



LONDON FIELDS

PRIMARY SCHOOL

Assessment Policy

September 2017

Next review September 2020

Aim

Our aim is to ensure that all assessment systems at London Fields 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 London Fields 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 “syllabus” 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 London Fields

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 London Fields 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 Visible Learning strategies and central role of effective feedback – ‘just in time and just for me’ (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. video evidence, observation diaries, and sound or photo recordings).
- 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 clear rubrics) 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 to ensure immediate and appropriate provision.
- verbal and written feedback – see marking guidance in Teacher Essentials.
- 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. Abacus progress check, Rising Stars.
- regular year group 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 year group work scrutinies to assess cohort progress against the non-negotiable objectives.

2. In-school summative assessment – enables schools to evaluate how much a pupil has learned at the end of a teaching period. At London Fields we do this through:

- 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.
- baseline assessment for children at the start of Nursery and Reception years as well as for children transferring mid-year from another school.
- ongoing teacher assessment for foundation subjects – with end of year outcomes recorded on Target Tracker
- cognitive ability tests undertaken online by children at the start of Year 6 as part of the Local Authority process of allocating places at Secondary Schools.
- 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.
- class transition meetings held at the end of the year to set up strategies and interventions for achievement for the following year.
- termly Pupil progress review meetings (PPRM) where the following points are considered:
 - Which children are at age expected (AE), below age expected (BAE) and above age expected? (AAE)
 - 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)

- What provision are BAE children currently receiving and what future provision must be planned?
- 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

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

Management of assessment at London Fields will be through:

- learning walks
- weekly SLT meetings
- Monitoring Weeks
- informal book looks
- pupil interviews
- team teaching
- PPRM
- work portfolio monitoring
- Governors will conduct work scrutinies and pupil interviews to monitor standards (see Teaching and Learning Policy)

Reporting to Parents at London Fields

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:

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

Parents' evening 2:

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

Parents' evening 3:

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

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.
- Their specific outcomes for the coming year will be identified in their Annual Reviews and will be subject to termly review through the IEP process. Their 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).
- Their progress is also monitored by external agencies such as Educational Psychologists, Specialist Teachers and Speech and Language Therapists who will advise about possible additional targets.

Mastery at London Fields

At London Fields we strive for 'mastery for all'. This is:

- Something which every child can aspire to
- Something every teacher should promote
- Deep, secure learning for all
- Extension of able students (more things on the same topic) rather than acceleration (rapidly moving on to new content)

Interventions at London Fields

- Each year group has been assigned an experienced teacher to organise and deliver intervention programmes. This Intervention Lead (IL) 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. The IL may direct or train other staff to deliver aspects of the intervention but will be responsible for its efficacy. 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 London Fields Primary School

- Half termly progress checks for pupils in Years 1-6
- Two summative assessment periods in **December** and **June** for Years 1-6
- Statutory Assessments in **May** for Years 2 and 6
- Baseline established in **September** for Nursery and Reception
- Summative assessment in **June** for pupils in Early Years

- Pupil Progress Meetings in **December, March and June** for all year groups

September	Parents' Evening: Meet the Teacher	<ul style="list-style-type: none"> • Outline curriculum, expectations and targets, homework and ways to help • Discuss any possible issues 	Curriculum leaflet Timetable IEP (children with complex needs)
	EYFS Baseline Established	<ul style="list-style-type: none"> • School Baseline for Nursery/Reception • 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 	
October		<ul style="list-style-type: none"> • Band statements updated regularly • Intervention groups begin • KS1 and KS2 predictions 	
November			
December	Data gathered for R,W,M	<ul style="list-style-type: none"> • Summative testing R,W,M (Y1-6) • Performance information from tests, teacher assessment and SLT moderation, triangulated to give overall attainment judgement. • Data collated for PPRM. • Attainment data collected and entered into Target Tracker. • Intervention groups reviewed • ELG collated and analysed 	
January	PPRM	<ul style="list-style-type: none"> • Review cohort progress against previous attainment • Review provision for children at BAE/GD 	
January	Parents' Evening: Progress update	<ul style="list-style-type: none"> • Discuss progress and any issues • Band Statements update • IEP (children with complex needs) • share concerns re children BAE 	Band statements update IEP (children with complex needs)
February		<ul style="list-style-type: none"> • Attainment data collected and entered into Target Tracker. • Year group half-termly check on progress • Intervention groups reviewed 	
March			
April		<ul style="list-style-type: none"> • Attainment data collected and entered into Target Tracker. • Year group half-termly check on progress • Intervention groups reviewed 	
May	End of Key Stage Statutory Assessments Year 1 phonics Check	<ul style="list-style-type: none"> • Statutory assessments for Reading, Writing, Maths, Grammar, Spelling ,Punctuation & Science for Year 2 and 6 • Reception children • Year 1/2 Phonics 	
	Data gathered for	<ul style="list-style-type: none"> • Summative testing R,W,M (Y1-6) 	

	R,W,M	<ul style="list-style-type: none"> • Performance information from tests, teacher assessment and SLT moderation, triangulated to give overall attainment judgement. • Data collated for PPRM. • Attainment data collected and entered into Target Tracker. • Intervention groups reviewed. • ELG predictions collated and analysed with focus on identifying those in the 'exceeding' category 	
June	PPRM Year 1/2 PSC FS Profile	<ul style="list-style-type: none"> • Phonics Screening Check • Review cohort progress against previous attainment. • Review provision for children at BAE. • Review % of children working at Greater Depth June EYFS • ELG data collated and submitted to HLT • Attainment data collected and entered into Target Tracker. • Intervention groups reviewed. • Data and information collated for transition meeting 	
July	Parents' Evening: End of Year report	<ul style="list-style-type: none"> • Annual Report • IEP (children with complex needs) • Discuss progress over the year • Discuss targets for next year 	Annual Report IEP (children with complex needs)