



# Mapplewell Primary School Assessment Policy



## **Mapplewell Primary School Vision:**

*"Developing a kind, respectful and happy community that promotes resilience and independence in all. Encouraging our pupils to leave Primary Education inspired and ready to contribute to the wider world."*

Date written	July 2020
Date to be reviewed	July 2021
Date presented to Governors	September 2020
Headteacher signature	<i>G. Padfield</i>
Chair of Governor signature	<i>J. Egan</i>

At Mapplewell Primary School we believe that accurate assessment and recording are a crucial part of the learning and teaching process. Assessment is used to enhance learning and to give a clear picture of progress and attainment. It enables the teaching staff and pupils to reflect on what pupils are achieving and inform future planning.

Central to our ethos must be the improvement of the quality of teaching and learning to ensure that all pupils fulfil their full potential. Assessment for Learning is at the core of lessons and ensures that pupils and staff are reflecting on learning and aware of next steps in the learning sequence.

**Assessment Principles:**

- To provide information to progress learning
- To provide effective oral and written feedback to children
- To inform all stakeholders in the progress of individuals, groups, cohorts and key stages
- To provide a positive learning ethos and environment in which children can enjoy learning and reflect, improve and grow in confidence
- To enable teachers to identify pupils’ strengths and next steps, and plan for personalised learning

**HCAT Assessment and Tracking**

Since the removal of levels to assess pupils learning in September 2015 HCAT developed the HCAT system to monitor, track and target set for attainment and progress for all pupils in Y1-6 for core subjects.

Children working at the ***national standard*** are expected to be working within their curriculum year and **should be developing by the end of the year** (i.e. a Year 3 pupil should be a 3d at the end of Y3).

Appropriate Curriculum		Identified level	SATs	
Transition to Y1				
Year 1	Emerging	1e		
	Developing	1d		
	Secure	1s		
Year 2	Emerging	2e		Children assessed against national standard at end of KS1
	Developing	2d		
	Secure	2s		
Year 3	Emerging	3e		
	Developing	3d		
	Secure	3s		
Year 4	Emerging	4e		
	Developing	4d		
	Secure	4s		

Year 5	Emerging	5e	
	Developing	5d	
	Secure	5s	
Year 6	Emerging	6e	Children assessed against national standard at end of KS2
	Developing	6d	
	Secure	6s	
KS3 Curriculum			

### Expectations for Progress and Attainment

Pupils are expected to be working within their curriculum year, **with a view to becoming secure by the end of the year**. Pupils who are not on track to achieve age related expectation within their year group will be identified, with appropriate **support** provided to ensure they *narrow the gap* with their peers. All pupils should make at least 1 year group's progress per year. In line with Government policy, Mapplewell Primary School's curricula and the HCAT system place an emphasis on **deepening, mastery** and **breadth** within the curriculum year as opposed to quickly moving through levels. Pupils will be encouraged to apply their knowledge and skills to a variety of contexts using a range of **problem solving** and **reasoning** skills.

### Inclusion, SEND and More able

Mapplewell Primary School is **committed** to inclusion and ensuring that all pupils fulfil their **potential**. For pupils identified with SEND and vulnerable groups, personalised curriculum plans, SEND support plans and P levels are used in school to help monitor and track **smaller** steps in **learning**. More able pupils will be **challenged** to **master** their curriculum year in **depth** for all subjects. Pupils can move beyond their curriculum year and the school has a Key Stage 3 assessment tracker for the most able pupils in upper KS2.

### Assessment for learning (AFL) and Assessment of learning (AOL)

Mapplewell Primary School has a dynamic system that utilises both **formative** and **summative** methods of assessment in order to triangulate attainment and progress. This ensures that pupils and staff are aware of next steps in learning on daily basis and that the learning sequence is constantly adapted to meet the needs of our learners. In addition, at termly **assessment collection points**, pupils' attainment and progress is collated and performance is analysed to ensure that pupils continue to fulfil their potential. At Mapplewell, we believe that assessment is part of the learning sequence and teachers therefore regularly plan for opportunities to assess learning.

### Marking and Feedback

Feedback (both written and oral) is an integral part of the learning sequence at Mapplewell Primary School. 'Learning conversations' ensure that pupils and staff have time to feedback and respond both orally and in writing. Please see separate **Marking and Feedback Policy** for further details. Staff will utilise a range of evidence, including observation, written work and formal assessment in order to triangulate a teacher judgements.

### Core subjects

The school had adopted the *HCAT, Year on a Page, and Gather, Skills, Apply* approach in order to plan learning sequences in core subjects. Staff use **HCAT** in order to monitor, track and assess pupils in reading, writing, GPS, mathematics and science. The tracking system has been developed in line with the new assessment criteria for the National Curriculum 2014. Subject lead teams in Literacy and Numeracy secure accountability by conducting yearly skills audits and a comparative analysis against the National Curriculum.

- In reading, writing, and maths, **HCAT trackers** are used by both staff and pupils to evaluate learning outcomes and plan for next steps in the learning sequence.
- Age appropriate **trackers** are shared with pupils in books and folders to in order to discuss progress and next steps in learning.
- Teachers will highlight statements in trackers when they judge that a pupil is **secure** in that skill.
- During termly **Assessment Collection Points**, staff will make summative judgements about progress and attainment by collating and recording the number of statements highlighted, which in turn, will equate to a level (emerging, developing or secure for the Year group as outlined in the table above).
- Staff will use a range of **bespoke assessments** to support teacher judgements and ensure that learning is embedded and can be applied independently. Pupils' assessments will be collated in individual portfolios for reading, writing and mathematics (See separate English and Mathematics Policy and Practice documents).
- **Data** will be **analysed** by teaching staff termly to ensure that the cohort, vulnerable groups and individual pupils are making expected or better than expected progress.
- A sample of work will be **moderated** to ensure accuracy of outcomes throughout school and share best practice.
- **Pupil Progress Meetings** with Year group teams and a member of the SLT will secure accountability for attainment and progress and ensure that interventions are in place so that any pupils not on track can 'narrow the gap' with their peers. Half termly reviews will re-evaluate the impact of interventions for those pupils not on track.

### **Foundation Subjects**

The school had adopted the HCAT *Curriculum* in order to plan, implement and assess foundation subjects across school. This is a thematic approach, which ensures that subject skills are at the heart of learning sequences and that cross-curricular activities enhance a pupil-led learning experience. In school staff use *INCERTS* tracking software in order to monitor, track and assess pupils in foundation subjects and science. Curriculum teams secure accountability by conducting yearly skills audits and a comparative analysis against the National Curriculum.

- **INCERTs** assessment software is used by staff to **formatively** assess pupils against foundation subjects assessment criteria
- Subject leads will **analyse** cohort data to ensure that skills coverage and assessments are in line with **expectations** for the year group.

### **Moderation**

Mapplewell Primary School continues to value the importance of moderation to ensure accuracy of assessment. To this end, the school will:

- Provide **CPD** to ensure that staff are aware of age related expectations for core and foundation subjects.
- Hold termly Year group meetings to **moderate** core subject judgements.
- Hold **moderation challenge meetings**, at assessment points, with year group teams and a member of SLT to moderate a **sample** of work from core subjects.
- Develop **external links** through the teaching school to ensure that year group teams have access to moderation meetings beyond school.

### **Foundation Stage:**

Our assessment system is the key to ensure the provision in the EYFS is of a high quality and appropriate for all children. Practitioners observe children to understand their level of achievement,

interests and learning styles and then shape learning experiences in light of these observations.

To ensure that we have evidence of a child's progress and can effectively plan next steps, we use a range of strategies and tools including anecdotal notes, photographs and detailed observations to build a complete picture of achievement. This information is summarised on each child's Learning Journey via the Early Essence online system. Parents and carers are invited to share and contribute to these learning journeys on a regular basis.

### **Baseline Assessment**

As each child enters our EYFS setting observational evidence is collected and uploaded onto children's Learning Journeys. This observational evidence is used alongside the Development Matters document to determine each child's developmental starting point. Practitioners use professional judgment to assess the age band in which children are working, at an emerging, developing or secure level across the EYFS 17 areas of learning which will be reported as their baseline assessment.

All children entering FS1 will have a baseline reported within 4 weeks of starting to ensure sufficient observational evidence is collected. Baseline observations will focus on the Prime areas of learning as well as Literacy and Maths. Any areas of learning which haven't been observed during initial weeks will be base lined using professional judgment and a best fit model.

If children have attended our FS1 setting and enter our FS2 in September their baseline assessment will be their reported end of FS1 level. For those children entering our FS2 setting from external providers their learning journeys from previous settings will be used alongside observations collected within our setting to inform professional judgements to form their baseline assessment. All children entering FS2 will have a baseline reported within 4 weeks of starting to ensure sufficient observational evidence is collected. Baseline observations will focus on the Prime areas of learning as well as Literacy and Maths. Any areas of learning which haven't been observed during initial weeks will be base lined using professional judgment and a best fit model.

Age Related Expectations for Foundation Stage are;

Age Related Expectations for Foundation Stage are;

	Baseline	Assessment point 1	Assessment point 2
FS1	22-36 Secure	30-50 Emerging	30-50 Secure
FS2	30-50 Secure	40-60 Developing	ELG Developing

For those children starting FS1 in January and remaining in FS1 for 5 terms;

	Baseline January/March	Summer
FS1 (5 Term cohort)	22-36 Developing	22-36 Secure

There will be no formal assessment point to record attainment during the spring term to allow

children time to settle in. Learning journeys will be kept up to date with a reflection of the children's current attainment shown through observations. The formal assessment point for this group will be within 6 weeks of starting for their baseline assessment and then in Summer term at which point attainment and progress will be reported on. The reported level for Summer 2 will be used as the children's baseline in the following September.

### **Assessment at the End of EYFS**

The EYFS profile is completed for each child by the end of June in the FS2 year. The profile provides information about each child's knowledge, understanding, abilities against expected levels and readiness for Year 1. This assessment is completed against the criteria set out in the Early Learning Goals using the exemplification provided by DFE. Practitioners assess whether a child has met or exceeded expected levels or whether they have not yet met the expected level (emerging). Profiles are completed for all pupils, including those with special educational needs and disabilities although reasonable adjustments are made as necessary.

Results from the profile are shared with parents/carers who are provided with an opportunity to discuss the outcomes. Profiles and additional commentary on characteristics of effective learning are shared with Year 1 teachers to inform planning and preparation for entry to KS1.

Outcomes from the EYFS profile are reported to the local authority who then has a duty to return this data to the relevant Government department. The local authority conducts moderation of the profiles regularly, on a rotational basis, with each school in its catchment.