded.

In Summer 1, Years 2 and 6 are tested/ assessed using national tests (SATs), and teacher assessments. In Year 1 children also have a Phonics screening check in June, alongside pupils in Y2 who failed the phonics

screening in Y1.

Teachers are expected to complete an in-depth analysis of any assessments completed to identify gaps within the pupils' knowledge and understanding. Teachers will then use these gaps to subsequently plan/adapt planning to ensure pupils' misconceptions are addressed. The summer term assessment analysis is passed up to the next class teacher through the pupil progress meeting.

### How we assess pupils and use Otrack

Otrack has been implemented at Causeway Green to monitor the progress and attainment of each individual child. A 'Best Fit' result for Reading, Writing, Maths, SPaG and Science is entered on a termly basis. This will be based on a variety of evidence gathered: the child's test analysis and results, reading records, unit assessments, book scrutiny, target setting and overall teacher assessment.

From this information, each teacher will create a summary report for the SLT on the overall attainment and progress of the class. At a Pupil Progress Meeting a plan is formalised for pupils who are underachieving and provision will be made to support them. TADs (Teacher Assessment Discussions) ensure that data entered into the system is accurate.

### Target Setting

Assessment of progress against targets involves a range of strategies including teacher, peer and pupil self- assessment. Pupils' progress through steps (6 is expected in a year) is recorded graphically in each classroom, motivating pupils to reach the next step. Children each have a 'Helping Hand' for Reading, Writing and Math's which are displayed on the classroom. EYFS will have the child's next steps displayed alongside their photograph or name.

### How we make Best Fit Judgements in Reading, Maths. Writing and SPaG

<u>Assessment and Evidence</u>	<u>Judgement</u>
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<ul style="list-style-type: none"> <li>• % Year Group NC statements</li> <li>• Age standardised score</li> <li>• Reading/Maths age</li> <li>• Work in books</li> <li>• NTS/ GAPS tests</li> <li>• Other Assessments (e.g. Little Wandle)</li> <li>• <u>Retrieval questions/quizzes</u></li> <li>• <u>Challenge questions</u></li> <li>• <u>External and internal moderation</u></li> </ul>	<ul style="list-style-type: none"> <li>• Best Fit assessment judgment</li> </ul>
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### How we make Best Fit Judgement in Science and Foundation Subjects.

<u>Assessment and Evidence</u>	<u>Judgement</u>
<ul style="list-style-type: none"> <li>• % Year Group NC statements</li> <li>• Work in books</li> <li>• Science End of unit assessment / TAPS</li> <li>• Scientific enquiry</li> <li>• Including cross curricular activities</li> </ul>	<ul style="list-style-type: none"> <li>• Best Fit assessment judgment</li> </ul>

A 'typical' child will be a B+ or a D (Beginning Plus or Developing) at the April assessment point in the Spring term and will have made 4 steps progress. A further 2 steps progress will have been made by the end of the summer term resulting in an ARE of D+ or a S (Developing Plus or Secure). Therefore, expected progress would be 6 steps per academic year. This will be recoded as D1/S1 for a child in year 1 and so on.

As all the children are different, many pupils will not follow this exactly. For example, a child in Year 4 may be working at S2 or B3 at the beginning the Autumn term. It would be clear that this child would not be working at the expected level for their age. Likewise, another child in Year 4 may be working at B4 at the beginning of the Autumn term and in this case the child would be working above the age-related expectations. Regardless of their starting point each child would be expected to make at least 6 steps progress per year.

**Grid Showing age related expectations for the end of each term:**

<b><u>At the end of term:</u></b>	<b><u>'Best fit' judgment (age related expectation)</u></b>
Autumn term Assessment point 1	S+ of previous year for example a Year 2 child being S1+. B (Beginning) B+ (Beginning Plus)
Mid Spring Term Assessment point 2	B+ (Beginning Plus) D (Developing) D+ (Developing Plus)
End of Summer Term Assessment point 3	D+ (Developing Plus) S (Secure) S+ (secure Plus)

**Example of Assessment Grid for Summer Term in Year 3**

<b>Nam</b>	<b>EYFS data 1/2/3</b>	<b>KS1 data</b>	<b>% Reading FFT statements completed</b>	<b>Raw Score</b>	<b>Reading Age</b>	<b>Standardised score (Not age related)</b>	<b>Home Reader Band</b>	<b>Best Fit Judgment (without levels) Autumn</b>
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**Assessment in foundation Subjects**

In addition to the assessment of core subjects, the teacher will also assess the children against the knowledge and skills of each foundation subject (e.g. History, Geography etc.) through effective AFL strategies. Teachers will track against these objectives on their medium-term planning- highlighting the learning intention red or green depending upon who has or hasn't achieved the objective whilst making individual assessment notes for the pupils who need it.

**Formative Assessment- Assessment for Learning (AFL)**

AFL is an integral part of teaching and learning which happens daily within individual lessons. As a school, we have adopted a range of AFL strategies to support pupils' learning and push them on to the next challenge, identify

misconceptions and inform next steps and identify where a learning intention has or hasn't been met.

Some strategies include:

- ✓ I do, we do, you do
- ✓ Whiteboards- quizzes, show me
- ✓ Plenaries and mini-plenaries
- ✓ Lollysticks questioning- open, closed, Bloom's Taxonomy
- ✓ Entry/exit passes
- ✓ Self and peer assessment
- ✓ Use BRAG cups to indicate levels of understanding during the process of learning. Pupils who are 'amber' or 'red' are provided with feedback from another child who is 'green' to improve those who have misconceptions.
- ✓ Develop opportunities for pupils to compare and contrast anonymous examples of pupil work on visualiser. Ask pupils to be constructively critical, give reasons and justify their views, evaluations based on WILF.
- ✓ Encourage pupils to seek the support of three other pupils before asking the teacher for assistance. C 3 b4 me
- ✓ Introduce end of lesson learning comments (verbal or written), use prompts - Today I learned... the most useful thing I will take from this lesson is... I was most interested in... the trickiest part was....
- ✓ During the plenary/mini plenary a pupil(s) presents their learning to the class against success criteria and the class RAG rate this and provide improvement suggestions.
- ✓ Pupils, during a plenary, design tomorrow's learning outcomes as a result of what they've understood in today's lesson - use of a flipchart to record and put on working wall.
- ✓ At the end of a lesson each pupil places their books in a RA or G tray demonstrating their level of understanding / progress. An alternative is for a peer to place their partner's book in the appropriate RAG tray having reviewed their learning.
- ✓ Regular paired review of each other's work with a particular focus from the WILF. Structure the talk for them and rehearse it "I like it when you wrote x because..." "You could have...." Feedback to the class.
- ✓ Paired identification of success against WILF to prove they have met the learning intention. Explain their choice to the class. Class agrees/disagrees and explains why.
- ✓ Child/pair/group volunteers work for sharing. On visualiser, give everyone time to assess the work against the WILF and then feedback to class what was successful, what could be improved.
- ✓ Paired editing- choose a sentence- word problem together and go through the process of altering it to get the right answer, improve the quality of the

sentence against the WILF and be prepared to explain what they did and why to the class.

- ✓ Whole class editing of the work of someone who is willing. Show on the visualiser and identify something together that could be improved. Everyone comes up with an improved version on their whiteboard. Look at and discuss how different people improved it and check against the success criteria (use of visualiser).
- ✓ Explain a process to a partner e.g. how to do the grid method of multiplication, how to write a brilliant question, how to use speech marks.
- ✓ During the lesson pupils model how they would assess another pupils work using the visualiser - explaining their choices and giving an improvement task.
- ✓ During the lesson pupils teach each other a concept or demonstrate a skill. Other pupils RAG rate their improved understanding as well as how well the pupils have explained the concept.
- ✓ Use KWL approaches to 'immerse' children in what they already know as well as what they would like to know and learn. Allow children to plan the curriculum with the teacher and explore different ways in which they would like to present their learning.
- ✓ Create opportunities for children to decide on how they would like to display the finished products of their learning so they have more ownership.
- ✓ Create 'modelling excellence boards. Encourage children to clarify why they have been chosen and be part of choosing their peers'. Make the display clear as to why work has been chosen.
- ✓ Plenary- What do they think you still need more practice with/extra help with? What could the teacher have done differently to make the lesson easier to understand, more exciting, etc

### **Marking and feedback**

Marking and feedback also inform teacher's assessments and inform future planning. Using our marking system (please see our marking policy) teachers can identify misconceptions and use responsive teaching to address this daily within individual lessons.



Causeway Green Primary School

Early Years Assessment Policy



Assessment in Causeway Green Early Years plays an important part in helping parents, carers and practitioners to recognise children's progress, understand their needs, and to plan activities and support. The staff respond to their own day-to-day observations about children's progress and observations that parents and carers share. Observations are recorded using Tapestry, which is an online platform that allows parents instant access to their child's learning journey.

As each child enters the Early Years Foundation Stage we use our professional judgement to assess the age band children are working 'within' across the 7 main areas

of learning within the Development Matters areas. Within 4 weeks of the child starting they will be given a 'baseline' assessment. This will also include the statutory 'Reception Baseline Assessment' which is completed within two weeks of a child entering into the Reception year.

### **Baseline assessments**

#### **Nursery:**

Baseline assessments take place within 4 weeks of child's start date. This is done by assigning all children with a key worker on entry to Nursery. Children become a part of a family group of either Red Birds or Yellow Ducks. Children then begin Nursery over a staggered start to allow for a settling in period of 2 weeks. During this time key workers and other staff will collect observational notes on the children that will be collected in their learning journey. After 4 weeks these are collated by the class teacher and shall form the child's 'baseline' assessment. During induction practitioners will also refer to a child's 'Two Year Progress Check' to ensure any developmental concerns are identified.

#### **Reception:**

Baseline assessments are finalised within 4 weeks of children starting in September. Children will remain in their family group (from nursery) or will be allocated a family group as they move into Reception. Children will be assigned of a new key worker and parents will be informed. Observational notes are then collected during the settling in period and added to a child's learning journey. After 4 weeks these are collated by the class teacher and shall form the child's 'baseline' assessment.

### **Formative Assessment**

As the year progresses children are continually monitored and observed on their development and progress in all areas of learning including the Characteristics of Effective Teaching and Learning. Examples of children's learning, showing their individual level and stage of development are built up throughout the year and recorded on their individual Tapestry accounts. Provision is made for these observations and assessments through experience and play. Assessment does not entail prolonged breaks from interaction with the children. Progress is recorded by observing and assessing children using the online platform. Any learning and development needs are addressed with parents (and any relevant professionals) as an ongoing process.

In Nursery and Reception daily observations of child initiated and adult initiated activities are recorded and shared with parents through Tapestry, stay and play sessions and parent's evenings.



## **Phonics**

Phonics is taught in whole class groups from Reception through to the end of Year 1 using Little Wandle Phonics SSP. Nursery are taught the foundations of phonics in preparation for Little Wandle. The children are closely tracked against the phonemes which they know confidently and can both read and write on a 6-weekly basis.

Subsequently, they are taught specific 'phases' in order to ensure at good progress. All children who are working at the expected level will leave Reception secure at phase 4. This is to ensure that children are 'school ready'. Phonics data will be handed over to KS1 as part of the school's induction policy. Children reading in EYFS and KS1 is teacher assessed through Reading Practise sessions for fluency, prosody and comprehension following the Little Wandle scheme.

## **Parents**

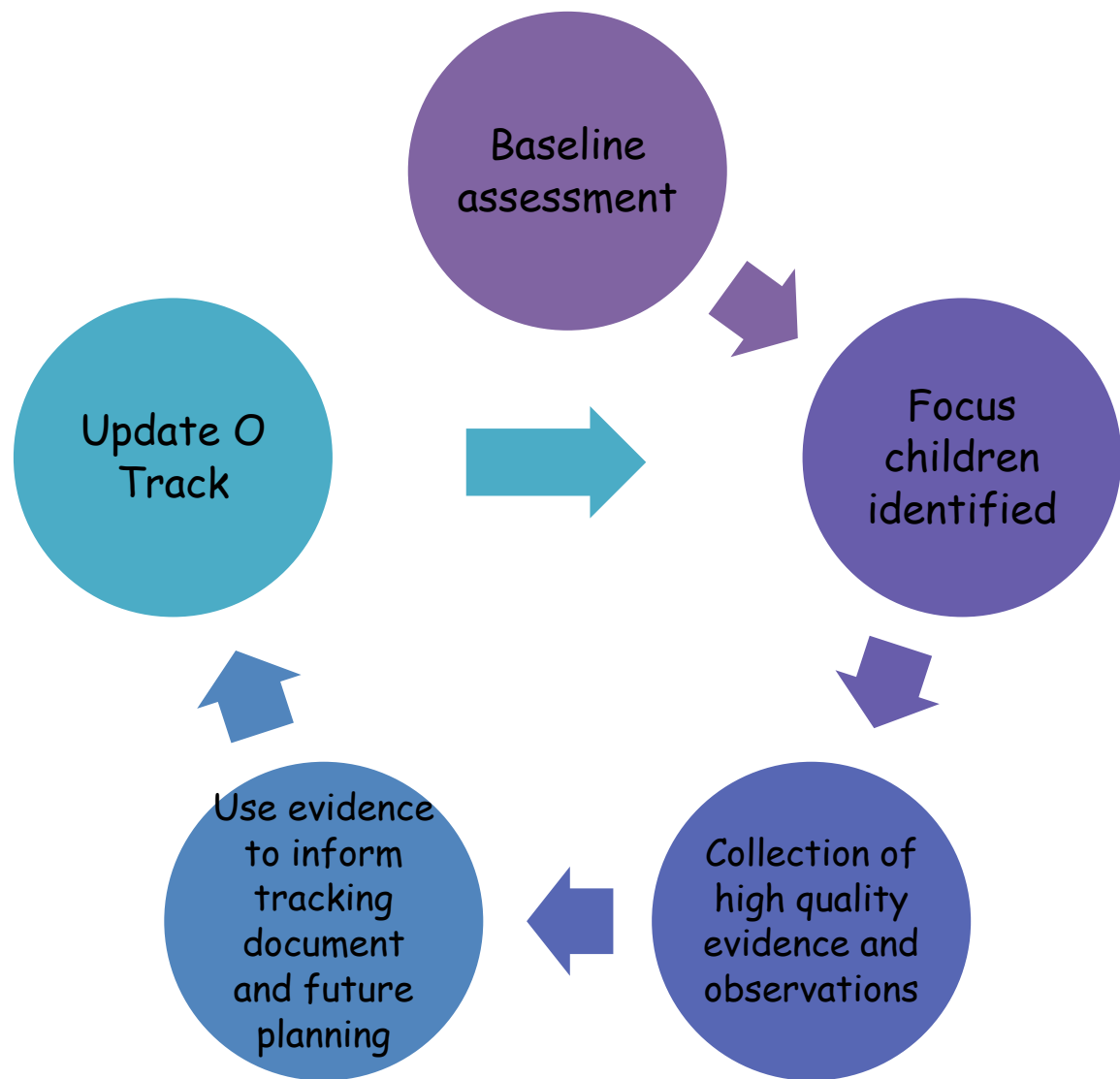
Parents contributions are highly valued. We are keen to instil an excellent three-way partnership (teacher, parent, pupil) to ensure continued learning is robust, informative and effective.

Parents are included in the following ways:

- ✓ Learning Journeys
- ✓ 'Wow moments' certificates for parents to send in.
- ✓ Newsletters
- ✓ Parent/teacher meetings upon request
- ✓ Formal parent's evening's during the school year
- ✓ Informal conversations at drop off and pick up
- ✓ Use of the characteristic of effective learners 'teddies' postcards.

## **Assessment Cycle in the Early Years at Causeway Green**

*This assessment information is used by staff to facilitate planning and next steps of learning for their key children and to celebrate, document and share successes.*



## Summative assessment

### Nursery

The Progress Check at Two is checked with parents during home visits before children begin Nursery. Reporting to parents on a child's progress in the Nursery has emphasis on the seven areas of learning, characteristics of learning, and next steps. Children are tracked on a termly basis. Each week we have a focus group whereby closer observations are carried out of selected children. All practitioners will collect evidence across all areas of learning. This will then be shared with parents and next steps identified. The following term the child will become a focus again and observations carried out to ensure next steps have been met, and further next steps will be identified.

### Reception

At the end of the Reception year the children are assessed against the EYFS Profile Early Learning Goals, stating whether they are EMERGING or EXPECTED. The EYFS profile is shared with parents as part of their Summer Term report. Parents and the Year 1 teachers are provided with a copy of the children's profile report together with a short commentary on each child's skills and abilities in relation to the three key characteristics of learning. Reception teachers meet with Year 1 teachers to discuss the child's stages of development and learning needs. Assistance with planning of activities in Year 1 will be provided if required. Children are tracked on a termly basis.

Each week we have a focus group whereby closer observations are carried out of selected children. All practitioners will collect evidence across all areas of learning. This will then be shared with parents and next steps identified. The following term the child will become a focus again and observations carried out to ensure next steps have been met, and further next steps will be identified.

Have the levels below changed for Year 1 or was this just to do with the base line?

<u>Grid Showing age related expectations for the end of EYFS:</u>		
<u>ELG Learning Goal</u>	<u>'Best fit' transfer into level judgment into KS1 (age related expectation)</u>	
1. Emerging	BO BO+ DO DO+	Beginning into developing  Developing
2. Expected	SO	Secure
2+	SO+	Above

	B1	GDS
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### **Local Authority requirements**

The EYFS profile results and entry scores for Reception are sent to Sandwell Local Authority upon request. Causeway Green Primary School takes part in all reasonable moderation activities and attempts to organise moderation outside the borough in order to support teacher judgements.

### **Monitoring and review**

The Senior Leadership Team will carry out monitoring on the EYFS as part of the whole school monitoring system with the inclusion of the EYFS phase leader. Moderation for the whole Early Years team are planned regularly as well as full explanation of termly data analysis where staff will add to the EYFS action plan. This ensures a fully comprehensive understanding of the strengths and areas to develop next.

This policy will be reviewed before the start of each academic year and will evolve to incorporate the views of all staff concerned.

