



Assessment Policy 2023-2024

Pear Tree Mead Academy

Part of the Passmores Co-operative Learning
Community

Introduction

- Assessment spans all subjects within the National Curriculum from Early Years, Key Stage 1 and 2, and beyond.
- This assessment policy pertains to assessment overall including examination and Non-examination.
- The school policy for assessment reflects the consensus of opinion of the whole teaching staff and has the full agreement of the governing body.
- The policy covers target setting across the school
- Feedback and marking of children's work is all part of the assessment process and is covered in this policy.
- The implementation of this policy is the responsibility of all the teaching staff.

The purposes and principles of assessment

The overriding principle of good assessment is that it should be clearly tied to its intended purpose. There are three main forms of assessment:

In-school formative assessment: used by teachers to evaluate pupils' knowledge and understanding on a day-to-day basis and to tailor teaching accordingly. Good formative assessment ranges from the probing question put to a pupil as they think something through; quick recap questions at the opening of a lesson; scrutiny of the natural work of pupils; right through to formal tests (non-examination).

In-school summative assessment: enables schools to evaluate how much a pupil has learned at the end of a teaching period (non-examination).

Nationally standardised summative assessment: used by the Government to hold schools to account (including examinations).

At Pear Tree Mead Academy we are clear why pupils are being assessed, what the assessment is intended to achieve and how the assessment information will be used.

The Aims of Assessment

At Pear Tree Mead, our aims are:

- To help teachers, parents and pupils plan for their next steps in learning.
- To inform practice.
- To use the outcomes of assessment to support our teaching standards and help to improve.
- To monitor progress: levels of development and achievement
- To inform parents, teachers, Subject leaders and relevant agencies of a child's progress and achievements.
- To make information accessible to others.

Who is assessment for?

Teachers will know:

- Where the pupils are starting from
- If the class learned what was planned
- If all the pupils are making expected progress
- Which groups of children are making appropriate progress or better
- Pupils who are making sufficient progress against national expectations
- How pupils are applying their skills, knowledge and understanding across the curriculum
- Which pupils need more help and in which areas
- Which pupils need extension work
- If the planning for activities, resources and staffing is well targeted
- How to develop teaching and learning in the future

The Headteacher, DHT/AHT, other teachers and subject leaders will know:

- If pupils and all groups of pupils are making appropriate progress or better
- Any major problems/concerns
- If pupil progress is in line with the school targets
- Aspects of the curriculum and teaching that need to be strengthened
- If attainment is in line with national and school targets
- How particular groups of children are performing
- Data to hold teachers to account for pupil progress – PSM
- A clear picture of the strengths and areas of focus in progress and attainment data.

The parents/carers will know:

- If their child is making good progress
- Any major problems/concerns?
- How their child is doing compared with others of the same age
- What they can do to help

The Government will know:

- How the school is progressing against their targets
- What the impact of the school development/improvement plan has been
- What the attainment, in terms of National Curriculum age related expectations/below expected, expected or above expected at the end of Key Stage 1 and Key Stage 2 is
- How much progress children are making from their starting points
- How particular groups of children are performing

Entitlement – We follow the target setting and assessment cycles set termly and monthly – See Appendix.

Pre School

When a child is aged between two and three, practitioners review their progress, and provide parents and/or carers with a short written summary of their child’s development in the prime areas. This is called the 2 year check. This progress check identifies the child’s strengths, and any areas where the child’s progress is less than expected. If there are significant emerging concerns, or an identified special educational need or disability, practitioners will develop a targeted plan to support the child’s future learning and development involving parents and/or carers and other professionals (for example, the provider’s Special Educational Needs Co-ordinator or health professionals) as appropriate.

Early Years Foundation Stage

Children will be Baseline Assessed within their first 4 weeks of entry to Nursery and Reception. This allows us to analyse our data against national data on entry to school. We use the government baseline assessment for Reception entry.

In the final term of the year in which the child reaches age five, and no later than 30 June in that term, the EYFS Profile is completed for each child. The Profile provides parents and carers, practitioners and teachers with a well-rounded picture of a child’s knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1. The Profile reflects: on-going observation; all relevant records held by the setting; discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution.

Each child’s level of development is assessed against the early learning goals. Practitioners indicate whether children are meeting expected levels of development or not yet reaching expected levels.

The characteristics of learning are also commented upon in the end of year school report.

Assessment Systems – KS1 and KS2

We focus on detailed assessment in the core subjects. Assessment criteria are derived from the National Curriculum, using supporting systems including the ‘interim teacher assessment framework’ statements from the standards and testing agency.

At Pear Tree Mead we use ‘Insight’ as our assessment system where each pupil will be assessed as either Emerging, Developing or Secure within their year group. There is also an option of assessing at Mastery, which is reserved for pupils who are demonstrating gifted and talented ability/understanding. These are known as **steps** which are within each year group e.g.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
E, D, S, M	E, D, S, M	E, D, S, M	E, D, S, M	E, D, S, M	E, D, S, M

Depending on the ability of the pupil, some children may be working below their year group; these pupils will be ‘below expected’, and will be assessed within the previous year group(s) steps. Those working ‘just below’ will be a step behind, some children will be ‘at expected’ and others ‘above expected’.

Pupils have to be exceptional to be working within the mastery (M) step of the band, and viewed as gifted and talented in that subject area.

We use the National Curriculum to inform our assessments and moderate regularly across the school and with other schools across the trust to ensure our judgements are accurate.

Key Stage One

Children at the end of year one will be assessed in phonics using the screening test.

If the pupil does not pass the phonics screening test in year 1, they are required to re-take it in year 2 within the summer term.

Pupils in year 1 and year 2 will be teacher assessed throughout – with teachers updating Insight termly for core subjects. They will also be assessed using the NFER assessments each term in reading, maths and SPAG (Year 2 only when SATs have discontinued). There are end of unit Science assessments that are carried out.

As of 2023/2024 academic year, pupils in KS1 will no longer be required to sit the Standard Attainment Tests (SATs), as part of statutory assessment. As a school we will continue to administer tests to pupils in year 2 (SATs and/or NFER), in an informal manner to support end of year teacher assessments. The tests will encompass reading, maths and SPAG. Teacher assessments will overarch these tests, giving outcomes for each pupil in reading, writing, maths, SPAG and science. These teacher assessments will be shared with parents through written reports in line with government guidelines.

Key Stage Two

Children in all year groups (Y3/4/5) will be assessed for all subjects throughout the year, this will be done through teacher assessment, end of unit science tests and formalised tests (NFER) will take place within the year for English and Maths. It is the role and responsibility of the class teacher to ensure assessments happen regularly, are appropriately done, are planned for and used to inform future planning. The class teacher is also responsible for managing any risks associated with non-examination assessments.

In Year 4 the children will sit the government multiplication test online. These scores are reported into the appropriate board.

Before leaving Key Stage Two, all year 6 pupils will be teacher assessed in English, (reading and writing) Maths and Science as well as complete the compulsory SAT's tests in May (Reading, SPAG and Maths).

Within examinations, it is the Headteacher and class teacher's responsibility to examine potential risks and issues that could cause disruption to the management and administration of exams.

The Headteacher has a responsibility to mitigate the impact of disruptions by providing actions or procedures to follow. It is also the Headteacher, class teacher(s), teaching assistant(s) and any other adult(s) involved within the examination process (readers, prompters, translators, scribes etc) to ensure they understand and will implement the contingency plan where necessary, below:

Contingency Plan (applicable to KS2 SATs exams only)

<u>Scenario</u>	<u>When to implement</u>	<u>Actions</u>	<u>Person(s) responsible</u>
Pupil unable to take the exams due to illness.	In the event that a pupil is unable to attend school to take the exam.	Speak to parent/carer in regards to a solution to the issue – when is the pupil due back. Consult the ARA. Apply for pupil to sit the exam at another time – primary gateway.	Headteacher DHT Class teacher
School is unable to open as normal during the exam period.	In the event that the school is unable to open as normal for scheduled examinations e.g. a fire forces a close.	Consult ARA and notify STA. Refer to emergency plans and policies where appropriate. Open for examinations and Y6 pupils only. Use alternative venue in agreement with STA. Apply for special consideration.	Headteacher
Disruption in the distribution of test papers.	In the event that there is disruption to the distribution of test papers to schools in advance of the examinations.	Communicate with STA to organise alternative delivery of papers.	Headteacher DHT
Disruption to the transportation of completed examination scripts.	In the event that there is a delay in normal collection arrangements for	Communication with STA to organise alternative collection of papers.	Headteacher DHT

	completed examination scripts.		
Assessment evidence is not available to be marked.	In the event of large scale damage to, or destruction of, completed examination scripts or assessment evidence before it can be marked e.g. a fire destroys papers.	Communicate this with STA and receive advice for following action. Parents/carers notified	Headteacher
Any other scenario		Read the ARA and communication with STA for advice.	Headteacher

Methods of Assessment

Assessment judgements are recorded and backed up by a body of evidence:

- Observation
- Talking and listening: reflective conversation
- Samples of work e.g. Writing, models etc.
- Photographs, videos, audio tapes
- Other teacher records
- Children working independently
- Professional judgement
- Formal assessments – end of topic tests, arithmetic, timetables tests, Spelling tests, NFER tests
- SATs tests
- Completion of Intervention programmes
- Progress towards EHCPs

SATS

Children in Year 6 will be assessed in accordance with the guidelines laid down by the DfE. The SATs will be administered during the summer term and parents will be informed of the results.

Attainment

Staff will discuss and agree on pupil attainment. These will be reviewed on a regular basis. Moderation of work and levels happens regularly throughout the year across the school and with other schools. Standardisation of 'expected' will help create a portfolio of agreed age-related evidence which can be compiled for monitoring purposes.

Implementation

- All children's abilities will be assessed in their normal class group.
- Weekly tests are completed in each class – e.g. spellings, timetables, mental maths.
- Target tracker is completed termly. Analysis is completed termly which is an in-depth analysis. Progress and performance are analysed by Subject leaders.
- All class teachers are responsible for the planning, implementation and recording of children's assessment within their classes.
- Progression is addressed through careful planning, tracking and target setting.
- Teaching and learning take into account the difference in ability and maturity of the children and their progress in all subjects is reported to their parents.

The school has agreed to maintain:

Short-term recording

Record notes about individual or groups of pupils' progress towards teaching objectives.

The notes will

- Help planning at short and medium-term levels
- Be useful when talking to another teacher/SENCO or in identifying particular problems
- Inform the level of support or extension needed
- Inform the teaching approach
- Inform the grouping of pupils
- Inform the choice of resources

The school will make effective use of verbal assessment. Teachers will:

- Use questions to check understanding at the beginning of lessons, e.g. "Think of three things you can remember from our last lesson about....."
- Make explicit to pupils the purposes of the lesson, e.g. "By the end of the lesson you will be able to....."

Teachers will use different types of questioning to enable pupils to self-assess. Teachers will use a range of closed and open questions. Teachers will:

- Provide opportunities for pupils to explain their thinking to each other in pairs, groups or as a class using appropriate technical vocabulary.
- Use the end of the lesson to check understanding and reinforce learning.
- Confer with pupils so that they know what it is they need to improve.
- Provide opportunities for pupils to review their achievements.
- Mark/respond to pupils' work including points for improvement (please see the feedback and marking section)

Recorded assessments will inform:

- Any discussion with parents and carers
- Target setting for improvement with individuals or groups of pupils

In this way the Headteacher, class teachers, subject leaders, pupils and parents can monitor pupils' progress towards targets. Practice will be in line with the school's expectations for assessment in English and Mathematics.

Special Education Needs

- The SENDCo will arrange any necessary extra internal or external assessment needed with the support of the learning support assistant and class teacher
- The Headteacher will report to the governing body on standards and school improvement
- Children who are below with their attainment or progress will be monitored and given intervention to support them to catch up.
- Use of the graduated approach – assess, plan, do, review

Long-term recording:

Recorded assessments will be:

- Baseline assessment
- EYFS Profile
- Phonics screening Yr1 and Yr2 retake.
- Statutory assessments at the end of Key Stage 2
- Yr 4 multiplication test.
- Any other assessments used by the school, e.g. NFER.
- Practise Papers for any national test.
- SATS and Optional SATS results. This information is recorded on Insight.
- Annual reports to parents will identify attainment, progress, gains in skills, knowledge and understanding, with the next steps in learning.
- End of year data will be provided to parents annually.

Progress and Continuity

Teacher assessment informs the needs of individual children which ensures progress and continuity. Target setting is an integral part of this process. The SAL (School assessment leader) and class teacher will set targets for their pupils over the year. These will be reviewed in the middle of the year and at the end of the year to assess the progress each child has made at Pupil Standards Meetings. The progress of children is recorded in an online programme called Insight. This is completed termly and analysed by subject leaders. Progress and performance is analysed termly in-depth. This will look at individual children, classes, year groups, as well as certain groups such as gender, children from ethnic minorities, disadvantaged, SEN or EAL. Impact of intervention programmes will also be

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monitored – these are recorded and analysed through EduKey.

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TARGET SETTING

Introduction

In our school we are committed to giving all our children every opportunity to achieve the highest of standards. Target setting is the means by which we identify specific and measurable goals that help to improve the standards achieved by our children. Targets may relate to individual children, groups of children within classes or whole cohorts of children.

Rationale for target setting

Target setting is a significant strategy for improving achievement provided that the child is at the heart of the process. Our targets should be challenging, measurable, but also realistic and take into account the starting point for each individual child. Children are set regular targets all the time as they learn.

- Children will Discuss their individual short term targets and sometimes suggest the next targets with their teacher. E.g. next time I need to use just more adjectives in my writing.
- Feedback from staff makes them aware of how they can improve their work and achieve their target.

Parents are informed of their child's targets (on the annual school report). They have regular opportunities to talk about their child's progress towards his/her target at parent consultation meetings. This helps parents identify the ways in which they can support their child with work and encouragement at home.

Children are also set data targets to be achieved by the end of the year or key stage.

School improvement targets are identified termly within our school plan. The collective targets that we set for the children help to determine the priorities within the School Improvement Plan. The actions that we plan link to the targets and should therefore impact positively upon the children's learning.

The Governors at Pear Tree Mead are involved in reviewing the data targets on a regular basis.

Process of data target setting

When children join our school initial assessments are made.

In Pre-school, Nursery and Reception initial assessments (baseline) take place using Development Matters and EYFSP or the Government Baseline system, of knowledge and skills within the first three / six weeks of children starting.

After the initial assessments, in Pre-school, Nursery and Reception, we make predictions for end of year outcomes. These are completed for all children and then looked at for groups of children in the school.

We complete regular assessments of children's phonics knowledge so that we can predict targets for the end of year phonics test.

We use comparative data which allows us to identify the expected level of achievement of these children at the end of Key stage 2 in the national tests. We record this on our pupil tracking system, Insight. We use GLD data or ks1 data for each child to help support predications.

At the beginning of each year, the child's class teacher forecasts the Insight level that s/he expects each child to reach at the end of that year. In Key Stage 1 and 2 this will be for reading, writing and mathematics. We base this forecast upon the current performance of the child, upon assessments and other data, and the teacher's own knowledge of the child's rate of progress during the previous year. The teacher then considers what the child could achieve when given an appropriate challenge. We usually predict 3 steps progress each year, however some children will be targeted for more.

Each term, Pupil Standards Meetings are held between Class Teachers and the Senior Leadership Team to discuss the progress towards the data targets for each child in their class. Strategies for ensuring age-related progress and attainment are also discussed and the children who have made slow or no progress are identified for intensive support. Certain groups of children are also analysed to check on their progress and attainment.

Before collating the targets, agreeing and finalising them, we discuss them with the School Improvement Partner. They are then taken to the Governing Body to be shared. The Governing Body accepts that the targets are based on the current attainment of each cohort of children. We do not necessarily expect targets to improve year on year. They reflect the ability of each cohort and carry an appropriate level of challenge.

Governors are fully aware of the finalised targets in English and Mathematics for KS1 and KS2. It will also be presented in line with national guidelines - those who will achieve 'working towards expected,' 'working at expected' and 'working above expected.' Targets are also set for progress as well as attainment. We also set targets for GLD, Yr 1 phonics, Y4 multiplication test and Y6 SPAG.

Teachers use the targets set for each child to develop classroom activities that are designed to enable children to meet their targets. Planning for suitable differentiation within classes should help us do this.

We have termly discussions with parents about progress. These discussions include explanation of the targets.

At Pear Tree Mead we set a range of different types of targets. We set targets for performance in the national tests at age 11 in reading, writing, Mathematics and SPAG. We also set targets for Y1 pupils in phonics as well as any Y2 pupils that may need to re-take the phonics screening tests. We set a GLD target for Reception and a Yr4 multiplication test target.

Analysis of NFER and SATs tests is carried out to determine high-value areas for development for each term. Teachers ensure that medium and short term planning is adapted to address these targets. Interventions and boosters can be introduced to support children to be successful with their targets.

Target Setting Data

In our school we can use a range of information to support our target setting process:

The school's ASP (Analyse School Performance) Report.
Reports generated by the LA

Prospective Lite

GLD data

National tests data

Year 4 multiplication test

Year 1 phonics screening and Yr 2 re-sit

Teacher assessment in each year group

Trust data

Feedback and Marking

At Pear Tree Mead Academy we recognise the importance of feedback as part of the teaching and learning cycle. We believe that marking should be meaningful, manageable and motivating.

Our policy is underpinned by research that shows that effective feedback should

- redirect or refocus either the teacher’s or the learner’s actions to achieve a goal
- be specific, accurate and clear
- encourage and support further effort
- be given sparingly so that it is meaningful
- provide specific guidance on how to improve and not just tell students that they are wrong

Our policy on feedback has at its core a number of principles:

- The sole focus of feedback and marking should be to further children’s learning .
- The evidence of feedback and marking is incidental to the process.
- Written comment should only be used when needed to further learning.
- Feedback given at the time is the most effective and should be given during the lesson as this is more effective than comment provided at a later date.
- Feedback is given by both the teachers and the pupils as part of an assessment process within the classroom.
- Feedback is part of the schools wider assessment.

What we do at PTM

It is vital that teachers evaluate the work that the children undertake in lessons, and use the information obtained from this to adjust their teaching. Feedback will occur at one of these common stages

- 1) Immediate feedback- at the point of teaching.
- 2) Summary feedback-at the end of the lesson/task.
- 3) Review feedback-away from the point of teaching (sometimes to include written comments)

As a school we are placing a considerable emphasis on the provision of immediate feedback.

Type of feedback	What it looks like	Evidence
Immediate	<ul style="list-style-type: none"> • Teacher gathering feedback from 	<ul style="list-style-type: none"> • Lesson observations

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	<p>teaching including whiteboards, discussion, book work.</p> <ul style="list-style-type: none"> • Working with individuals and small groups. • Giving verbal feedback for immediate action to improve their work. • Using support staff to support small groups. • Teaching may be re-directed during the lesson to improve the children's understanding. • Marking codes used. • Children using purple pen to correct/make improvements during the lesson • Mini- plenaries being used throughout the lesson 	<ul style="list-style-type: none"> • Learning walks • Some evidence of purple pen being used. • Some evidence of marking codes.
Summery	<ul style="list-style-type: none"> • Takes place at the end of the lesson. • Often involves whole groups or class discussion. • Provides an opportunity to evaluate the lesson. • Will include self-assessment/marking. 	<ul style="list-style-type: none"> • Lesson observations • Learning walks • Some evidence of purple pen being used.
Review	<ul style="list-style-type: none"> • Takes place away from the point of teaching. • May involve written comments for the children to read. • Provides the teacher with opportunities for assessment of understanding. • Leads to the adaptation of future planning and teaching. 	<ul style="list-style-type: none"> • Acknowledgment of work completed- stampers being used, adult initials, and ticks. • Written comments if appropriate (usually on longer/end of unit piece of work) • Highlighters used in KS1 (green for something good/orange for an improvement) • Adaptation to sequence of lessons or annotations on planning.

Other details

All work will be acknowledged in some form by the class teacher/teaching assistant, this may be through initials, stampers or ticks.

Work will be marked in red pen to ensure that this is clear for the children to see.

Children will make improvements during the lesson using a purple pen.

In most cases written comments will be focused on extended/end of unit pieces of work. This will allow children's achievements to be recognised and provide further guidance for future learning.

Not all incorrect spellings will be corrected in books, however common spellings spelt incorrectly will be written and displayed in the classroom for children to practice and use.

All homework will be acknowledged with a Homework checked stamp and HTA given if it is of an excellent standard.

Marking codes

EYFS

I	Independent
WS	With adult support
V	Verbal feedback (marking during a session where an adult has interjected for impact, or to show feedback at the end of a session)
H/H	Held hand
T/I	Traced Independently
Co/I	Copied independently
D/S	Dictated sentence
UPC	Used phoneme card/ word mat
SO	Sounded out
KWM	Keyword mat
O/T	On Tapestry

KS1 and KS2

LSA	Learning Support Assistant
S	Supply Teacher
ST	Student Teacher
I	Independent
WS	With Support
V	Verbal Comment