

Assessment Policy and Overview

Weekly: Lessons are planned using NC objectives during PPA. Teachers discuss formative assessment and summative data to plan for progression and build upon prior attainment. Year group plans should then be adapted to meet the needs of individuals and groups within classes **Reading:** Regular teacher assessment should be based on reading age of children (book bands), fluency (words read in 60 seconds - must be 90 or above) and comprehension attainment. **Writing:** extended writing takes place at the end of every unit of work. These pieces are used to inform teacher assessments. **Maths:** End of unit Power Maths assessments are used to inform teacher assessment and are followed up with deepen and strengthen tasks from the scheme.

AUTUMN TERM

Y1 – 6 Core Subjects: During the penultimate week of each term, pupils complete formal, standardised assessments (PIRA in reading, White Rose in Maths and Headstart in Science). Results are used alongside teacher assessments to make summative judgements about their performance. These are informed by ongoing AfL and are entered onto DCPro using the coding system Blw, ARE and Abv. In writing, teachers assess fiction and non-fiction pupil work using the school's NC assessment grids and record their assessments on DCPro our tracking system. If children are operating below ARE, the year at which they are working is also recorded on the tracker.

EYFS/KS1 Phonics - RWInc assessments half termly

History, Geography, DT, Art, PE, MFL, Music, Computing, RE, PSHE: At the end of every term, a summative assessment judgement is made for all pupils in all curriculum areas based on knowledge and skills learned. This is entered onto DCPro using the coding Blw, ARE or Abv.

EYFS: A school baseline assessment and the NFER baseline assessment are carried out on all Reception pupils during the first few weeks of Autumn 1. Nursery pupils have a school baseline assessment when they start school in the autumn term. These assessments enable staff to identify areas of need for the children and plan accordingly.

Ongoing observations and formative assessments in EYFS are captured on Evidence Me and teachers' written notes are recorded. Data from Evidence Me is exported to DCPro at the end of term.

SEND IPPs: These should be completed 2 weeks prior to Parents' Evening.

Statutory assessments: NFER Reception Baseline

SPRING TERM

Y1 – 6 Core Subjects: During the penultimate week of each term, pupils complete formal, standardised assessments (PIRA in reading, White Rose in Maths and Headstart in Science). Results are used alongside teacher assessments to make summative judgements about their performance. These are informed by ongoing AfL and are entered onto DCPro using the coding system Blw, ARE and Abv. In writing, teachers assess fiction and non-fiction pupil work using the school's NC assessment grids and record their assessments on DCPro our tracking system. If children are operating below ARE, the year at which they are working is also recorded on the tracker.

EYFS/KS1 - Phonics RWInc assessments half termly

History, Geography, DT, Art, PE, MFL, Music, Computing, RE, PSHE: At the end of every term, a summative assessment judgement is made for all pupils in all curriculum areas based on knowledge and skills learned. This is entered onto DCPro using the coding Blw, ARE or Abv.

EYFS: Ongoing observations and formative assessments are captured on Evidence Me and teachers' written notes are recorded. Data from Evidence Me is exported to DCPro at the end of term.

Spring cohort Nursery pupils baseline assessment.

SEND IPPs: These should be completed 2 weeks prior to Parents' Evening

SUMMER TERM

Y1 – 6 Core Subjects: During the penultimate week of each term, pupils complete formal, standardised assessments (PIRA in reading, White Rose in Maths and Headstart in Science). Results are used alongside teacher assessments to make summative judgements about their performance. These are informed by ongoing AfL and are entered onto DCPro using the coding system Blw, ARE and Abv. In writing, teachers assess fiction and non-fiction pupil work using the school's NC assessment grids and record their assessments on DCPro our tracking system. If children are operating below ARE, the year at which they are working is also recorded on the tracker.

Statutory assessments: EYFS, Y1, Y2, 4 & 6

EYFS/YKS1 - Phonics RWInc assessments half termly

History, Geography, DT, Art, PE, MFL, Music, Computing, RE, PSHE: At the end of every term, a summative assessment judgement is made for all pupils in all curriculum areas based on knowledge and skills learned. This is entered onto DCPro using the coding Blw, ARE or Abv.

EYFS: Ongoing observations and formative assessments are captured on Evidence Me and teachers' written notes are recorded. Data from Evidence Me is exported to DCPro at the end of term.

SEND IPPs: These should be completed by the penultimate week in Summer 1

Pupils with SEND

Any pupil who has special educational needs is assessed against:

- Individual targets set out for them in their IPPs (individual provision plans.) Where an EHCP is in place, targets and activities are structured around these and an individualised timetables and weekly plans are created. Progress against these targets is reviewed termly on their IPP and shared with parents/carers at Parents' Evenings; EHCPs are reviewed annually.
- 'Skills Ladders' are put in place for children working below the level of the national curriculum to ensure that activities and learning are structured and progressive, enabling children to make visible progress in key areas. This is recorded on DCPro and analysed by our school's SENCO.
- Standardised assessments (e.g. Salford Reading Test, Sandwell's Numeracy Test, IS word lists, RWI phonics) are carried out termly to provide summative judgements about attainment and data is recorded on our DCPro assessment tracking system.

Pupils with an EAL proficiency of 'A' or 'B'

Pupil are assessed against the national curriculum in the same way as their peers (see overview above.) However, in addition to the above judgements, pupils are also assessed in terms of their progress in the acquisition of English. This is done using the 'Solihull EAL Tracker' every term and the information is then used to inform future provision.

Quality Assurance

Challenge meetings with all teachers linked to work and progress evidenced in books over time across the curriculum. These will link to SLT phase review days each term.

Moderation exercises, as detailed in the moderation calendar below, will take place throughout the year.

Please note:

- We do not set annual data targets for pupils or classes.
 - Assessments against KPIs are completed formatively throughout the term as part of PPA sessions.
 - An annual report is sent to all parents in the summer term every year which communicates attainment and attitudes to learning. In EYFS, observations captured on Evidence Me are also emailed to parents each half term
 - External data about our school's performance (e.g. IDSR, FFT dashboards, LA data etc.) are fed back to staff and governors.
- **Please also see our school's 'Feedback and Marking Policy.'**

Phonics and Early Reading

RWInc phonics assessments are carried out every half term so that the children can be grouped appropriately (if not already moved through formative assessments) and any learning needs identified and addressed. Children's '**book band**' levels should be regularly assessed to ensure that reading books match the reading age / ability of each child.

Justification

Weekly/Termly Assessments: Senior leaders and subject leaders can analyse the effectiveness of provision for pupils, including key groups (SEND, PP, EAL) and take swift action in any development areas identified: interventions, timetables, resources, activities, planning etc. Awareness of standards across school. Teachers the following year have an accurate understanding of the learning needs of their children and can plan accordingly.

MODERATION CALENDAR

	AUTUMN		SPRING		SUMMER	
SMT	<ul style="list-style-type: none"> • Curriculum expectations • History 	<ul style="list-style-type: none"> • Geography 	<ul style="list-style-type: none"> • Standardisati on Exercise: Writing 	<ul style="list-style-type: none"> • Reading • RE/PHSE 	<ul style="list-style-type: none"> • Maths • Science 	<ul style="list-style-type: none"> • Writing
Phase	<ul style="list-style-type: none"> • Phonics /Reading • History 	<ul style="list-style-type: none"> • Writing • Geography 	<ul style="list-style-type: none"> • Phonics /Reading • Maths 	<ul style="list-style-type: none"> • Writing • Science 	<ul style="list-style-type: none"> • Phonics /Reading • History. • Geography 	<ul style="list-style-type: none"> • Maths • Writing
PPA	<ul style="list-style-type: none"> • Science • History 	<ul style="list-style-type: none"> • Writing • Geography 	<ul style="list-style-type: none"> • Writing 	<ul style="list-style-type: none"> • Maths • RE/PSHE 	<ul style="list-style-type: none"> • Reading • Science 	<ul style="list-style-type: none"> • Maths • Writing
EYFS	<ul style="list-style-type: none"> • Ongoing moderation of maths, writing and specific areas e.g. expressive arts and understanding of the world 					