

ASSESSMENT POLICY

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Aim

Our aim is to ensure that all assessment systems at Copenhagen Primary School are appropriate for our pupils with the sole aim of supporting their achievement. They must inform teaching and learning to drive progress, be accurate and build confidence in learning.

Assessment and the National Curriculum

The Commission on Assessment without Levels stated that assessment systems must be simple and effective and move schools away from a culture which values data over impact. However, there is a baseline expectation that a minimum of 85% of children in each year group will end each academic year at age expected standard (AE) – specifically in the core areas of English, Maths and Science. The National Curriculum sets out year group expectations, giving key 'non-negotiables' which children must learn in order to prepare them for the demands of the next year's curriculum. It is vital that teachers have a clear understanding of the non-negotiables for their year group and of expected progression in the primary curriculum.

The introduction of the new National Curriculum and Assessment without Levels has allowed Copenhagen Primary School to:

- give teachers time and space to teach core concepts and skills deeply and thoroughly so that they are truly embedded for children.
- give each year group its own "curriculum map" to cover and share with children and families.
- provide clarity for all with the expectation that each child will end the academic year having achieved age expected standard (AE).
- give opportunities throughout the curriculum to develop and show fluency and mastery and to apply near and far learning.
- carefully track progress against standards and provide closely linked intervention which can be monitored.
- act flexibly to overcome any possible barriers to learning and drive our belief that all children must achieve to the best of their cognitive potential.

Forms of Assessment at Copenhagen Primary School

We use a range of different types of assessment to ensure we have sufficient information to make informed choices.

1. In-school formative assessment – used by teachers to evaluate pupils' knowledge and understanding on a day-to-day basis and to tailor teaching accordingly. At Copenhagen Primary School we do this through:

- using assessment for learning strategies which allow teachers and children to monitor learning and progress towards lesson objectives and success criteria in a range of ways, drawing on formative assessment and central role of effective feedback (see Teaching and Learning Policy).
- using a range of methods for recording learning and progress and not just written methods to capture outcome, (e.g. photo / video evidence, annotated observation).
- providing evidence to feed into individual evidence banks (Target Tracker) and to build a whole school portfolio of exemplars for national standards.
- using assessment for learning techniques (e.g. dialogue, redrafting and marking) to explicitly show children how to master a goal and also to teach resilience and other learning dispositions.
- on-entry assessment of new pupils undertaken by SLT/ EAL to ensure immediate and appropriate provision.
- verbal and written feedback – see marking policy.
- on-going observation of the children across the school, but in particular those in EYFS, children on the SEN register and those undergoing interventions.
- use of writing portfolios tracking progress of writing for each child.
- informal class-based assessments to evaluate impact of teaching and progress against key skills e.g. Progress tests, Rising Stars.
- weekly phase meetings to review and update band statements in Target Tracker. These are assessment statements based on the assessment criteria given in the DfE 2014 programmes of study
- weekly phase meetings for work scrutinies to assess cohort progress against the non-negotiable objectives. Each week this scrutiny will have a clear and concise objective and focus such as PPG or Most Able. This focus will be decided by the key phase leader.
- These meetings should address the following key questions:

Where learning's an adventure

- o How does this learning relate to our non-negotiables?
- o Have children achieved the objective?
- o What progress can be demonstrated?
- o What opportunities were there for mastery and far learning?
- o Which children need extra support, why and how will this happen?
- o It should be stressed that it is as important to comment on how the children do a task (i.e. their disposition and attitude) as what their final outcome was.

2. In-school summative assessment – enables schools to evaluate how much a pupil has learned at the end of a teaching period.

At Copenhagen we do this through:

- o end of term assessments in reading, writing and maths which result in a series of standardised scores. These summative assessments are used alongside the Statements Assessment Entry tool in Target Tracker to support teacher/SLT judgements.
- o baseline assessment for children at the start of Nursery and Reception years as well as for children transferring mid-year from another school.
- o cognitive ability tests undertaken online by children at the start of Year 6.
- o termly IEP reviews for SEN children / EHCP Conferences. Specific outcomes for the coming year will be identified in their Annual Reviews. Their progress is regularly monitored through video and photographic evidence which is part of the evidence bank for all children in that cohort.
- o class transition meetings held at the end of the year to set up strategies and interventions for achievement for the following year.

The Foundation Stage Profile (Nursery and Reception)

Through-out the foundation stage, as part of the learning and teaching process, practitioners need to assess each child's development in relation to the development matters and early learning goals that form part of the Early Years Curriculum. These assessments are made on the basis of the practitioner's accumulating observations and knowledge of the whole child.

The Early Years Curriculum sets out seven areas of learning covering children's physical, intellectual, emotional and social development. Items are BOLD are the Prime Areas. All of these areas of learning are included in the FS Profile:

Personal, social and emotional development

Communication and language

Mathematics

Literacy

Understanding the world

Physical development

Expressive Arts & Design

Teachers also make observations and judgements about whether children are exhibiting the characteristics of effective learning, with some input from parents. These are the ways in which children learn and are as follows: Playing and exploring – engagement

Finding out and exploring

- o Playing with what they know
- o Being willing to 'have a go' Active learning – motivation
- o Being involved and concentrating
- o Keeping trying
- o Enjoying achieving what they set out to do Creating and thinking critically – thinking
- o Having their own ideas
- o Making links
- o Choosing ways to do things

As in Key Stage 1 and 2, progress and attainment are tracked throughout Early Years. A base line assessment is completed within the first half term and that subsequently progress and attainment will be measured against learning outcomes each half term in Autumn 2, Spring 2 and Summer 2.

Where learning's an adventure

End of year	Not on track	Just Below	Expected	Above expected
Nursery	30W or below	30-50s	40-60b	Above 40-60b
Reception	40 -60 working/emerging	40 to 60 secure/emerging	ELG	Exceeding ELG

At the end of Reception, children are assessed against a separate set of criteria called Early Learning Goals. If a child has met eh criteria in all prime areas as well as literacy and maths, they have a 'Good Level of Development' or GLD.

ASSESSING WORK in Years 1 – 6:

When assigning a level to a subject (especially written work), teachers will adopt the following system to show a more precise judgement of a child's level of attainment:

EYFS month bands for pupils not at Year 1 attainment level: P-scales used for SEN

Each year band has been broken down into six steps:

- o beginning (b) – starting this band
- o beginning + (b+) – 50% of statements including some core strands
- o working within (w) – 70% of statements and majority of core
- o working within + (w+) – 80% and all core
- o secure (s) – 90%+ with all core
- o secure + (s+) all statements, and deepening understanding
- o Each level will be divided into six categories in this way all the way to Band 6. Teachers will always use the notion of 'best fit' when assigning a level.

Each average performing child is expected to move up six steps each year. Y1 is 5 steps.

End of year	Not on track	Just Below	Expected	Above expected
Year 1	1B or below	1W	1S	1S+
Year 2	2B or below	2W	2S	2S+
Year 3	3B or below	3W	3S	3S+
Year 4	4B or below	4W	4S	4S+
Year 5	5B or below	5W	5S	5S+
Year 6	6B or below	6W	6S	6S+

Children should NOT be pushed to levels beyond their own year group.

When they reach the S+, they should be given work to widen and deepen their knowledge and understanding within the appropriate year group objectives.

Progress:

Pupils are expected to make 6 steps of progress across the year, from May to May. (Year 1 : 5 steps)

Where pupils are below expected NC levels, 40% are expected to make more than 6 steps of progress to close the attainment gap – 50% for Outstanding progress.

Pupils operating within the expected attainment levels should not progress so that they are pushed over into the next year group – this will be taken into consideration when analysing pupil progress.

Progress exceptions may be those with exceptional needs, e.g. pupils with an EHCP, as they may be unable to progress at the same rate as others.

To make a summative step judgement, teachers should use their professional judgement. To support this, they should use the following tools in Target Tracker



By looking at the blue, pink and grey bar the teacher should then make a best fit step judgement. This bar shows how many of the statements the pupil is 'working towards' at or achieved.

Termly Pupil Progress Review meetings (PPRM) where the following points are considered:

- o Which children are at age expected (AE), below age expected (BAE) and above age expected? (AAE)

Where learning's an adventure

- o How does this compare to which children were at these points in the previous term, as well as at the end of KS1 and the end of EYFS? (if this data is available)
- o What provision are BAE children currently receiving and what future provision must be planned?
- o Which children show evidence of mastery and which children require extra support?

3. Nationally standardised summative assessment – used by the Government to hold schools to account

- o Key Stage 1 and Key Stage 2 end of year assessments.
- o Foundation Stage Profiles for Nursery and Reception children.
- o Year 1 & 2 Phonics Check.

Management of assessment at Copenhagen Primary School will be through:

- o learning walks
- o informal / formal book looks
- o pupil interviews
- o team teaching
- o PPRM
- o work portfolio monitoring

Reporting to Parents at Copenhagen Primary School

We hold three parents' evenings over the school year but parents are welcome to make an appointment to see their child's teacher at any time.

Parents' evening 1:

- o meet the teacher
- o discuss curriculum for year/ targets/expectations
- o concerns/IEPs for SEND
- o curriculum overview including non-negotiables

Parents' evening 2:

- o update on progress/ concerns/ IEPs for SEND
- o show work
- o progress report from TT

Parents' evening 3:

- o annual report/attainment and progress
- o concerns/IEPs for SEND
- o transition to next school year

Where an issue has been identified with a pupil's progress, parents will be invited to a termly 'Structured Conversation' as part of the Achievement for All project. This is a half hour conversation where the parents set targets for the child in discussion with the class teacher and Inclusion leader.

Assessment for all

Children with complex additional needs, primarily those with Statements of SEN or Education, Health and Care Plans, are part of the same assessment cycle. At Copenhagen Primary School we ensure that:

- o specific outcomes for the coming year are identified in their Annual Review and are subject to termly review through the IEP process.
- o progress is regularly monitored through video and photographic evidence which is part of the year group assessment data bank for all children in that cohort (within Target Tracker).
- o progress is monitored by external agencies such as Educational Psychologists, Specialist Teachers and Speech and Language Therapists who will advise about possible additional targets.

Mastery at Copenhagen Primary School

Where learning's an adventure

At Copenhagen Primary School we strive for 'mastery for all'.

This is:

- o something which every child can aspire to
- o something every teacher should promote
- o deep, secure learning for all
- o extension of able students (greater and wider depth within the same topic) rather than acceleration (rapidly moving on to new content)

Interventions at Copenhagen Primary School

Year groups has been assigned a support member of staff to deliver intervention programmes. This support member of staff will join the work portfolio monitoring and PPRMs to ensure that there is a cohesive approach and that any intervention will be effectively targeted for maximum impact. It is expected that the interventions will be flexible and have the capacity to adapt to the children's needs. Interventions obviously are high priority as they are our key mechanism for ensuring that children get to age expected and that gaps do not widen.

The Assessment Cycle at Copenhagen Primary School

- o Half termly progress checks for pupils in Years 1-6
- o Baseline established in September for Nursery and Reception
- o Three summative assessment periods in December, March and June for Years 1-6
- o Statutory Assessments in May for Years 2 and 6
- o Summative assessment in June for pupils in Early Years
- o Y1/2 Phonics Screening Check
- o Pupil Progress Meetings in January and June for all year groups

Monitoring & Responsibilities

All teachers monitor children's work and progress through teacher assessment, ongoing and end of half term/year.

The assessment coordinator will:

- o Develop school assessment arrangements
- o Monitors the assessment procedures
- o Monitor the assessment files in conjunction with subject coordinators
- o Organise a programme of meetings to ensure continuity and progression across the school
- o Ensure that end of year targets is set for every child in the core subjects
- o Ensure that end Key Stage targets are set and monitored
- o Be the contact person for the LEA and school inspectors regarding assessment arrangements

Core Curriculum subject coordinators will:

- o maintain their subject working action plan half-termly
- o lead whole staff meetings, run INSET in their subject areas
- o maintain consistency between assessment in Key Stages 1 & 2
- o develop, with the assessment coordinator, record keeping for that subject area
- o monitor lessons, plans and books on a regular basis
- o write an end of term subject leader report which highlights progress in each class and areas for improvement
- o

Class Teachers are responsible for:

- o Planning assessment activities
- o Using the information, they have gleaned from assessments to inform their future planning so that the work planned for all children is relevant to their ability level
- o Following the agreed assessment and marking arrangements
- o Teacher assess each child effectively and accurately according to the child's ability.

The Headteacher and Deputy Headteacher are responsible for: The overall management of the above system and ensuring that all individuals concerned are fulfilling their agreed responsibilities

- o Evaluation and Quality Assurance
- o The assessment policy outlined above will realise its stated aims if:
- o Staff understand what is expected of them and carry out their responsibilities
- o Staff new to the school and NQT's discuss this document and its implications
- o The process of assessment has a direct impact on teacher's planning
- o The process helps to raise the level of achievement of children
- o The results achieved on statutory tests are broadly in line with end of stage teacher assessments

ASSESSMENT MATERIALS, TOOLS AND TESTS

<p>Reading</p>	<p>Pupil observations Target tracker records Guided Reading Records Phonics assessment materials (including flashcards, real/invented word tests, robot-talking words; sight recognition of high frequency words) Progress tests (RWI) RWI phonics tests Accelerated reading comprehension tests GL assessments Sample SAT materials Key Stage 1 and Key Stage 2 SAT tests</p>
<p>Writing</p>	<p>Developmental marking Target tracker records Pupil observations Book/work scrutiny Independent Writing samples • Results of class tests (e.g. weekly spelling tests) Historical and sample SAT questions Year 2 and Year 6 • Sample SAT (SPAG) materials Key Stage 1 and Key Stage 2 SPAG SAT tests KS1 and KS2 writing exemplifications</p>
<p>Mathematics</p>	<p>Developmental marking Target tracker Pupil observations Book/work scrutiny Results of class tests (e.g. tables tests) AfL questions Pitch and Expectation/Testbase questions GL assessments Testbase end of year tests Sample SAT materials Key Stage 1 and Key Stage 2 SAT tests</p>

Autumn term	<p>English Target Tracker Writing pupil outcome statements based on focused marking and observations of children's learning Running records/guided reading records Independent writing samples • Assessments of phonics for EYFS/KS1 GL assessments Accelerated reader tests comprehension (KS2)</p> <p>Maths Target tracker Maths pupil outcome statements based on focused marking and observations of children's learning Afl questions Book trawls Optional SAT 2003/SAT Foundation Subjects Record progress against National Curriculum Age Related Expectations GL assessments</p> <p>Foundation Subjects Record progress against National Curriculum Age Related Expectations</p> <p>Early Years Baseline Assessments and on-entry profiling Entry level age banding School Baseline for Nursery/Reception Statutory baseline for Reception (CEM) Groups analysis to inform provision/ intervention Baselines entered into Target Tracker From this point on continuous observations recorded in pupil learning journey folders and benchmarked against EYFS framework expectations and recorded on Target Tracker ECAT baseline assessments</p>
Spring Term	<p>English Target tracker Writing pupil outcome statements based on focused marking and observations of children's learning Running records/guided reading records Independent writing samples GL assessments Accelerated reader tests Assessments of phonic for EYFS/KS1 Progress tests</p> <p>Maths Target tracker maths pupil outcome statements based on focused marking and observations of children's learning Afl questions Test base questions GL assessments</p> <p>Foundation Subjects Record progress against National Curriculum Age Related Expectations</p> <p>Early Years Age-banding updates ECAT assessments</p>
Summer term	<p>English Target tracker Writing pupil outcome statements based on focused marking and observations of children's learning Running records/guided reading records Independent writing samples GL assessments Accelerated reader tests Assess phonics for Y1 and retakes in Y2 Year 2 and Year 6: SATs Tests - Reading, Writing and Spelling and Teacher Assessments Age related expectations and targets recorded on End of Year Report</p> <p>Maths Target tracker maths pupil outcome statements based on focused marking and observations of children's learning Afl/Testbase questions Year 2 and Year 6: SATs Tests –Based on samples, 2016 papers and Teacher Assessments Age related expectations and targets recorded on End of Year Report GL assessments</p> <p>Foundation Subjects Record progress against National Curriculum Age Related Expectations Early Years Age-banding updates</p> <p>Early Years Age-banding updates ECAT assessments</p>

Assessment Annual Calendar

Autumn 1	<p>Set annual assessment calendar Baseline Assessment for Early Years Senior Leaders analyse SATs results Teachers PM progress targets set PPM – children at risk of underachievement Y6 / Y2 SATs assessments Band statements updated weekly Intervention groups begin KS1 and KS2 predictions</p> <p>Year group half-termly check on progress Intervention groups reviewed</p>
Autumn 2	<p>Autumn data collection Pupil Progress Meetings – action plans created for children at risk of underachievement • Individual and class intervention trackers produced SEN Reviews/ Support Plans Parent Interviews External assessment moderation meetings with liaison schools Additional External assessment moderation meetings - focussing on more able GL assessments SLT analyse Raise Online Internal Writing moderation</p>
Spring 1	<p>Interventions monitored and evaluated Internal moderation of TA levels – whole school and key stage PPM and action plans for pupils at risk of underachievement</p>
Spring 2	<p>Spring Term data collections Pupil Progress Meetings – action plans created for children at risk of underachievement • Parent Interviews Pupil Progress Reviews SEN intervention reviewed Individual and class intervention trackers reviewed External moderation meetings Additional External assessment moderation meetings - focussing on more able SEN Review</p>
Summer 1	<p>Year 6 SATs (teacher assessments on-going throughout the half term) Year 2 SATs (teacher assessments on-going throughout the half term) Local Authority SATs moderation meetings for Reception, Year 2 and Year 6</p>
Summer 2	<p>Year 1 Phonics Test and Year 2 retakes Class profiles updated Pupil Progress Reviews SEN intervention trackers reviewed Report EYFSP to Local Authority • Report Year 1 Phonics Assessment results to Local Authority Report Years 2 SATs results to Local Authority Report all results of statutory assessments to parents Annual reports sent to parents Open Evening for parents Class assessment folder updated in preparation for class handover meeting Class handover meetings (current teacher meets receiving teacher to share information)</p>