

## **School Vision**

At Robert Peel Primary School our vision is to develop confident and independent learners who are able to communicate effectively with others. Our aim is for the children to be happy in all aspects of school life and for them to aspire to be the best they can be.

We will achieve this by creating a culture of independent learning and discovery that is stimulating and enjoyable for both children and staff. The children's views will be sought and valued and high expectations will ensure that all children achieve.

## **Rationale**

Assessment is fundamental to be able to extend and challenge the children's learning so that they can reach their potential. It also provides a whole school framework at which all different levels and perspectives merge so that educational objectives can be set and used to inform class planning, children's next steps, resources, support, whole school objectives and training.

Assessment should be incorporated systematically into teaching strategies in order to assess progress diagnose any needed developments whether on an individual, group, class or whole school basis. Assessment is only effective if there is a regular review, communicated and acted upon at all levels.

## **The Principles of Assessment at Robert Peel Primary School**

Using the principles and processes of assessment, we aim:

- To monitor progress, outcomes and support learning
- To recognise the achievements of pupils and identify any areas of development
- To inform pupils of their progress and next steps
- To enable teachers to plan effectively the next steps in learning for their class, for groups of children and for individual children
- To provide parents/carers with the information they need about their child's learning in order that they can support them effectively at home
- Provide information to ensure continuity when the pupil changes school or year group
- To enable teachers to set high expectations for all children
- To enable judgements to be made by Governors, school staff and external parties, such as Ofsted, about the quality of teaching and pupil achievement at the school
- To enable the school to benchmark the quality of its provision against that of other schools locally and nationally
- To enable school staff to check on and support on-going improvement in teaching standards and pupil achievement

## **Types of Assessment**

**Formative – Assessment for Learning – Day-to-day, ongoing assessment based upon how well pupils fulfil learning objectives.**

This is the ongoing assessment carried out by teachers both formally and informally during the daily learning. The results of formative assessments have a direct impact on the provision employed immediately following the assessment. These assessments are directly linked to the principles set out in our Marking and Feedback Policy.

Strategies applied throughout the school's work:

**Planning and Provision** - Ensures clear learning objectives, Success Criteria, differentiation and appropriate delivery of the National Curriculum; short-term plans show how assessment affects next steps by the development of activities and contain assessment notes on pupils who need more support or more challenge.



**Sharing learning objectives and Success Criteria with pupils** - Ensures that pupils are focused on the purpose of each task, encourages pupil involvement and comment on their own learning; keeps teachers clear about learning objectives and how the children can be successful..

**Pupil self-evaluation and peer evaluation** - Empowers each pupil to realise his or her own learning needs and to have control over future targets; provides the teacher with more assessment information – the pupil's perspective.

**Feedback** - Must reflect the learning objectives and Success Criteria for the task to be useful and provide an ongoing record; can be oral or written. Tracks progress diagnostically, informs the pupil of successes and next steps and provides clear strategies for improvement.

**Summative – Assessment of Learning - This is 'snapshot' testing which establishes what a child CAN do at a given time.**

Assessment of Learning involves judging pupils' achievements against national expectations. Teachers may make these judgements at the end of a term, of a year or of a Key Stage; in some year groups these judgements are derived using formal tests, including externally set assessments by the Government.

At Robert Peel Primary School, the staff and Governors understand that the Government has laid out the expectations of what children need to achieve by the end of each year; this understanding has been used to develop curriculum planning and related assessment documents organised by year group.

**Statutory Assessments** - Pupils are statutorily assessed at the end of Key Stage One and Two. The children are assessed using the Interim Framework Assessment as well as tests in Maths, Reading and Spelling, Punctuation and Grammar. Pupils in Reception are assessed throughout the year using the assessment strands in the guidance material for the Development Matters in the Early Years Foundation Stage. At the end of the Foundation Stage a summative assessment is made in each of the 17 strands to provide a summative end of key stage attainment result. It is a national yardstick against which to compare children's performance. At the end of Year 1 all children will have their phonic ability assessed using the Phonic Screening Assessment.

**National Non-Statutory Tests** - These provide an opportunity for a school to keep track of pupils' progress and teachers' expectations and to enable schools to monitor progress through summative means at different points in the key stage. These assessments are used in KS2 in years 3, 4 and 5.

**Baseline Assessments** - Teacher assessments made at the beginning of entry to Reception using the assessment strands in the guidance material for the Development Matters in the Early Years Foundation Stage. To establish pupils' abilities at the beginning of Reception so that subsequent progress in achievement can be compared with, and measured against, expected norms. They can also be used formatively, to identify strengths and areas to develop, and support teachers in providing appropriate learning experiences for individual pupils. Early Years Foundation Stage Profile (EYFSP) which is based on the teacher's on going observations and assessments in the following areas:

The Prime Areas of learning:

- Communication and language
- Physical development
- Personal, social and emotional development

The specific areas of learning:

- Literacy
- Mathematics
- Understanding of the world
- Expressive arts and design



Characteristics of effective learning:

- Playing and exploring
- Active learning
- Creating and thinking critically

### **Assessment for Learning in Action**

At Robert Peel Primary School, every lesson taught is carefully planned, with clear, specific Learning Objectives, Success Criteria and provision according to the learning needs of the children. The following procedure details how this is achieved.

At the time of planning, each lesson's Learning Objectives and Success Criteria (which are gleaned from the relevant national planning documentation and expanded upon according to the requirements of the school) are linked to specific assessment criteria.

During each lesson, all classroom staff assess the progress of the children with whom they are working against the given assessment criteria; a range of assessment methods can be used, including

- Observation
- Questioning
- Discussion
- Marking and Feedback

Additionally, where staff believe that a child working outside of their focus group(s) has demonstrated a notable learning point, then an assessment will be made and this will also be noted on planning.

Following the lesson, the teacher reviews and evaluates the learning and uses the up-to-date assessment information to develop future teaching, ensuring that all lessons are tailored to meet the learning needs of the children.

### **Feedback to Children**

Research has shown that the involvement of children in the assessment process empowers them to take action towards improving their performance and ultimately raises standards. The classroom based staff at the school give the children regular feedback on their learning so that they understand what they do well and what it is that they need to improve. (Refer to the school's Marking and Feedback Policy).

### **The School's Marking and Feedback Policy**

The School's Marking and Feedback Policy has two core purposes:

1. Teachers mark the children's work and use their findings to inform their assessments
2. The feedback tells children how well they have done and what they need to do next in order to improve

The staff at the school have an agreed code for marking and feedback, as this ensures that marking is consistent and therefore the children understand what this means; they are able to respond to this during allocated times in the timetable.

Further details about the school's marking and feedback practices and procedures can be found in the Marking and Feedback Policy.

### **Feedback from Children – Children's Self-Assessment**

Children are often asked to assess their own learning in order to identify how they feel they have progressed with regards to the lesson's learning objectives. The children share their self-assessments and evaluate their learning through the use of Success Criteria. Further information about self-assessment can be found in the Marking & Feedback Policy.



**The School’s Data Management System**

The School uses Classroom Monitor as its School Data Management System. School staff record their summative assessments in Reading, Writing and Mathematics as part of their marking and assessment process on the system; summative assessments for all other subjects will be recorded at the end of each term.

**Assessments**

Children are assessed against the criteria from the Rising Stars Progression Framework to highlight the criteria a child needs to achieve to be graded as working towards, meeting or exceeding against an individual objective. Teacher assessments for pupils are ongoing and this information is updated on the pupil markbooks on Classroom Monitor. Classroom Monitor automatically gives each child a grading drawn from a percentage of the objectives that have been achieved by each child.

Below are the grading and percentages:

Beginning	Beginning +	Developing	Developing +	Met/ARE	Exceeding
10%-27.4%	27.5%-44.9%	45%-64.9%	65%-84.9%	85%-100%	Children in Met band and at least 50% of objectives at Exceeding

Each grading is given a point score (Appendix 1) to ensure children’s progress is quantifiable and that progress can be accurately measured. Snapshots of pupil’s attainment are taken at the end of each half term to ensure children are making good progress towards their targets.

**Diagnostic Assessments**

The school uses a variety of diagnostic assessments to ascertain specific areas of need for certain children. Below is a table that indicates the different assessments used and the frequency of their use:

Assessment	Frequency	Description
Salford	Termly	Reading test
Youngs	Termly	Spelling test
PUMA	Termly	Maths test
Sounds Write	As needed	Literacy assessment
Boxal Profile	Nurture – twice yearly As needed	Social emotional assessment
Renfrew	As needed	Word finding, Information and grammar assessment
BPVS	Reception – twice yearly As needed	British Picture Vocabulary System
Working memory	As needed	Assesses working memory



SDQ	As needed	Strength and Difficulties Questionnaire
ASRS	As requested by paediatricians	Autism questionnaire
Conners	As requested by paediatricians	ADHD questionnaire
Social Communication	As requested by paediatricians	Social communication questionnaire
B Squared	Half Termly	P level assessment and tracking
ABC checklist	As needed	Fine and gross motor control assessment

**Tracking Pupil Progress**

**Target Setting**

Each Class Teacher will take responsibility for setting challenging targets for every pupil in Reading, Writing and Mathematics at the start of each academic year. The Assessment Leader with the SLT will determine each child's target by using all of the available data related to their attainment and progress from the previous year.

The targets have been based on the following information:

Foundation Stage	Year 1	Years 2, 3, 4, 5 & 6
Based on Development Matters and Baseline	Based on FS Outcomes 1 → beginning/beginning+ or developing/developing+ 2 → Met/ARE 3 → Exceeding	Based on end of previous year's data Beginning → Beginning Beginning+ → Beginning+ Developing → Developing Developing+ → Developing+ ARE → Met/ARE Exceeding → Exceeding

The Assessment Leader understands that the Government has determined, through the Early Years Foundation Stage and National Curriculum documents, what is expected of a child in each year group and therefore, if a child achieves the 'expected' level year on year, then s/he is making good progress. This sets out how good progress is measured:

Good	Outstanding
From the same band from one year to the next. For example Developing → Developing, Beginning+ → Beginning+ 3 points progress	Move up by one or more bands. For example: Developing → Developing+, Developing → ARE 3.5 points progress and above



School Leaders use this information to set targets where children are expected to make good progress. The Assessment Leader will calculate the overall impact of the targets set. They will check that the percentages of children expected to achieve below the 'expected' level, at the 'expected' level and above the 'expected' level are at least in line with previous years and therefore help to maintain high academic standards. All children will be expected to make at least 3 points progress with some children making 3.5 or more points progress. In exceptional cases where a child has been assessed as working significantly below the expectations for their year group, they will be assessed against the expectations for the year group that they are working at. For this small minority of children their targets will be set starting from their end of year assessments from the previous year. Some children will be assessed in this manner in specific subjects and some in all areas dependent on their abilities.

Assessment data for these children will be kept on a Personal Profile Sheet (Appendix 2) that will be updated on a half-termly basis. This detailed data will then feed into the Class Provision Map (Appendix 3) to ensure that the provision for that particular child is relevant and accurate.

### **Roles & Responsibilities**

Teachers, Teaching & Learning Practitioners and Learning Support Assistants are responsible for carrying out summative and formative assessments with individual pupils, small groups and whole classes, depending on the context. Where appropriate, these outcomes will be shared with pupils as part of an ongoing dialogue with pupils about their learning progress.

The outcomes of summative assessments are reported to the Assessment Leader. These outcomes will be shared with parents at Parent Consultation meetings and in each pupil's Annual Report.

#### ***The Assessment Leader is responsible for ensuring that:***

- Each class teacher uses pupil tracking to analyse the performance of individuals and vulnerable groups, then to set individual targets using provision maps.
- Summative assessment tasks are carried out and that the resultant data is collated centrally.
- All staff are familiar with current assessment procedures and practice.

#### ***The Headteacher is responsible for:***

- Monitoring standards and outcomes
- Analysing pupil progress and attainment, including individual pupils and specific pupil groups
- Identifying pupil groups who are vulnerable to underachievement in relation to age expectations and prior attainment
- Prioritising key actions to address underachievement of individuals and groups
- Reporting to Governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years.

#### ***The Headteacher and the Assessment Leader are jointly responsible for:***

- Holding teachers to account for the progress of individual pupils towards their end-of year targets at Pupil Progress Meetings, mid-year appraisal and end-of-year Pupil Progress Review Meetings.

#### ***Phase & Subject Leaders are responsible for:***

- Ensuring all staff are familiar and with the assessment policy, practice and guidance for their particular phase or subject.
- Ensuring that assessments of individual pupils are being carried out, recorded and shared with parents and the Assessment Leader, where appropriate.
- Monitoring standards in their phase or subject according to assessment criteria set out in the National Curriculum.



**Moderation**

In order to ensure accuracy and consistency in assessment, the staff team at Robert Peel Lower School participate regularly in moderation events; these include:

- In-house moderation during staff meetings
- Moderation with other schools, organised locally
- Moderation events organised by Central Bedfordshire LA for schools throughout the county
- Central Bedfordshire LA moderation visits

NB Robert Peel Primary School nominated Central Bedfordshire LA as its moderating body.

**Professional Meetings**

Once the individual curricular targets have been set for every child, progress towards these targets will be monitored termly. Class teachers will meet with the Headteacher and Assessment Leader to discuss the progress towards targets in Reading, Writing and Mathematics of each child in their class or group.

Each child’s progress towards their targets will be measured in relation to the number of points they have achieved from the beginning of the academic year. Therefore, in order to determine whether a child is on track to meet their target, they should have achieved at least 1 point progress by the end of the autumn term, at least 2 points by the end of the spring term and 3 points at the time of the final assessment point in the summer term.

For those children who are not on track to meet their target, the Key Stage Teams (with support from the Assessment Leader) will determine the support strategies that will be implemented to address lack of progress towards targets.

**Inclusion**

At Robert Peel Primary School, the assessment policies, procedures and practises are designed to be fair and fully inclusive. Ultimately, they can be applied to all situations and all children; ensuring that assessment is used to aid the achievements of every child. The school’s assessment is free from bias towards factors that are not relevant to what the assessment intends to address.

**Reporting Assessment Information to Parents/Carers**

The staff at Robert Peel Primary School have a range of strategies that keep parents/carers fully informed of their child(ren)’s attainment and progress in school. Parents/carers are offered the opportunity to formally find out about their child’s learning each half term via the following activities:

<b>Autumn Term</b>	Parents/carers’ consultation evening – discussion with Class Teacher Open Classroom - Opportunity to look at and comment on their child’s work.
<b>Spring Term</b>	Parent/carers’ consultation evening – discussion with Class Teacher When a parent/carer meets with their child’s teacher, the teacher gives each parent/carer a summary of the child’s level of attainment and some information about their progress towards targets in Reading, Writing and Mathematics; they also share areas in which the child needs further support (this information will link to the child’s in- school curricular targets in Reading, Writing and Mathematics).
<b>Summer Term 2<sup>nd</sup> Half</b>	Annual school report The annual report will provide parents/carers with an overview of their child’s attainment in every subject i.e. whether the child is working at a level below national expectation; in line with national expectation; or above national expectation; it will also provide information about the child’s behaviour and attitude to learning. At the end of Key Stage 1, children working significantly below age related expectations will be assessed as working at a pre-key stage level.



Parents/carers can also seek information about their child's attainment and progress by speaking with their child's teacher at any time during the school year on an informal basis should they have any queries or concerns.

**Monitoring and Review**

The Assessment Leader, supported by the Senior Leadership Team, is responsible for monitoring the implementation of this policy.

This policy will be reviewed in two years or earlier if necessary.

**Appendix 1**

**EYFS Attainment Point Scores**

Age range	Assessment Step	Point Score
Birth-11m	0-11 beg	1
	0-11 dev	2
	0-11 sec	3
8-20m	8-20 beg	4
	8-20 dev	5
	8-20 sec	6
16-26m	16-26 beg	7
	16-26 dev	8
	16-26 sec	9
22-36m	22-36 beg	10
	22-36 dev	11
	22-36 sec	12
30-50m	30-50 beg	13
	30-50 dev	14
	30-50 sec	15
40-60m	40-60 beg	16
	40-60 dev	17
	40-60 sec	18
	ELG Emerging	19
	ELG Expected	20
	ELG Exceeding	21



**Robert Peel Attainment Point Scores**

Curriculum	Stage working at	Level	Points
EYFSP	Early Learning Goals	Emerging	19
EYFSP	Early Learning Goals	Expected	20
EYFSP	Early Learning Goals	Exceeding	21
Year 1	Stage 1	1 Beg	22
		1 Beg+	22.5
		1 dev	23
		1 dev+	23.5
		1 Sec	24
		1 Exc	24.5
Year 2	Stage 2	2 Beg	25
		2 Beg+	25.5
		2 dev	26
		2 dev+	26.5
		2 Sec	27
		2 Exc	27.5
Year 3	Stage 3	3 Beg	28
		3 Beg+	28.5
		3 dev	29
		3 dev+	29.5
		3 Sec	30
		3 Exc	30.5
Year 4	Stage 4	4 Beg	31
		4 Beg+	31.5
		4 dev	32
		4 dev+	32.5
		4 Sec	33
		4 Exc	33.5
Year 5	Stage 5	5 Beg	34
		5 Beg+	34.5
		5 dev	35
		5 dev+	35.5
		5 Sec	36
		5 Exc	36.5
Year 6	Stage 6	6 Beg	37
		6 Beg+	37.5
		6 dev	38
		6 dev+	38.5
		6 Sec	39
		6 Exc	39.5



**Appendix 2**

Photo

**Personal Profile**



Name	Class	Teacher

Assessment	Date	Score	Date	Score	Date	Score

Provision – 10 weekly block		start date:	
Hours	Target	Staff member	Comments



**Appendix 3**

**Year Provision Map**

Name	Hours	Gender	Target	LSA/ TLP	PPG	SEN D	EAL	More Able	Start	End	Comments