



Langton Primary School
Assessment Policy

Adopted by: Full Governing Body

Summer 2 2017

Review date – Summer 2 2020

Rationale

Assessment is a continuous process integral to teaching and learning allowing children to reach their true potential. It should be incorporated systematically into teaching strategies in order to promote better than expected progress for individuals, groups and cohorts.

Aims

- Monitor and record the attainment and progress of individuals, groups and cohorts
- Strive to attain the highest educational standards and achievements
- Provide a broad, balanced and relevant education which provides continuity and progression and takes individual differences into account.
- Use attainment and progress information to guide teachers' planning, strategies and use of resources and enable them to plan intervention
- Inform parents and the Governing Body about progress and attainment
- Ensure a consistent approach to measure progress towards and against national standards

Types of Assessment

Formative

This is the ongoing, day-to-day assessment which is carried out by teachers and is key to effective classroom practice. Learning outcomes are shared with pupils and they play an important role, through self-assessment, of their own learning. Formative assessment is used by teachers to inform planning, resources and support in order for all children to progress.

Summative

Children in KS1 and KS2 are assessed periodically and progress and attainment data is recorded onto a Langton School tracking system. Test materials are used to support teachers with making accurate teacher assessment judgements. These assessments are carried out towards the end of every term and are used to monitor the performance of individuals, groups and cohorts as well as identifying gaps and next steps for planning

Approaches to assessment at Langton Primary School

At key points through primary school, children are assessed against national expectations. These are:

End of EYFS

End of Year 1 (Phonics Screening)

End of KS1 (Year 2 SATs)

End of KS2 (Year 6 SATs)

EYFS

Children are baselined on entry using the EYFS framework and the 'Development Matters' age-related stages of development. Children are continually assessed throughout the year through both child initiated and teacher led learning activities. These assessments take the form of recorded work, verbal responses, and long/short observations.

Y1-Y6 Children are assessed as:-

- **Working towards** – working below their year's ARE (Age related Expectations)
- **Working at** - working at the expected level for their age – have a more independent application, can explain, use or summarise understanding
- **Greater depth**– working at mastery level - have a full understanding and can apply independently in different contexts/ problems

These categories are further divided using the 'Langton nine point scale' (See Appendix A). This gives a more specific guide as to where the children are and also helps to set targets for progress and attainment.

Knowledge and skills in relation to End of Key Stage and Year Group expectation are developed by:

- Tracking progress from our Key Stage 1 entry data and the school's baseline assessments
- Using termly formal assessments to support ongoing Teacher Assessment judgements
- Using the Age related Expectations to track progress and attainment within the nine point scale.
- Planning work for children who are falling behind or with SEND, giving due regard to information and targets set in individual provision maps.

Termly progress checks

At the end of each term, formal assessment weeks are carried out to provide further information regarding the child's understanding and progress towards their target. Reading assessments are carried out using Rising Stars tests, Maths is tested using the SATs style White Rose Maths resources and writing is assessed against the expectations for the child's year group descriptors.

Weekly tests

Weekly Big Maths and spelling tests are also used to inform planning and set targets. The 'learn its' for Big Maths and the spellings are set according to ability and prior learning.

Grammar Hammer is also used in Key Stage 2 to assess SPaG.

Assessments before/after lessons

Teachers mark work from previous lessons to inform planning for the next. It is important that staff reflect on the previous lessons taught and use the information gained to adapt planning as appropriate for individuals, individual groups or the whole class.

Assessment opportunities during lessons

The use of a variety of questioning techniques is key to fully exploring the children's understanding. Immediate and effective feedback and the active involvement of children in their own learning enables children to move on at a suitable pace. Children should be helped to learn to assess themselves and understand how to improve.

Inclusion and SEND

Langton is an inclusive school and works hard to meet the needs of all children. Formative assessment is at the heart of assessment for children with identified special needs in the same way it is for all other children. Modifications will be made by teachers to ensure questioning, talk, marking and feedback are suitable for all children, depending on their specific needs.

Communication with Parents

Children's attainment and progress will be discussed at termly Parents' Evenings. Teachers are also available for informal consultation if parents wish to discuss their child's learning at other points.

End of year reports will comment on children's attainment and progress and key assessment data will be included in these reports.

Marking/Feedback

Please refer to the Marking and Feedback Policy

Appendix A - Arriving at Judgements – 9 point scale

Assessment: Meeting Year Expectations The 9-Point Scale									
Assessed Position	Working Towards			Working At			Greater Depth		
Points Allocation	1	2	3	4	5	6	7	8	9
<p>Point 5 indicates that a pupil has met the expectations. It is our aim that 100% of pupils will be at least Scale Point 6 by the end of the year. Targets will be set based on exit point from end of EYFS or KS1 Staff should use professional judgement and results of age-standardised tests to provide a best-fit assessment on the 9 – Point Scale.</p>									

Children will be Working Towards towards the expectations if they do not achieve all of the expectations outlined for that year group	Children will be Working At the expectations if they achieve all the expectations for that year group 91% and above	Children will be working at Greater Depth if they achieve the Working At – Point 6 and are working within the Greater Depth expectations
<p>Working Towards Expectations – Point 1 If children meet between 0 and 30% of the expectations.</p> <p>Working Towards Expectations – Point 2 If children meet between 31% and 60% of the expectations.</p>	<p>Working At Expectations – Point 4 Children might make the occasional error. However, the teacher needs to be satisfied that they understand the concept fully.</p> <p>Working At – Point 5 Children will rarely make mistakes and are very confident at meeting the expectations.</p>	<p>Greater Depth Expectations – Point 7 Children show evidence of:</p> <ul style="list-style-type: none"> Using the year group’s Greater Depth expectations within context Consistently applying the year group’s exceeding expectations in a range of situations

<p>Working Towards Expectations – Point 3 If children meet between 60% and 90% of the expectations.</p>	<p>Working At – Point 6 Children are confident at meeting the expectations and demonstrate elements of Greater Depth (Mastery).</p>	<p>Greater Depth Expectations – Point 8 Children are very confident and rarely make a mistake in relation to the Greater Depth expectations.</p> <p>Greater Depth Expectations – Point 9 Children are exceptionally confident in handling the Greater Depth expectations and show exceptional ability for that year group</p>
<p>REGULAR MODERATION REQUIRED</p> <p>1. Use tests (ARE appropriate) and guided reading records/formative assessment records to find out if children are working at: Working Towards (1/2/3) or Working At (4)</p> <p>2. Tests to be used:</p> <ul style="list-style-type: none"> • Maths: Assertive Mentoring materials • Reading Comprehension: Rising Stars/practice papers • Grammar: Use of Grammar Hammer throughout School • Science: • Pupil Progress: cold/hot writing tasks 	<p>REGULAR MODERATION REQUIRED</p> <p>Other evidence will also be used e.g.</p> <ol style="list-style-type: none"> 1. Maths: Work in Maths books 2. Writing: Independent writing following a series of lessons during normal class practice AND any other writing 3. Reading <ul style="list-style-type: none"> (a) Reading Comprehension only : Use of guided reading records and other evidence e.g. individual reading (b) Guided Reading Assessments of ARE 	<p>REGULAR MODERATION REQUIRED</p> <p>Other evidence will also be used – be prepared to be asked for concrete or verbal examples of evidence</p>