



Assessment Policy

Rationale:

Our assessment system is based on Assertive Mentoring and is a guaranteed, regular, one to one dialogue between a pupil, parent and a mentor. It is evidence based and focused on ‘The triple A’s’: Attainment, Achievement, and Attitude. It enables progress towards long term targets that are reviewed, as well as the achievement of medium term targets to be tracked. Further meaningful medium term targets are then agreed for the following term. Targets are based on agreed assessment criteria from children’s individual trackers, so as to be both challenging yet achievable and to have the greatest impact on performance. These are the focus of continual assessment, marking, feedback and support throughout the term.

Aims:

- True assessment for Learning- each child knows their own targets and what they need to do to reach them. They are fully involved in the process.
- A personalised curriculum which ensures relevant intervention.
- Raised standards for all- aim that all children will reach their targets in Year 6.
- Accurate assessment which informs planning and then ensures accelerated achievement.
- Meaningful dialogue with parents and pupils.
- Develop positive attitudes to learning of all pupils- whole school learning culture.
- A streamlined system which incorporates target setting sheets, learning plans and SEN reviews.

Guidelines:

Yearly Target Setting:

Yearly targets are set for every pupil by the class teacher and agreed with the Senior Leadership Team (SLT) at the start of each year. The targets are based on pupils making at least 1 complete stage across each year they are in school. Sometimes it is necessary to set targets which are more than one stage so a child does not fall behind. This should ensure that all children then have a chance of meeting their target in Y6.

Half-termly meetings:

Each half term the teacher holds a meeting with every child and their parents. This is covered by a day and a half of cover while the rest of the class are at forest school. The purpose of each meeting is to have a three-way dialogue to discuss the three ‘As’- Attainment, Achievement and Attitude. A standard grading key to fill in the mentoring form is used by all teachers to ensure consistency.

Monitoring of Attainment:

Attainment is measured by ‘Stages,’ based on the end of year expectations for each year group. These ‘Stages’ broadly correspond to that numerical year group – e.g. by the end of Year 1, a child should be secure in Stage 1, or Stage 2 Ready if they have achieved the end of year expectations and are broadening and deepening their understanding and application. Within each Stage, there are four steps; emerging, developing, securing and next stage ready. **It is our expectation that whilst not every child will reach end of year expectations, whatever their starting point, they will progress at least one whole stage per year.**



“Learning to Live, Living to Learn”

At the autumn meeting the child's progress is reviewed over the previous year and the colour rating for the last year explained. This year's targets are then discussed. Each child's targets and attainment for reading, writing and maths are tracked each year and colour coded for simple visual

interpretation by SLT, teacher, parents and crucially the child. Green – ahead/on target; Yellow – just behind target (-1 SPS); Red – behind target (-2 or more SPS.)

End of year expectation

Attainment	KS1 SAT	KS2 Results			Targets
(Expected at end)	Y2	Y3	Y4	Y5	Y6
Read	St 2 S/St 3 R	St 3 S/St4 R	St 4 S/St5 R	St 5 S/St6 R	St 6 S/St7 R
Write	St 2 S/St 3 R	St 3 S/St4 R	St 4 S/St5 R	St 5 S/St6 R	St 6 S/St7 R
Maths	St 2 S/St 3 R	St 3 S/St4 R	St 4 S/St5 R	St 5 S/St6 R	St 6 S/St7 R

Monitoring of Achievement:

Tracking of each area is then discussed which refers to the progress and effort made towards achieving the medium term targets set at the previous review. In the autumn term these may be based on the ones set as part of the KS2 report but may need revising. These will refer to specific, measurable criteria from the individual trackers. The same colour coding is used.

Monitoring of Attitude:

The areas of attendance, punctuality, behaviour, effort, homework completion and uniform are also tracked and targets for improvement are set where necessary. We all know that attitude has profound implications for attainment and achievement. This system visually demonstrates that link and provides powerful evidence to children and parents.

Regular attitude tracking provides an effective vehicle for challenging such attitudes and demonstrating their effects on performance. In turn this becomes a powerful motivator for children and has been shown to have a positive effect.

Standard Grading Criteria for Attitude:

Red	Yellow	Green
Attendance below 90%	Attendance between 90-95%	Attendance exceeds 95%
Often Late (>10 mins/term)	Rarely Late (<10 mins/term)	Never Late
Poor/unacceptable behaviour <75% green dojos, planning room	Acceptable behaviour <85% green dojos	Excellent behaviour, trustworthy, responsible. >85% green dojos
Rarely good effort, tasks often left incomplete	Usually good effort, sometimes needs reminders.	Consistently good effort, self motivated, tasks completed
Homework often not completed or returned	Homework usually completed and returned on time	Homework always completed and returned on time.
Rarely in uniform, often breaks policy i.e. no PE kit, jewellery.	Usually in uniform, follows policy i.e. PE kit, no jewellery.	Always in uniform, adheres to policy i.e. PE kit, no jewellery.

Assessments:

The success of Assertive Mentoring depends on continual assessment which is:

- Consistent
- Accurate
- Simple to gather
- Simple to record



“Learning to Live, Living to Learn”

- Universally understood
- Able to generate relevant medium term targets

Levelled assessment criteria for reading, writing and maths are used for continual assessment and record keeping. They are designed to be easy to use and consistently applied.

A class record for each level is restricted to one page and a simple coding system indicates whether the objective is partly, mostly or fully achieved.

Partly achieved	.	Mostly achieved	/	Fully achieved	X
-----------------	---	-----------------	---	----------------	---

This allows records to be updated by superimposing a line on a dot or changing a line to a cross. Using a different colour per term can also provide a visual indication of progress over the term or year. The consistency of this system allows records to be shared for intervention and moderation purposes and passed on to the next teacher the following year to ensure continuity.

Reading:

We make half termly assessment judgements for reading. The assessments are made by collecting evidence during guided reading sessions, English lessons, phonics sessions and half termly assessments. In EYs and Key Stage 1 we also use Read Write Inc (RWI) phonic screens to support evidence.

From Y1 onwards, the children complete a half termly assessment, using comprehension questions and Oxford Reading Tree books. In Key Stage 1 the reading assessments are verbal to begin with, including miscue analysis and verbal questions regarding the text. This progresses to written comprehension questions. In Key Stage 2 this progresses further to children having to read a full book and then answer written comprehension questions independently. Each half term, Bug Club (our online reading programme) assessments are also completed and inform the teachers' judgements.

The evidence is collated onto a pupil levelled assessment criteria record. This generates the stage the pupil is at and the targets needed to progress further.

Writing:

Writing assessments are attained through three strands: grammar, spelling and writing. The three strands combine to generate a stage score for each pupil.

Each child will do a 'Grammar Hammer' skill check each fortnight. They are looking to increase their understanding week on week and apply it into their writing. Further to this pupils will do a weekly spelling check, focussing on different spelling patterns.

Children are expected to complete a piece of extended writing weekly, this may happen in English or Mantle lessons. This work is then assessed using a writing assessment grid and in Years 2 and 6, cross checked to the interim assessment framework for writing. In school we often teach writing using Talk for Writing techniques, this work can be used for assessment only if it come from the Innovate or Invent stages of the process. During the Invent stage links are made to the relevant Mantle curriculum, often focussing on non-fiction genres.

Staff help children in the planning and editing stages through using assertive mentoring up-levelling and planning sheets. This helps children with composition features and vocabulary expectations.



Maths:

Maths assessments are completed every half term, with pupils completing a stage relevant assessment test. The test question marks are then collated in the pupil stage assessment criteria record. This generates the stage the pupil is at and the targets needed to progress further. Following this assessment pupils do a weekly key skills check. Pupils highlight their targets and complete the check over three 15 minute sessions. Each Thursday pupils are put into vertical stage groups where they work with a teacher to concentrate on common misconceptions from the week.

Further to the Assertive Mentoring (AM) work we also use Maths Makes Sense (MMS) which has its own assessments which are completed at the end of each block. Pupils are highlighted as to the level of support needed to complete the tasks with High (H), Moderate (M), Independent (I). This information is then collated in a grid to help show progress and future needs.

The AM and MMS assessments are then used to create a final stage score for each pupil.

Pupil Progress Meetings:

Each half term class teachers meet with a member of the SLT to discuss the previous half term. The main focus is looking at the pupil's data and analysing strengths and areas for development. During the meeting a cohort action plan is formulated with the class teacher and their additional adults. Targets are set and actions are identified to help meet the target. These targets are then reviewed at the next Pupil Progress Meeting.

Policy reviewed: September 2015
November 2016

To be reviewed: September 2017

Ratified by Curriculum and Standards Committee (C&SC) on behalf of the Governors:

Mary Nicholls
(Signed: Chair of Curriculum and Standards Committee)