



Happisburgh CE VA Primary School

Assessment Policy

Foundation stage

Every child's progress is closely monitored at Happisburgh in order that we can provide the best possible opportunities and highest levels of support. When your child starts school, staff will informally monitor his/her development and keep detailed records in an baseline assessment profile for each individual. We will be using Early Excellence Baseline Assessment to do this. Insights will be shared at parent consultation meetings. Your child will have a learning journey book of photos and comments which will be available during the year for you to add to.

Year One phonic check

All children in Year 1 will participate in a phonics check. This assessment will be administered by the class or head teacher. Results are included within the Year 1 end of term report.

Marking

We aim to provide feedback to children through marking so that they have specific advice about improvement to their work. Children are given time to read and review and respond on their work following marking. Younger children are encouraged to draw a smiley / sad face when they have finished their work to show their level of understanding and to add a comment if possible. Teachers follow a marking protocol for English and mathematics. Teachers will also use NFER assessment materials across year groups to form a summative judgment on children.

The New Curriculum and changes with assessment

From September 2014, the Government introduced a New National Curriculum. The staff at Happisburgh CE VA Primary School have reviewed and adapted the curriculum and assessment process in light of these changes.

The main changes to Assessment include:

- The previous National Curriculum Levels e.g. 2A, 3C, 3B are being removed.
- Happisburgh will use a selection of assessment tools to assess what progress the children have made in the academic year.

"As part of our reforms to the National Curriculum, the current system of 'levels' used to report children's attainment and progress will be removed. It will not be replaced. We believe this system is complicated and difficult to understand, especially for parents. It also encourages teachers to focus on a pupil's current level, rather than consider more broadly what the pupil can actually do."
(Department For Education Website)

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. At Happisburgh we ensure that the targets set for pupils are both realistic and challenging.

Assessment identifies children's knowledge and abilities resulting in gaps being able to be identified. This results in targeted future teaching being able to be planned. Rather than us teaching set curriculum at set points in the year and then assessing how children are achieving, it is our belief that assessment will drive the next stage of teaching and learning.

Moderation

Standardisation of judgements will arise through informal discussion, planned moderating of work at staff meetings, communication with subject co-ordinators, work with external auditors and compilation of evidenced identified children in the core areas of the curriculum / CPD / SAT's Training / attendance of moderation groups / working with other schools in the cluster on a termly basis.

Within the context of assessment we are conscious of the value of professional judgement and agree to value teacher's judgements and debate them.

Our approach to assessment

- Assessment is integral to high quality teaching and learning. It helps us to ensure that our teaching is appropriate and that learners are making expected progress.
- The staff is regularly trained in our approach to assessment.

Our use of assessment

- Teachers use the outcomes of our assessments to summarise and analyse attainment and progress for their children and classes.
- Teachers use this data to plan the learning for every child to ensure they meet or exceed expectations.
- Teachers and leaders analyse the data across the school to ensure that children identified as vulnerable or at particular risk in this school are making appropriate progress and that all children are suitably stretched.
- The information from assessment is communicated to parents on a termly basis through parent consultations.
- We celebrate all achievements across a broad and balanced curriculum, including sport, art and performance, behaviour, and social and emotional development.

Our Method of assessment

We use the online tracking programme provided by Pupil Asset.

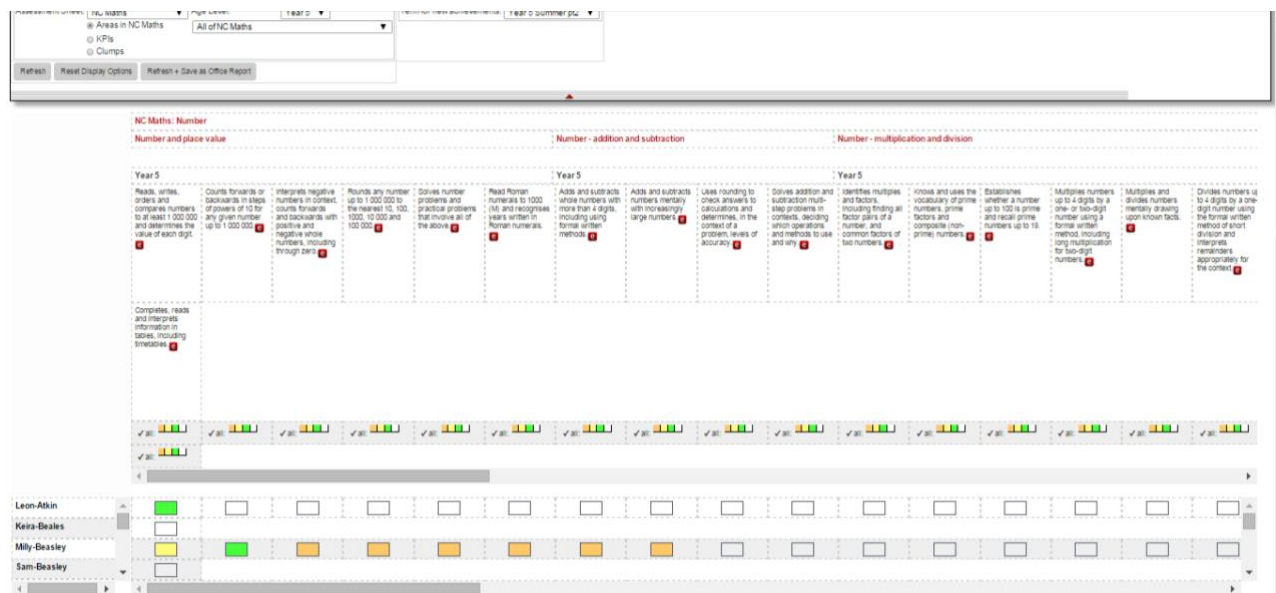
This programme is designed to incorporate accurate and frequent formative assessment by staff to inform summative judgements on children's attainment. Within this system progress can be measured through the analysing of summative judgements and individual NC strand achievements.

Teachers have access to the NC objectives for all year groups in Reading, Writing (inc' SPAG) and Maths.

From these, they formatively assess the extent to which a child has achieved this specific objective of the curriculum.

They would assess it as Beginning, Developing or Embedded or mastered.

Example below:



Every child will be assessed formatively using the DNA ticks. This produces a DNA strip for each child identifying the number objectives taught and how many have been assessed as Beginning, Developing or Embedded or mastered.

Other subject areas are tracked in pupil passports that travel between classes. These are made up of learning ladders taken from the new curriculum. Teachers will also use NFER assessment materials across year groups to form a summative judgment on children in the Autumn and spring term

DISPLAY OPTIONS

Percentages
☐ Off
☒ On

Assessment Sheet: NC Maths
☒ Areas in NC Maths
☐ KPIs
☐ Clumps

Age Level: Year 5
 All of NC Maths

Ghost Rows
 1. None...
 2. None...
 3. None...

Refresh Reset Display Options Refresh + Save as Office Report

							Summative NC Maths Results	
							Edit Results	
Year 5	TOTALS	Beginning	Developing	Embedded	Not Achieved	Year 5: Sum mid-term	Year 5: End of yr	
Leon Atkin	1	0	0	1	50			
Keira Beales	12	8	3	1	39			
Milly Beasley	1	0	1	0	50			
Sam Beasley	11	4	3	4	40			
Honor Boughton	1	0	1	0	50			
Summer Bowles	1	0	1	0	50			
Ellie Burke	1	0	1	0	50			
Jack Catchpole	1	0	1	0	50			
Lucie Childerhouse-Black	1	0	1	0	50			
Mia Childs	1	0	1	0	50			
Carla Coleman	1	0	1	0	50			
Ellie Coles	1	0	1	0	50			
Charley Cushion	1	0	1	0	50			
Jena Cuthbert	1	0	1	0	50			
Lily Cutting	1	0	1	0	50			
Douglas Davey	1	0	1	0	50			
Ashleigh Fiske	1	0	1	0	50			
Annelise Fulford	1	0	1	0	50			

Every 'strip' is an objective of the curriculum being assessed.

The judgement of if an objective has been achieved as 'beginning' (orange), 'developing' (yellow) or embedded (green) is of course down to professional judgement. We do offer the guidance of beginning is when a child can complete an objective with support, developing is with some guidance or prompting, and embedded is when an objective can be completed totally independently.

From the formative assessment of staff, in the form of the DNA ticks producing a collated DNA strip we make our Summative judgements.

These summative judgements are calculated in a manner that if over 50% of ticked DNA strips were in a column (beginning/developing/embedded) that was the judgement.

E.g. over 50% of strips ticked were in the Beginning column then a Year 'specific' Beginning would be given.

If no row was 50% then neighbouring columns are added e.g. beginning and developing & developing and embedded. The highest score is taken with the lowest row of the pairing the final judgement.

E.g. 4/3/3 = beginning because Beg+Dev is 4+3 = 7 & Dev+Emb is 3+3=6.

Beg+Dev generates the highest total so this pair is taken. Beginning is the lowest of the pairing therefore Beginning is the selected judgement.

For a child to be awarded a Mastery judgement we feel that a child has to be in a position of strength across the specific curriculum that they are being judged on. As a result, we have set high expectations of what this looks like.

A child can be classed as Mastered if:

- 75% or more of their DNA entries are embedded

And

- All of the KPI's are embedded

We feel this is essential as it ensures children are secure in their learning before moving on to harder, more challenging areas of their learning and the curriculum. **No child will be assessed above their year group i.e. a Yr. 2 cannot be assessed as a 3 beginning.**

Once summative judgements have been identified these are entered in the results section to produce half termly judgements that indicate a child's attainment in relation to National Expectation and the progress from children's individual starting points.

Expected Attainment

As we are reporting to parents in relation to at, below or above age related expectation we need to be clear on what this looks like at any given point of the year, in particular the end of a year. The tables below clarify how an 'average' child or a child at Age Related Expectations (ARE) would look at the end of an academic year and also an example of how they would attain at different points in the year.

End of Year Attainment in relation to ARE				
Significantly below expected	Below expected	At expected	Above expected	Significantly above expected
Previous years age band	Beginning / beginning+	Developing	Developing+ / Embedded	Mastery

Example of how an 'average' child (ARE) would attain at different points in the year.

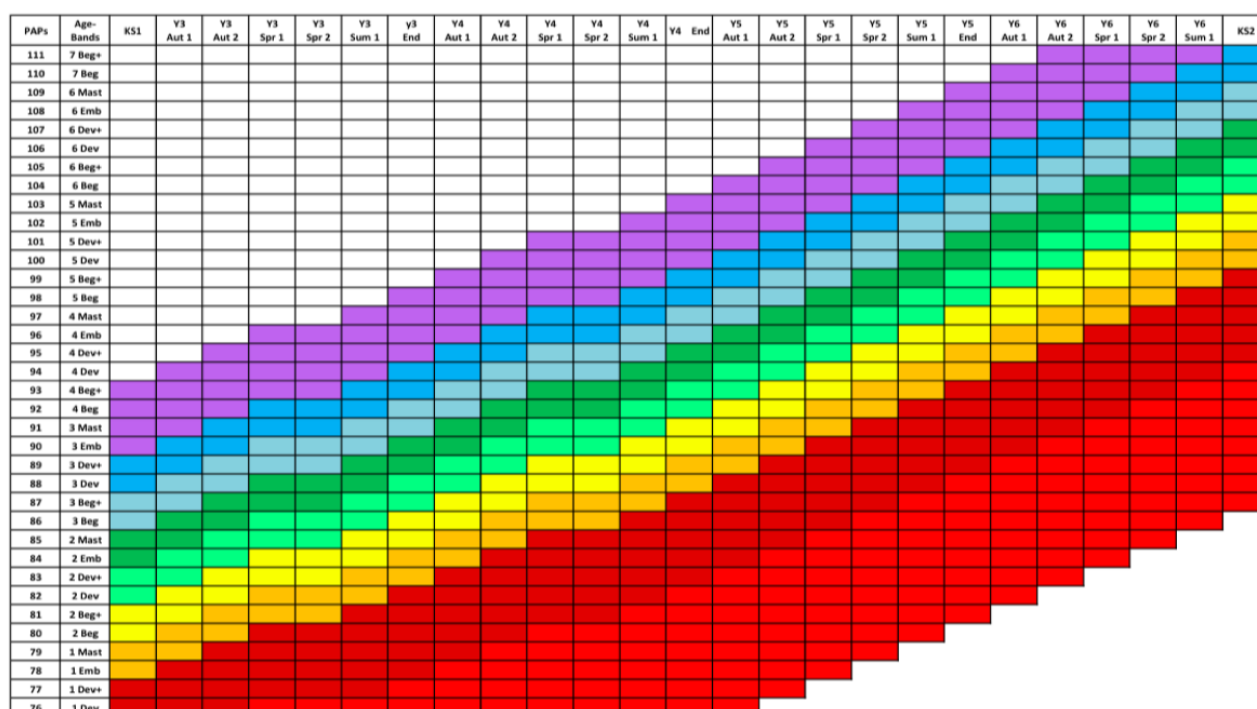
Y3 Child	Start of yr	Autumn ½ term	Christmas	Spring ½ term	Easter	Summer ½ term	End of yr
	2 dev	2 dev+	2 emb	2 mast	3 beg	3 beg+	3 dev

	YEAR 2	YEAR 3	YEAR 4							Progress				Progress	
Pupil full name	Key Stage 1	End of yr	Start of yr 4	Year 4: Start Y4	Aut mid-term	Autumn	Spr mid-term	Spring	Sum mid-term	Period	Sub-Bands	Points	Expected	Value Added	VA guide
Andrews, Hetty*	2 Mast			115	4 Beg+	4 Dev	4 Beg+	4 Beg+	4 Dev	5.5 terms	4.5	9pts	11pts 5.5 s/b	-2	98
Chilton, Carl*	2 Dev	3 Dev	3 Emb	100	4 Beg	4 Beg+	4 Dev+	4 Dev+	4 Mast	9.5 terms	8.5	17pts	19pts 9.5 s/b	-2	98
Deeba, Luke*	1 Emb	3 Dev+	3 Dev+	100	3 Emb	3 Mast	4 Beg	4 Dev+	4 Dev+	9.5 terms	10.5	21pts	19pts 9.5 s/b	+2	102
Entwhistle, Burt*	2 Dev	3 Mast	3 Mast	110	4 Beg	4 Beg	4 Beg+	4 Beg+	4 Dev+	9.5 terms	9.5	19pts	19pts 9.5 s/b	+0	100
Foy, Patryk	2 Beg	3 Dev+	3 Dev+	92	3 Emb	3 Emb	3 Emb	3 Emb	3 Mast	9.5 terms	9.5	19pts	19pts 9.5 s/b	+0	100
Grey, Shruthi	2 Beg	3 Beg+	3 Dev	98	3 Dev+	3 Dev+	3 Emb	3 Mast	4 Beg	9.5 terms	9.5	19pts	19pts 9.5 s/b	+0	100
Hale, Hannah *	2 Beg	3 Beg+	3 Beg	87	3 Dev	3 Dev	3 Emb	3 Mast	3 Mast	9.5 terms	10.5	21pts	19pts 9.5 s/b	+2	102
Harvey, Casey	2 Dev	3 Beg+	3 Beg+	92	3 Emb	3 Emb	3 Mast	4 Emb	4 Emb	9.5 terms	9.5	19pts	19pts 9.5 s/b	+0	100
Holmwood, Charles Vincent	2 Emb	4 Beg+	4 Beg+	120	4 Dev	4 Dev+	4 Dev+	4 Emb	5 Beg	9.5 terms	9.5	19pts	19pts 9.5 s/b	+0	100

This allows teachers and leaders to analyse and monitor progress of children and consequently identify any areas of concern.

The national expectation is based upon the Pupil Asset Progression Chart (progression is also mapped from EYFS to KS1 in the same chart online)

Pupil Asset Progression Chart – National Curriculum (2014): KS1 to KS2
Progression set to one year's progress through the curriculum in one academic year



This allows teachers, leaders and parents to be able to identify not only the expected rates of progress but also whether a child is performing at, above or below national expectation for their age.

In KS1, from end of Reception to the end of Yr. 2, we expect 14pts progress (7 a year).

In KS2, from end of Yr. 2 to the end of Yr. 6, we expect 24pts progress (6 a year).

Both of these expectations mean that children are aiming to be secure at the end of Key Stages rather than partially achieving a curriculum year bands expectation.

In relation to higher achieving pupils (previously G&T); the new National Curriculum states that we should aim at developing and embedding a mastery of learning. This therefore indicates that, unlike previous levels, the notion is not to accelerate children through the age bands but to keep them in their ARE band and deepen their understanding to ensure a mastery of that particular stage of the child's education.

To ensure this key principle is achieved, we are not assessing any child above their ARE – this way we are ensuring the focus is on embedding, deepening and mastering rather than merely accelerating progress through the age bands.

Evidencing Judgements

To ensure accurate judgements and consistency each class will evidence their judgements through the use of the evidence gathering system on Pupil Asset. Evidencing our assessments will be done by evidencing a LAP, MAP, HAP, SEN & PP from each class in Maths, Reading and Writing.

Adds and subtracts numbers mentally with increasingly large numbers.

Beginning Developing Embedded N/a 5 spr

Uses rounding to check answers to calculations and determines, in the context of a problem, levels of accuracy.

Beginning Developing Embedded N/a 5 spr

When achieved? Year 5 Spring pt1

need to come back to this next term

Attach file(s)

History:

1.	Beginning	Yr5 Aut (ii) on 21/11/2014 by Maddy Hall	X
2.	Developing	Yr5 Aut (ii) on 21/11/2014 by Maddy Hall	X
3.	Embedded	Yr5 Spr (i) on 12/02/2015 by Madeleine Hall	X

These children will have an evidence base produced through the process of identifying the learning or completed work in the evidence box relative to each objective that is formatively assessed.

This allows us to moderate and check that the objectives assessed as Beginning, Developing or Embedded actually have been achieved through the identified evidence indicated.

Weighting & Non – negotiables

As the National Curriculum has some objectives 'weighted' with higher importance/value we have addressed this through our use of the Key Performance Indicators (KPI's) as a list of 'Non-negotiables' before awarding a 'Mastered' judgement, along with 75% of the DNA needing to be embedded also. (Embedded+).

This means that if a child is to be judged as a Year 'specific' Embedded + / Mastered they must have embedded these key objectives.

We have done this to ensure that children are not being awarded judgments or embedded & mastered without having the key fundamentals of a subject or the important 'building blocks' of learning.

DISPLAY OPTIONS
Percentages
☒ Off
☐ On

Assessment Sheet: **NC Maths**
☐ Areas in NC Maths
☒ KPIs
☐ Clumps

Age Level: **Year 5**
All KPIs

Ghost Rows ...
1. **None...**
2. **None...**
3. **None...**

Refresh
Reset Display Options
Refresh + Save as Office Report

							Summative NC Maths Results	
							Edit Results	
Year 5	TOTALS	Beginning	Developing	Embedded	Not Achieved		Year 5: Sum mid-term	Year 5: End of yr
Anon #314143 Boy	1	0	0	1	16			
Anon #314145 Girl	6	3	3	0	11			
Anon #314146 Girl	1	0	1	0	16			
Anon #314147 Boy	4	2	1	1	13			
Anon #314148 Girl	1	0	1	0	16			
Anon #314149 Girl	1	0	1	0	16			
Anon #314150 Girl	1	0	1	0	16			
Anon #314151 Boy	1	0	1	0	16			
Anon #314153 Girl	1	0	1	0	16			
Anon #314154 Girl	1	0	1	0	16			
Anon #314155 Girl	1	0	1	0	16			
Anon #314156 Girl	1	0	1	0	16			
Anon #314158 Girl	1	0	1	0	16			
Anon #314159 Girl	1	0	1	0	16			

Therefore, for a child to be assessed as mastered e.g. Year 2 Mastered (Embedded+) all of the KPI's in the year 2 curriculum need to have been embedded before it can be selected.

Family consultations

Parents are very welcome in school and we aim to involve them with their children's education as much as possible. Family consultation evenings take place in the Autumn and Spring term. In addition to this if you wish to meet with the class teacher please arrange an appointment after school. The Headteacher is always happy to listen to concerns or to offer support. Please call at the office or telephone for an appointment.

Reports to parents

At the end of each year your child will bring home a full report detailing progress and achievements across the curriculum. The report will summarise observations and assessments made by the teaching team over the Academic Year. The child/ren will also write their own self assessment which will be included in the written report .Parents and Carers are encouraged to provide feedback to the school.