

Assessment Policy and Overview

Assessment data is used for two reasons at Uplands Manor:

1. Formatively to inform ongoing teacher planning and provision for their pupils.
2. Summatively to judge how the pupils are performing against national curriculum expectations at agreed times throughout the school year.

PPA Sessions

Weekly - Maths and English
Lessons are planned using key performance objectives during PPA sessions. Teachers discuss formative assessment and summative assessments to ensure progressive planning which builds upon prior learning and adapt year group plans to meet the needs of individuals and groups within their own class.

Reading: there are fortnightly formative assessments based on the content domains. These inform teacher assessments.
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.

Justification
Planning is based on learning that has taken place and future learning needs of the pupils.

Penultimate week of the autumn and spring terms.

Termly – Maths, English and Science
At the end of every term, pupils complete formal, standardised assessments (PiRA in Reading, PUMA in Mathematics and Headstart unit assessments in Science) and the results from these are used alongside teacher assessments to make summative judgements about their performance. These are informed by ongoing AfL and are entered onto our tracking system using the coding system Blw, ARE and Abv. In writing, teachers assess fiction and non-fiction pupil work using the school's criterion grids and record their assessments on DCPro. If children are operating below ARE, the year at which they are working is also recorded on the tracker.

Justification
School and core 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.

Termly – All Curriculum Subjects
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.

Justification
School and subject leaders can analyse the effectiveness of provision and take swift action in any development areas identified.
Awareness of standards across school.

Summer term: Y2+Y6 assessments by end of May; EYFS and other TAs by end of June

Annually – Maths, English, Science and all Curriculum Subjects
At the end of every year, a summative judgement is made for all pupils. This is entered onto DCPro.

Statutory assessments are carried out for pupils in Reception (EYFS Profile), Year 1 phonics check, Year 2 SATs, Year 4 multiplication check and Year 6 SATs. We also have an in-school formal assessment point at the end of Year 4.

Justification
School and subject leaders can identify areas of strength and for development and plan to build on or address these. Teachers the following year have an accurate understanding of the learning needs of their children and can plan accordingly.
Awareness of standards across school.

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 are regularly assessed to ensure that reading books match the reading age / ability of each child.

**Accuracy of judgements made
In school and external moderation activities throughout the year around summative assessment points**

**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**

Pupils with SEND

Any pupil who has special educational needs is assessed against:

- Individual targets set out for them in their IEPs (individual education 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 at IEP review meetings; 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, SS 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'

Pupils 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 'Solihill EAL Tracker' every term and the information is then used to inform future provision.

EYFS

The assessment overview for pupils in Reception follows that of pupils in Years 1-6 (see overview above.) However, in addition, a baseline assessment is carried out on all pupils during the first few weeks of Autumn 1. This enables staff to identify areas of need for the children and plan accordingly. Ongoing observations / formative assessments are then captured using our 2Simple Evidence Me software.

In Nursery, pupils have a baseline assessment when they enter school in either the autumn or spring term. The assessment overview then follows that of Reception and the rest of the school.

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.
 - There are two reports to parents every year: one mini progress report at the end of the autumn term which is automatically generated using the data from our tracking system; one at the end of the school year using the data from our tracking system alongside some brief teacher comments. In EYFS, 2Build a Profile summaries are sent home every half term; an annual report is sent home at the end of the school year
 - External data about our school's performance (e.g. IDSR, FFT dashboards, LA data etc.) are feedback to staff and governors.
- ***Please also see our school's 'Feedback and Marking Policy.'***