

Assessment Policy

St Ethelwold's VA School



Approved by: [Name]

Date: [Date]

Last reviewed on: [Date]

Next review due by: [Date]

St Ethelwold's VA School

Assessment Policy

Through the delivery and monitoring of Assessment, we will ensure that we: eliminate discrimination, advance equality of opportunity and foster good relations.

The wellbeing and mental health of all of our pupils and staff is paramount and we continue to monitor and provide provision wherever required. Through careful and focused assessment we will ensure that all pupils access work at their individual level and experience challenge which will grow their confidence and their love for learning.

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.

To make our assessments we:

- Use **Assessment for learning**
- Use Learning Walls' to clearly show how children can move forward their own learning and celebrate success.
- Set clear targets in conjunction with the pupil – this is predominantly through the feedback and marking process (see feedback policy)
- Use Success Criteria at start of lessons so that pupils know what is expected in a piece of work.
- Use a clear system for giving feedback through marking so that pupils are clear about their next steps. (see feedback policy)
- We encourage peer assessment and self-assessment, **so that they can become reflective and self-managing.**

Individual Needs

- The responsibility for identifying, assessing and monitoring children with special educational needs, or who are more able and talented, is the responsibility of the class teacher and is further defined in the Additional Learning Needs Policy.
- St Ethelwold's VA school uses a range of assessment tools to assess specific additional need:
 - British Picture Vocabulary Scale
 - Renfrewshire Test
 - Ravens
 - Nessy Dyslexia
 - IDL Dyscalculia
 - Lexplore eye tracking
 - NARA
 - Sandwell

Information on these assessments is found in the Additional Needs Policy.

Wellbeing Assessment

St Ethelwold's VA School uses The Boxall Profile to assess pupils' wellbeing. This is used for pupils from Reception age to identify behaviours that may impact on their learning. A child transferring to St Ethelwold's mid-year must have a Boxall Profile within 3 months of entry. Where issues have been identified, the pupil will be assessed 3 times yearly to monitor progress. Boxall Profile information will be used in Pupil Progress meetings to plan strategies for whole class, groups and individuals.

Reports to parents

- Parents receive one written report a year. In the report the teacher will refer to the progress a child has made and if they are at the expected level for a child of their age.
- Parents receive two teacher consultations per year in parents' evenings. During this meeting, teachers will refer to the progress a child has made and if they are at the expected level for a child of their age. They will advise parents of the next steps for their child and provide the parents with strategies which they can work on with their child at home.
- Seesaw will be used by the teacher to capture examples of behaviour, spiritual, moral & social evidence and topic activities including outdoor learning, which will be sent directly to the parent via the app. This will support the information sent home via the reports so that parents can establish a good picture of how their child is doing engaging with a broad and balanced curriculum. As photographs are readily available through Seesaw, there will not be photographs included in the report

Assessment results, INCERTs and intervention

- Records of progress using level descriptors are kept on INCERTs and these are tracked and monitored in line with the assessment calendar three times a year. The Assessment Calendar is located on OneDrive and is accessible to all staff.
- INCERTs is updated by teachers on a continuous basis, but a summary of achievements will be input at the end of each half term. This will form part of PPA sessions.
- Dates for the completion of INCERTs and assessment timetable will be provided for all teachers at the beginning of the academic year.
- INCERTs will be moderated termly by partnering up teachers looking at evidence from pupil books and Seesaw. This will take the form of twilight staff meetings and will be in the yearly plan.
- The Assessment Coordinator is responsible for providing a timetable for the intervention TA across FP and KS2 in line with the level of need across the school.
- Intervention in the Foundation Phase will be delivered by TAs working in that sector and their timetable will be set by the class teacher.
- The intervention TA will work predominantly with KS2 pupils and will support the intervention work delivered by TAs working in the Foundation Phase.
- As a result of the Covid19 virus, a greater number of pupils will undertake a more detailed diagnostic assessment of their level of need. This is through the use of YARC for reading and Sandwell for maths.
- Standardised scores from reading and maths tests are collected and input into a whole school tracking system.
- Individual pupil progress can be tracked term by term and year on year through this system. This system will also identify strengths and weaknesses in teaching and learning experiences provided across Key stages and across the whole school. A detailed diagnostic analysis by the SLT will identify training and resource needs.
- When data is returned to class teachers, they will complete pupil progress documents with targets for individuals. Timetabled pupil progress meetings will be held with teachers, SLT and Alnco to confirm systems which the teacher will adopt in class in order for targets to be achieved. Monitoring of pupil progress will take place through learning walks involving pupil

interviews, looking at class displays, and pupil books. The learning walks will inform future provision.

Assessment in Nursery and Reception

Teachers will undertake Foundation Phase baseline assessments in the first half term of both Nursery and Reception. Nursery baselines are used to inform next steps of learning and with results not reported to Welsh Government. Reception baseline assessments are used to record progress from Nursery with results being recorded by Welsh Government and used as the starting point of the measure of progress by outside agencies.

At St Ethelwold's VA School, the baseline assessment profile is a live document which is used to inform provision. The document is referred to in pupil progress meetings, moderation meetings and parent consultations. Pupils in Early Entitlement are informally assessed continuously and there is a focus on developing their early language and communication through foundation phase pedagogy.

Pupils in Nursery and Reception are assessed in RWI and grouped accordingly.

Maths assessments are included at the front of maths books and completed 3 x yearly to show progress.

St Ethelwold's VA School Assessment Information

Standardised Age Scores

Element	Year Groups	Date Collected	How Collected	Next Steps
Reading - NGRT	Year 1 to year 6	September January	NGRT administration is done by using hard copies of tests, therefore data is collected by post and returned digitally within a 3 week period.	<p>Assessment Coordinator to input scores into tracking</p> <p>Where reading age is between 6-18 months below chronological age, teachers will set targets in pupil progress meetings reflecting the area of difficulty which needs to be addressed (eg phonic knowledge, fluency, comprehension – literal and inferential)</p> <p>Where reading age is 18+ months below chronological age, children are placed on additional needs register and receive additional support such as Direct Phonics</p> <p>Pupils scoring above standardised scores of 115 will be registered on the MAT register. Pupils will have individualised learning programmes set on IDL. High level guided reading activities will be evidenced in teachers planning in the differentiated activities section</p> <p>Teachers update INCERTs</p>
Reading – YARC	Reception to year 6	September, January, May Reception pupils will conduct YARC tests in May only	Within each class a selected adult with whom the pupils are familiar will conduct YARC tests for the pupils scoring below 85 standardised score on NGRT (or National Tests). YARC will also be conducted with reception pupils in May. Data input into spreadsheet.	As above
Spelling	Year 2 – 6	September, January, May	Within each class a selected adult with whom the pupils are familiar will conduct spelling tests	<p>Teachers to analyse tests using diagnostic tool for whole class strengths and weaknesses and alter plans accordingly.</p> <p>Teachers to speak to ALNCo to flag up children with standardised scores below 85.</p> <p>Teachers update INCERTs</p>

				Where spelling age is between 6-18 months below chronological age, teachers will set a spelling target in pupil progress meetings using the diagnostic tool
NGFL maths test	Year 1 – 6	September, January	<p>NGFL administration is done by using hard copies of tests in year 1 and year 2, therefore data is collected by post and returned digitally within a 3 week period.</p> <p>NGFL administration in years 3 – 6 is done digitally and data is accessible by school within the same week that the test is conducted</p>	<p>Assessment Coordinator to input scores into tracking</p> <p>Where standardised scores are below 85, teachers will set targets in pupil progress meetings reflecting the area of difficulty which needs to be addressed (through information gained from the diagnostic tool)</p> <p>Pupils scoring above standardised scores of 115 will be registered on the MAT register. Pupils will have individualised learning programmes set on Mymaths by the class teacher. Teachers will present this evidence in pupil progress meetings using the Mymaths administration tool</p> <p>Pupils scoring below standardised score of 69 will do the Sandwell test and diagnostic information will be used to inform intervention activities delivered by TA</p> <p>Teachers update INCERTs</p>

Welsh National Tests

Element	Year Groups	Date Collected	How Collected	Next Steps
Reading	Year 2 to year 6	May	WNT data is collected digitally	<p>Where standardised scores are below 85, YARC test will be used</p> <p>As above Reading NGRT</p>
Numeracy Procedural	Year 2 - 6	May	WNT data is collected digitally	As above NGFL maths test
Numerical Reasoning	Year 2 - 6	May	WNT data is collected digitally	Teachers to analyse tests using the diagnostic tool provided by Welsh Government, for whole class strengths and weaknesses and alter plans accordingly.

National Curriculum Level Tracking using INCERTs

Element	Year Groups	Date Collected	How Collected	Next Steps
Oracy	Nursery - Y6	Constant and ongoing	Class teachers provide assessment coordinator with term on term tracking information by last week of each term	Teacher to plan for opportunities where INCERTs flags up a weakness. INCERTs data is used to provide end of Key Stage levels
Reading	Nursery - Y6	Constant and ongoing	Class teachers provide assessment coordinator with term on term tracking information by last week of each term	Teacher to plan for opportunities where INCERTs flags up a weakness. INCERTs data is used to provide end of Key Stage levels
Writing	Nursery – Y6	Constant and ongoing	Class teachers provide assessment coordinator with term on term tracking information by last week of each term	Teacher to plan for opportunities where INCERTs flags up a weakness. INCERTs data is used to provide end of Key Stage levels
Welsh 2 nd Language	Nursery – Y6	Constant and ongoing	Class teachers provide assessment coordinator with term on term tracking information by last week of each term	Teacher to plan for opportunities where INCERTs flags up a weakness. INCERTs data is used to provide end of Key Stage levels
Science	Y3 – Y6	Constant and ongoing	Class teachers provide assessment coordinator with term on term tracking information by last week of each term	Teacher to plan for opportunities where INCERTs flags up a weakness. INCERTs data is used to provide end of Key Stage levels
PSD	Nursery – Y2	Constant and ongoing	Class teachers provide assessment coordinator with term on term tracking information by last week of each term	Teacher to plan for opportunities where INCERTs flags up a weakness. INCERTs data is used to provide end of Key Stage levels

NGRT and YARC Test

Element	Year groups	Date Collected	How Collected	Next Steps
Reading Age	Reception to year 6	September, January. May (YARC).	NGRT data is collected digitally in KS2 immediately after taking the test. NGRT administration in FP is done by using hard copies of tests, therefore data is collected by post and returned digitally within a 3 week period. Within each class a selected adult with whom the pupils are familiar will conduct YARC tests for the pupils scoring below 85 standardised score on NGRT. Data input into spreadsheet.	Where reading age is between 6-18 months below chronological age, teachers will set targets in pupil progress meetings reflecting the area of difficulty which needs to be addressed (eg phonic knowledge, fluency, comprehension – literal and inferential) Where reading age is 18+ months below chronological age, children are placed on additional needs register and receive additional support such as Direct Phonics Share assessment information with assessment coordinator

Read, Write, Inc

Element	Year Groups	Date Collected	How Collected	Next Steps
Read, Write, Inc	Nursery – Y6	Every 6-8 weeks	Within each class a selected adult with whom the pupils are familiar will conduct RWI tests for the whole class and input data into spreadsheet	Where a child has remained in the same RWI group for a year, speak with the ALNCo Where junior children have made limited progress (ie scoring low on their phonic knowledge in RWI assessments), a direct phonics programme will be used.

When a new child begins at St Ethelwold's School, a YARC test will be conducted and RWI assessment.