



# Tankersley St. Peters

Church of England Aided Primary School

# Assessment



# Assessment Policy 2017

## Our Rationale

At Tankersley, we believe that the purpose of assessment is to enable learning to be appropriately challenging and to further children's understanding. It ensures that no time is wasted teaching content that is not appropriately differentiated to a child's stage of development.

The school's assessment system should efficiently enable practitioners to utilise ongoing formative assessment to support summative assessment that is accurate and able to be shared with a range of stakeholders in a clear way and support stakeholders' understanding of children's progress towards key milestones at the end of EYFS, KS1 and KS2.

## Our principles of effective assessment practice at Tankersley:

Assessment serves many purposes, but the **main** purpose of assessment in our school is to help teachers and pupils plan their next steps in learning.

- We believe assessment feedback should inspire greater effort and a belief that, through hard work and practice, more can be achieved.
- We differentiate attainment between pupils of different abilities, giving early recognition of pupils who are falling behind and those who are excelling.
- We provide meaningful tracking and assessment of pupils towards end of key stage expectations in the curriculum, including regular feedback to parents.
- We provide information which is transferable, consistent and easily understood.
- We ensure data is reliable and effective and can be used to improve achievement.
- We link assessment to improving the quality of teaching and setting ambitious targets.
- We ensure feedback to pupils contributes to improved learning and is focused on specific and tangible objectives.
- We produce recordable measures which can demonstrate comparison against expected standards and reflect progress over time. We also use the outcomes of assessment to check and support our teaching standards and help us improve as a school in key areas of learning.
- Through working with other schools and using some external tests and assessments, we will compare our performance with that of other schools.

## Our methods of assessment at Tankersley:

- We assess pupils using the National curriculum assessment criteria held within the STAT online tracker in English and Maths. For other subjects we assess using the key performance descriptors within each of the National Curriculum subjects for each year group.
- Pupils are assessed against clear assessment criteria statements, which are short, discrete, qualitative and concrete descriptions of what a pupil is **expected** to know and be able to do.
- Assessment judgements are recorded and backed by a body of evidence created using observations, records of work and testing.
- Assessment judgements are moderated termly by colleagues in school and by colleagues in other schools to make sure our assessments are *fair, reliable and valid*.
- Assessments are also monitored half termly by senior leaders and reports generated to inform future learning.
- P-levels will still be used to assess children who are working on statements and outcomes which are pre-Y1 expected. (Step 16)

## Using assessments to improve learning

At Tankersley teachers use the outcomes of assessments regularly to **summarise** and **analyse** attainment and progress for their pupils and classes. Gap analysis type reports from the STAT online tracker are used to help teachers to make informed and professional decisions about gaps in learning and to tailor teaching to meet the needs of the pupils in their classes. During a block of work, or at the end of it, teachers make a judgement as to the depth of understanding a child has demonstrated by entering one, two or three stars against the National Curriculum objectives that have been the focus for each individual child. We use the statement descriptors which explain each objective within the national Curriculum to ensure consistency in staff understanding of the pitch of the objectives. The stars awarded against all of a year group's curriculum aspects are totalled. This automatically places the children on a scale and provides a STAT Sheffield Step.

## Pupil Progress Meetings

Pupil Progress meetings take place every term with the head teacher. The teacher from each class formally **analyses the data and produces key reports and target documentation** to ensure that **all pupils** ( including those in significant groups such disadvantaged, EAL, vulnerable, SEND or more able) at Tankersley are **making appropriate progress** and that all **pupils are suitably stretched**.

## **Electronic tracker & recording assessments**

We use Sheffield STAT grids to electronically track the children's progress. Pupils are tracked using an electronic grid for Reading, Writing, SPAG and Maths. Each pupil is assessed against objectives as either '**developing**', '**secure**' or '**extending**' at each relevant criterion contained in our expectations for that year.

Teachers also use reports on STAT online to carry out gap analysis in order to identify gaps in learning and therefore inform future teaching and planning. Data is also analysed on a termly basis by the Senior Leadership Team to identify strengths and areas for improvement. This then forms the focus for the subsequent term.

Teachers use daily lessons, marking with a variety of AFL strategies, writing criteria statements, performance descriptors, Maths Hub Mastery assessments, Rising Stars, and other tests as evidence to inform their judgements in assessments.

## **PITA (Point In Time Assessment)**

We also use Point in Time Assessment (PITA) to assess children's attainment.

The purpose of On Track Points is to provide a simple and clear way of describing where children are in relation to meeting the national expectations at the end of a year group or key stage. They support teachers in making a decision on a child's current stage of development and enable staff to better understand where focuses need to be placed in order to address underachievement. It aims to eliminate the issue of progress appearing lower due to aspects of the curriculum not yet being covered and add weighting to the speed at which children grasp new concepts along with the depth of their understanding.

The teachers sign off on their assessments at the end of the half term by deciding if the step that been automatically assigned is correct. Teachers decide what PITA point best describes the child at that moment in time. There are six PITA categories in which a child can be; the decision as to which best fits a child is based on the suggested step, outcomes in tests, work presented in books and, most importantly, the teacher's professional judgement. The teacher uses the PITA information to report progress.

Tankersley St Peters : PITA Guidance	
PITA	DESCRIPTION OF A CHILD AT THIS POINT
1 (WELL BELOW)	Regularly unable to access the curriculum for their year group or the year group below. Requires additional classroom support, will often have significant SEND or EAL barriers to learning. Will undertake different tasks to the rest of the class.
2 (BELOW)	Is able to access the curriculum of their year group or the one below with support and scaffolding. Likely to have SEND or EAL barriers to learning. May undertake tasks that are modified or completely different to the rest of the class. Struggles to grasp new concepts without significant support and scaffolding. Struggles to embed concepts.
3 (WORKING TOWARDS)	Is able to access the curriculum of their year group and regularly require scaffolding and support. Does not grasp new concepts quickly. Needs support to embed concepts. Can apply concepts with support and scaffolding.
4 (EXPECTED)	Meets many of the expectations in the National Curriculum for their year group. May make some errors but is usually able to improve work following feedback and support. Has some gaps in learning. Is generally successful in grasping and embedding concepts. Can apply skills and understanding independently, but not always successfully.
5 (EXCEEDING)	Meets the vast majority of the expectations in the National Curriculum for their year group. Usually grasps new concepts and embeds them quickly and independently. Is able to attempt learning that is beyond the complexity of their year group with some success. Can apply their age appropriate understanding and skills to a wide range of contexts and is generally successful. Can critique their own work and improve it.
6 (WORKING BEYOND)	Is exceeding expectations in the national curriculum for their year group. In the vast majority of instances, grasps new concepts and embeds them quickly and independently. Is often able to independently attempt learning that is beyond the complexity of their year group with some success. Has beyond age appropriate understanding and skills which they can apply to a wide range of contexts with regular success. Can clearly explain and justify their ideas. Can critique their own and others' work leading to improvement.

Leaders use the PITA information to analyse strengths and development areas throughout the school based on how many children are within each category in any class or year group. Analysis may compare individual subjects or make comparisons between groups. Progress will also be analysed by looking at the increase or decrease in numbers of children in any given category over time.

Steps information is used by leaders to support moderation and book scrutiny. Reports on teachers' assessments of individual children will be used to ascertain whether objectives have been met at the depth indicated for individuals or groups. Steps information is also used to compare progress within year for different groups.

### Defining good progress

A child remaining in the PITA category in which they started the year represents good progress. For Example, a child entering school as a PITA 4 and leaving Y6 as a PITA 4 represents good progress due to the incremental increase of difficulty and expectation inherent in the curriculum as they move through school.

A child moving from a higher PITA point to a lower one would not be making good progress and one that moves from a lower PITA point to a higher one would be making exceptional progress. Unsurprisingly, this means that the accuracy of PITA information, particularly a child's starting point, is very important. For this reason, the entry to KS1 PITA information is based upon EYFS EGL outcomes and the entry to KS2 PITA information is based upon KS1 SATs outcomes. ARE is always a PITA 4.



### Reporting to parents

We have a range of strategies that keep parents fully informed of their child's progress in school. We also encourage parents to contact the school if they have concerns about any aspect of their child's work. Our Interactive school website is also a great source of information.

Each term we offer parents an appointment to meet their child's teacher to discuss their child's progress and attainment in all areas of learning. Pupil statements of attainment are shared with parents in classes 1, 3, 4 and 5. Class 2 and 6 share end of key stage expectations with parents.

**Pupil Statements**

Tattonday St Peters Cof E (3113)

**Lucas Adams - CLASS 4 (Year 4)**  
**Date of Birth:** 28/10/2007

**Attendance:** 99.30 %  
**Date of Report:** 01/05/2017

**View Learnt Statements**

Spelling, Punctuation & Grammar - Y4 Steps 25 - 27 ) Transcription - Spelling		Grade
Use further prefixes and suffixes and understand how to add them (English Appendix 1 (Year 3/4)).		E
Spell further homophones.		P
Spell words that are often misspelt (English Appendix 1 (Year 3/4)).		P
Place the possessive apostrophe accurately in words with regular plurals [for example, girl's, boys'] and in words with irregular plurals [for example, children's].		P
Use the first two or three letters of a word to check its spelling in a dictionary.		E
Write from memory sample sentences, dictated by the teacher, that include words and punctuation taught so far.		E
	Total	%
	E	3
	P	3
	E	3
	Nullmark	

Spelling, Punctuation & Grammar - Y4 Steps 25 - 27 ) Vocabulary, Grammar & Punctuation		Grade
The grammatical difference between plural and possessive -s.		P
Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we wot, or I did instead of I done).		E
Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases (e.g. the teacher regarded as the strict maths teacher with curly hair).		E
Proned adverbials (e.g. Later that day, I heard the bad news).		E
Use of paragraph to organise ideas around a theme.		E
Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetitions.		E
Use of inverted commas and other punctuation to indicate direct speech (e.g. a comma after the reporting clause, end punctuation within inverted commas (e.g. The conductor shouted, "Sit down!").		P
Apostrophe to mark singular and plural possession (e.g. the gift's name, the girls' names).		P
Use of commas after fronted adverbials.		E
Use and understand the grammatical terminology in English Appendix 2 (Year 4) accurately and appropriately when discussing writing and reading (determiner, pronoun, consecutive clauses, adverbial).		P
	Total	%
	E	1
	P	3
	E	7
	Nullmark	

The school also provides parents with an information leaflet about the school assessment procedures (PARENTS GUIDE TO ASSESSMENT and for KS1 and KS2 - copies of age related pupil friendly targets for Reading, Writing, SPAG and Maths.)

During the summer term we give all parents a comprehensive formal report of their child's progress and achievements during the year. In this report we also identify target areas for the next school year. We include a space for parental feedback. Parents are also given the opportunity to discuss their child's report with the class teacher.

In reports for pupils in Year 2 and Year 6 we also provide details of teacher assessments and the results achieved in the national tests.

## SEND Meetings

Every term, SEND meetings are held with parents and teachers where individual targets for all SEND children are identified.

## EYFS

We offer parents of pupils in EYFS the opportunity to discuss the results of the Foundation Stage Profile and their child's personal 'Learning journey booklet' which is shared with their child's teacher. We encourage our EYFS parents to contribute to this learning journey.

## Feedback to pupils

Pupils have a pupil friendly jigsaw version of the STAT objectives they are working towards in Reading, Writing, SPAG and Maths and they use these to self-assess their own progress.

We believe that feedback to pupils is very important, as it tells them how well they have done and what they need to do next in order to improve their work.

We give children verbal feedback on their work whenever possible. We usually do this when the children are working during the lesson although we give feedback on lessons at the beginning of the next one during POLISHING TIME. Here, children respond to the target/wish posed in the teacher's marking (KS2 pupils do this more formally using green pen.)

When we give written feedback to a child, we relate this to the learning objective/success criteria for the lesson. By so doing we make clear whether the objective has been met and we produce evidence to support the judgement. If we consider that the objective has not been met, we make clear why this was the case. In both cases we identify what the child needs to do next in order to improve future work.

When marking we use the following codes:

**TS- teacher support** for each/any question that they helped the child to answer.

**VF- verbal feedback** that they gave to the child for a particular question or sequence of work.

We encourage the children to make comments about their own work and the work of fellow pupils through self and peer assessment.

A wide variety of AFL strategies are used during all lessons.



## Assessment in EYFS

Regular assessments of children's learning are made and these are used to inform planning and next steps.

Assessments take the form of:

- Informal observations that are made by practitioners and parents/carers across the seven areas of learning.
- Focussed assessments which are planned for and conducted to assess prime and specific areas of learning.

Informal and more formal assessments of children's progress in reading, writing and numeracy which are made in Reception (F2). All children are assessed on entry to F1 and F2 and then on leaving the Foundation Stage. See below for more information about baseline assessments in FS2.

The monitoring of each child takes place through child initiated long and short observations (including Learning Stories), discussions, photographs, children's recordings and writing, record keeping and planned assessments. These are compiled into each child's 'Learning Adventure' Journals throughout the year. Our EMAG system is integral to this and Learning Adventure Journals are shared with parents/carers on Parent's Evenings, and throughout the year. Children regularly self and peer assess their own and others' learning.

Assessments against Development Matters and the Characteristics of Effective Learning are brought together in the Profile document at the end of FS2. Children are assessed whether their learning is at the expected level, below the expected level (emerging) or exceeding the expected level for a child at the end of their time in the Foundation Stage. The records of these assessments are shared with the children and their parents/carers in an appropriate way to help evaluate progress and identify next steps. They are also shared with the LA and the Year One class teacher as part of the transition to KS1.

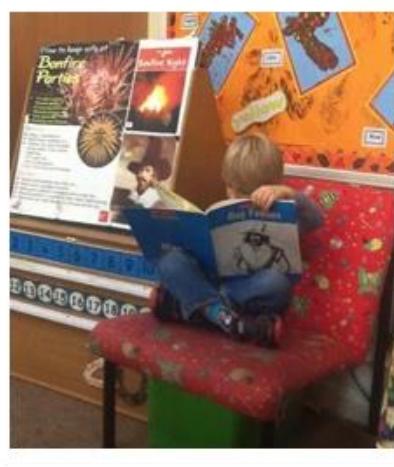
Children will be defined as having reached a Good Level of Development at the end of the EYFS if they achieve at least the expected level in the early learning goals in the prime areas of learning (personal, social and emotional development; physical development; and communication and language) and the early learning goals in the specific areas of mathematics and literacy. The characteristics of effective learning are central to how children learn and progress/achievement in these are also recorded and reported upon.

## **Electronic tracker for EYFS - EMAG**

Records and assessments are kept using the EMAG system. Observational assessments are done using the iPad, this includes the use of pictures to evidence children's learning. In addition, assessments of children's achievements made against Development Matters and the Characteristics of Effective Learning are entered into the EMAG tracker. These are then used to monitor and evaluate individual learning, identify problems, target underachievement and therefore the tracker supports us to deliver a curriculum that is specific to the child's needs. It is also used to assist the completion of the Profile document.

### **Reception Baseline**

At the start of FS2, practitioners make baseline assessments of each child against the assessment statements that cover the Characteristics of Effective Learning, all three Prime Areas (PSED, C&L, PD) and the Specific Areas (Literacy and Maths.). Children must be assessed using this on-entry assessment within 6 weeks of entering school to ensure that children are assessed at the optimum time.



## Assessment - Transition between key stages

### Early Years into Key Stage 1

Assessment in Early Years Foundation Stage differs from Key Stage 1 onwards in several ways. Although there are specific areas of learning for reading and writing in early years there are also other prime areas of learning that are relevant to both, e.g. *Communication & Language: Understanding* and *Physical Development: Moving & Handling* respectively. Mathematics spans two aspects – *Numbers* and *Shape, Space & Measures*. These are considered separately, not as an overall attainment in mathematics.

The transition meeting between the EYFS teacher and Y1 teacher is key for drawing together all the related areas of learning from Early Years Foundation Stage for reading, writing and mathematics and allow teachers to make an overall judgement of which step has been attained. Once a transition assessment has been made, this can be recorded and used to baseline future assessments in Year 1, using the STAT online tracker.

### End of KS1 and KS2 assessment

A teacher assessment at the end of key stage 1 in mathematics; reading; and, writing, informed by pupils' scores is externally-set but internally-marked (writing will be partly informed by the grammar, punctuation and spelling test); and teacher assessment of science is recorded. National tests inform attainment and progress at the end of key stage 2 in: mathematics; reading; grammar, punctuation and spelling; and a teacher assessment of writing, and science.

### Target setting

We set targets in Mathematics and English through the STAT online for all our children during each academic year.

We review the progress of each child termly and at the end of the academic year during our termly Pupil Progress meetings.

### Pupil friendly jigsaws to support assessment

Children use age related Year group pupil friendly jigsaws in KS1 and KS2 for Reading, Writing, SPAG and Maths. These jigsaws help them to understand their own learning journey and the relevant objectives they need to achieve in their learning. The objectives on each jigsaw for each subject are based upon the KPI's from the STAT grids; these are reviewed on a regular basis by the children. The target sheets are easily assessable for the children. The Reading jigsaws are located in the children's home/school reading records so can be shared easily and regularly with parents.

## APPENDIX 1: STAT online - How tracking assessment works

### The Assessment Scale

The Sheffield Assessment Scale is based on progressive learning benchmarked on a continuous curriculum from *Development Matters* (Early Education, 2012) into *The National Curriculum in England* (DfE, 2013).

### Learning steps and pupil progress

The curriculum has been divided into learning steps. There are 3 steps for each chronological year. Each of the 3 steps within one curriculum year is described as **developing, secure and extending**. Pupils can be assessed as being on any step at any time regardless of their actual age.

Over a period of one year a typical pupil would therefore take 3 steps forward. This would be **expected** progress.

### Attainment: good level of development – age typical

If pupils are assessed as being on the **typical step** for their age at a particular time of year, e.g., *step 18 (Extending Y1) at the end of the summer term in Year 1*, they will be at a Good Level of Development (GLD).

Curriculum Source	STAT Learning Step	STAT Step Description	Nominal National Expectations
EYFS 30 – 50 / P7 / SAS S1-2	10	-	-
	11	-	-
	12	-	-
EYFS 40 – 60 / P8 / SAS S3-4	13	-	-
	14	-	-
	15	-	-
NC Year 1	16	Developing Y1	Working Towards
	17	Secure Y1	Expected Standard
NC Year 2	18	Extending Y1	Greater Depth
	19	Developing Y2	Working Towards
NC Year 3	20	Secure Y2	Expected Standard
	21	Extending Y2	Greater Depth
NC Year 4	22	Developing Y3	Working Towards
	23	Secure Y3	Expected Standard
NC Year 5	24	Extending Y3	Greater Depth
	25	Developing Y4	Working Towards
NC Year 6	26	Secure Y4	Expected Standard
	27	Extending Y4	Greater Depth
	28	Developing Y5	Working Towards
	29	Secure Y5	Expected Standard
	30	Extending Y5	Greater Depth
	31	Developing Y6	Working Towards
	32	Secure Y6	Expected Standard
	33	Extending Y6	Greater Depth

### Tracking children's attainment and measuring progress – English and Mathematics

The grids will support planning to address gaps in learning. They will allow staff to know:

- where pupils / groups of pupils are in their learning;
- whether pupils / groups of pupils are on track for targets;
- how much progress is being made over time.

## Gaps In Learning

## **Key Performance Indicators (KPIs)**

We believe that if not embedded, some skills within a subject will hinder children progressing at a later stage. These skills are hierarchical. They are considered as *essential* aspects for pupils to understand if the final step on a planning grid (**secure**) is to be awarded. In the English-related planning and assessment grids this means they **must be evidenced** at the embedded level. In mathematics they must be acquired.

The starting point for the majority of the children in each class will be '**Developing**' in their year group. Only the SEND children will be on a lower grid.

# Reporting tracking using the grids

A pupil is not required to demonstrate a statement on a specific number of occasions for them to be assessed as having achieved it. However, they should be able to demonstrate and apply the skill or knowledge independently, where appropriate in a different subject or context. Problems and texts should be age-related to the grid from which they are derived.

## **English (Writing, SPAG, Reading):**

- Writing, Reading and the Spelling, Grammar and Punctuation grids will be used for *each individual* child, but may be organised into ability groups.
  - For a more rounded and accurate judgement, all of the English based grids have 3 ‘boxes’ alongside each statement, in which to enter a star. This is in recognition that objectives can only be met over a period of time, *e.g., listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.*
  - The Guided Reading Book Banding system, which is used alongside our school curriculum, will ensure that readers can access texts appropriate at the **expected** stage.

- Stars in boxes use a three phase approach within each statement to indicate **depth of understanding**. These can be thought of as '**Beginning (B)**', '**Progressing (P)**' and '**Embedded (E)**'.

(28) Class: CLASS 6(Year 6)

Read, write, order and compare numbers up to 10,000,000 and determine the value of each digit.

B P E      B P E

Mark all Step 30 pupils below as group

Cardwell, Alyssa (28/0)

Mark all Step 31 pupils below as group

Booth, Neve (74/2)      Booth-Dobson, Cian (81/2)      Mason, Zachary (56/0)      Scales, Mason (71/1)

Judge-Smith, Fay (76/1)      Kemp, Ruby (72/2)      Miles, Daniel (80/2)      Turner, Millie (80/2)

Mark all Step 32 pupils below as group

Adams, Freya (86/2)      Arnold, Emily (116/9)      Beever, Autumn (109/7)      Hattan, Benjamin (116/9)

Booth-Dobson, Cian (81/2)      Bosley, Ruby (90/4)      Bowler, Jack (111/6)      Rodriguez-Wareham, Charl...

Fretwell, Harry (84/2)      Griggs, Sophie (100/6)      Hatton, Benjamin (116/9)      Syson, Daisy (116/9)

Lancaster, Isabelle (106/8)      Roberts-Jennings, Chloe (1...)

Schmidt, Luke (85/3)      Stewart, Joshua (110/8)

Tattershall, Ellis (109/9)

Round any whole number to a required degree of accuracy.

Use negative numbers in context, and calculate intervals across zero.

Solve number and practical problems that involve all of the above.

**Mathematics**

Y1 (Steps 16 to 18) Total Stars 81 KPIs 12

Y2 (Steps 19 to 21) Total Stars 129 KPIs 13

Y3 (Steps 22 to 24) Total Stars 132 KPIs 21

Y4 (Steps 25 to 27) Total Stars 135 KPIs 15

Y5 (Steps 28 to 30) Total Stars 159 KPIs 17

Y6 (Steps 31 to 33) Total Stars 153 KPIs 17

Step	Stars
31 Y6 Developing	41 ★
32 Y6 Secure	81 ★
33 Y6 Extending	122 ★

**Number & Place Value**

Addition, Subtraction, Multiplication & Division  
Fractions  
Ratio & Proportion

- Teachers will use professional judgement as to when to indicate each of these small milestones of progress within a statement.
- Counting stars allows greater *flexibility and accuracy* in arriving at a summative assessment judgement, especially for the Developing and Secure phases.
- Steps 22-27 grids (from lower key stage 2) and Steps 28-33 grids (from upper key stage 2) in reading and writing this is particularly important because *pupils are not expected to achieve the criteria outcomes until the second year of a two-year programme*.
- Each box must be completed before the next star is awarded. The stars are **cumulative** and all stars **must be** included in the total for each step e.g. B and P will equal 2 stars.

## Mathematics:

- Maths grids will be used for *each individual child*, but may be organised into ability groups.
- The number of statements routinely required for a step to be achieved is given for consistency and moderation purposes.
- A step should only be awarded if achievement is spread across a range of different areas of learning.
- For statements to be completely embedded they should be demonstrated in a range of contexts and subject areas if applicable.

## **Assessment of the Foundation Subjects, Science, RE and Computing Subject in the Spotlight**

We have developed a three year Monitoring and Evaluation Schedule. Over a three year, rolling program, each subject has an opportunity to be a focus in the spotlight.

Every Foundation Subject has approximately four report statements for their subject for each year group. Core subjects such as RE, Science and Computing have 6 report statements.

Each pupil is deemed developing, secure or extending in the 4 statements by the end of the year for each subject. This information is then transferred from our class assessment folder on to reports for parents.

The data on the report statements is collated onto a spreadsheet. From this, each subject leader evaluates and adds to their subject action plan evaluation report. This careful analysis of the results, looks for any trends such as which year groups is performing well in the subjects , which needs support, which aspects of the subject are successful, which need to improve.

The Subject Action plan and data evaluation is then used to feed back into the school improvement plan for the following year.

SLT identify which subjects or aspects of subjects should be developed and when within the 3 year cycle overview.

### **Book Monitoring – for subject in the spotlight**

There is planned time for book monitoring each subject by the subject lead. This doesn't mean that children's work can't be looked at other times by the SLT, subject leader or a staff meeting book scrutiny but it does mean that every subject has a dedicated book monitoring focus at some point in the cycle for the subject lead to look in detail at the work.



