



## Creating Learners Without Limits

<b>Title</b>	<b>Victoria Primary Assessment Policy and Procedures</b>
<b>Reviewed</b>	<b>September 2020</b>
<b>Next Review</b>	<b>September 2021</b>
<b>Associated Policies</b>	<b>Teaching and Learning Appraisal EYFS Learning Essentials</b>
<b>Originator</b>	<b>Hayley Scargill</b>

## Contents

Aims and objectives.....	3
Victoria Assessment Policy and Practice .....	4
Summative Assessment.....	4
Formative Assessment Years 1 – 6 .....	4
September Baselines .....	4
Phonics.....	5
Data Entry Points .....	5
Writing.....	5
Reading.....	6
Mathematics.....	6
Other subjects .....	6
End of Unit Assessment.....	6
Assessment beyond the point of Teaching .....	7
Evidence.....	7
Reporting to parents.....	7
Targets .....	7
Assessment Cycle.....	8

The academy views assessment as an integral part of the learning and teaching cycle. Formative and summative assessments are used to monitor and evaluate progress and attainment of individual, groups and cohorts.

**Our approach to assessment has not changed, however, there will need to be ongoing discussions around assessment of pupils once they return to school in September following national school closures. Adaptations to our assessments systems and procedures will be discussed as we move through the academic year.**

## **Aims and objectives**

**every child** knows how they are doing, and understands what they need to do to improve and how to get there. They get the support they need to be motivated, independent learners on an ambitious trajectory of improvement

**every teacher** is equipped to make well-founded judgements about pupils' attainment and progress, understands the concepts and principles of progression, and knows how to use their assessment judgements to forward plan, particularly for pupils who are not fulfilling their potential

**the academy** has in place structured and systematic assessment systems for making regular, useful, manageable and accurate assessments of pupils, and for tracking their progress

**every parent and carer** knows how their child is doing, what they need to do to improve, and how they can support the child and their teachers.

## Victoria Assessment Policy and Practice

We use online assessment tools as follows:

Reception – Tiny Tracker

Y1 to Y6 – FFT data tracker

Y2 to Y6 – PIXL

## Summative Assessment

- Children in Year R will be assessed against the EYFS profile. All children are baselined on entry. Parents will be told the age and stage that their child is working at, and at the end of Reception whether their child is emerging, expected or exceeding in each Early Learning Goal.
- Children in Year 1 will carry out the phonic screening test in June – statutory. The score the children achieved and whether this is meeting the expected level or not will be reported to parents in end of year reports.
- Children in Year 2 will be teacher assessed, using SATs materials to support teachers' judgements. These results will be reported to parents as the end of the year.
- Children in year 2 who did not pass the phonics test in Year 1 will complete the phonics test in June and their mark will be reported to parents.
- Children in Year 6 will carry out SATs tests in SPAG, Maths and Reading during May. Writing will be teacher assessed. Results will be reported to parents in the end of year. Year 6 will be assessed at regular intervals throughout the year – mock tests.
- All children from Y3 to Y5 will complete PUMA and PIRA assessments for English and Mathematics twice during the year. These results form part of the overall school analysis and help to inform the baseline for the following year alongside teacher assessment judgements.
- It is essential that pupils build their stamina and knowledge of question types to ensure they can perform to the best of their ability in test situations.

## Formative Assessment Years 1 – 6

### September Baselines

End of year teacher assessments and statutory assessments are used to form baselines for all pupils in Y1 to Y6. These will be presented as part of the cohort data profiles.

Baselines will be difficult to establish prior to the start of term for September 2020 due to school closures. There is the following data for teachers to refer to:

YR, Y2 and Y6 2020 – projected end of year/Key stage data is available for these year groups in FFT. This data is projected data to show where the children would have been at the end of the key stage, using all available information

YR 2020 – there is data for the Spring term in Tiny Tracker

Y1 to Y6 2020 – there is data for the Spring term in FFT data

All of the above data is a valuable source of information for new class teachers for September 2020.

At the beginning of the year class teachers will use PIXL transition and PIXL gap materials to make assessments of pupil starting points. Planning will then take account of these assessments as we begin to plan to move the children forward for their varied starting points.

## Phonics

Children throughout the school will be assessed half termly for phonics whilst they remain on the RWInc phonics programme. This information can be used to inform judgements against the assessment criteria for reading.

## Data Entry Points

Tiny Tracker and FFT assessment systems are designed to be continuous assessment throughout each term. Teams will discuss and moderate judgements through professional conversations as they enter assessments into the systems. There are three formal data points per year (December, April and July) when assessment information will be analysed and shared with teams. Pupil progress meetings will be used to ensure that any concerns with progress are addressed without delay.

It is essential that the system is kept up to date throughout the year.

Assessments will be reported to HAT/governors after each data entry deadline.

## Writing

Writing skills are taught in RWInc/Literacy & Language sessions/PIXL. Children should be given a variety of opportunities to demonstrate their writing skills within connected curriculum work. Children are expected to write fiction and non-fiction pieces of writing that link with their unit for the term. Within both of these writing contexts there will be good quality evidence of writing that can be used to assess against the FFT statements. There will be no time limit for these pieces of writing. They must be planned for and children given the necessary teaching to ensure they produce writing of a good standard.

End writes and assessed writing for English units are completed in a writing assessment book (purple book), this ensures there is clarity around the progress children are making with their writing.

Pupils in Year 2 and Year 6 will be assessed for the writing against the Teacher Assessment Frameworks in addition to other forms of assessment.

Pupils should practice handwriting and spelling daily. The National Handwriting Association guidance is

used for handwriting. Please refer to this guidance to support with the teaching and assessment of handwriting.

## Reading

Reading will be assessed using the FFT/Tiny Tracker statements. Reading is taught during cross-curricular work and in English sessions. Opportunities to assess reading should be planned for within both these learning times, there are no additional guided reading sessions beyond these. Teacher planning should be annotated to show progress and next steps.

Pupils in Year 2 will be assessed for the reading against the Teacher Assessment Frameworks in addition to other forms of assessment.

## Mathematics

Mathematics will be assessed using FFT/Tiny Tracker statements. Mathematics is taught during a discrete lesson daily and within cross-curricular sessions. Teacher planning should be annotated to show progress and next steps.

Pupils practice their times tables and division facts daily. Tackling Tables (FAST learning) is delivered in Y2 to Y6 to improve multiplication and division fact recall and enable pupils to self-assess. This also forms part of the teacher's assessment of progress. Numbots is used for R/KS1 to enable pupils to have regular practice with their number bonds.

## Other subjects

Connected curriculum subjects are assessed on FFT. Statements for these will be compiled by teaching teams in line with their planning for the term.

Discrete subjects will be assessed on FFT. Curriculum leaders for these subjects will support teams to compile statements for FFT.

FFT allows us to create a bespoke bank of statements to assess the pupils against the curriculum taught each term in school.

Reception pupils will be assessed on Tiny Tracker for all their curriculum.

## **End of Unit Assessment**

At the end of each Literacy and Language unit pupils complete Reading, SPAG and writing assessments. The results of these are analysed by teachers and used to plan further teaching and learning. **Pupils will initially be assessed against PIXL transition/gaps prior to beginning L and L units.**

At the end of each White Rose maths unit pupils complete a written assessment. The results of these are analysed by class teachers and used to plan further teaching and learning.

## **Assessment beyond the point of Teaching**

Regular review of learning to enable pupils to demonstrate what they can do and understand is key to making accurate teacher assessment judgements. Pupils should be able to demonstrate their learning and knowledge beyond the point of teaching, activities to enable pupils to demonstrate this must be planned for.

If pupils are not successful in these low state test situations, then the learning is not secure and this needs to be addressed.

In more formal tests pupils need to work across a range of skills and areas within a subject over a short space of time, they need to be able to link their learning and show resilience: pupils need to be taught how to do this in a structured way.

## **Evidence**

Evidence for all ongoing assessments will be in children's books, class big books and annotated teacher planning. It is essential that these are kept up to date to ensure the assessment procedures can be monitored and adapted as the year progresses.

## **Reporting to parents**

It is expected that progress will be shared with parents during Parents' consultations so that they can see the areas where children are meeting end of year expectations and, where they are not, to be able to support children at home. At the end of the year we will report to parents that children are either meeting end of year expectations, have mastered end of year expectations (where they have embedded them securely in all their work), or are working towards meeting end of year expectations.

## **Targets**

In year progress targets will be set for appraisal purposes in line with ARE bands. Attainment targets will be set using prior attainment information and FFT50/20 estimates.

End of year percentage of children who will attain ARE or above will be agreed with each year team during pupil progress meetings.

The expectation is that children should at least match their prior attainment year on year. Pupils who attain national expectations in Reception and Year 2 are expected to remain ARE during the next key stage. Where pupils have fallen below their prior attainment they will be targeted to move back into their previous attainment band during the next academic year.

Some individual pupils who are below ARE will be targeted to move into ARE by the end of the year. This will ensure the year group move towards FFT50/20 estimates by the end of the key stage.

## **Assessment Cycle**

- Baseline – children into ARE bands
- Planning
- Learning and Teaching
- Teacher assessment – using Tiny Tracker/FFT and Teacher Assessment Frameworks
- Moderation - using Tiny Tracker/FFT and Teacher Assessment Frameworks
- Enter data into Tiny Tracker/FFT system
- Analysis of progress
- Pupil progress meetings – targets set
- Interventions agreed