



# **Assessment Policy**

*November '19*



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## Introduction

This policy outlines the purpose, nature and management of assessment at Ark Tindal Primary Academy. Assessment compliments and boosts the quality of teaching and learning. It has an instrumental role in planning and enables the evaluation of current practice as well as pupil achievement. High quality formative assessment is an essential part of teaching and learning. It ensures a whole-school approach to the provision of an excellent education for all children at Ark Tindal and enables teachers to deliver education that best suits the needs of their pupils.

## Aims

Our mission is to create a group of outstanding academies that radically improve our pupils' life chances. We want every pupil at an Ark academy to do well enough by age 18 to have real options to: go to university or follow the career path of their choice. This policy is designed to support Ark Tindal in achieving this goal.

This main aim of this policy is to standardise the way assessment is carried out and used across the school. As well as this, this policy aims to make clear how assessment outcomes and marking should be used to inform planning to ensure that teachers proactively focus their teaching on the areas that pupils need it most.

## Roles and Responsibilities

The overall responsibility for assessment belongs to the Head Teacher. However, this responsibility has been delegated to an Assistant Head Teacher, who is the Assessment and Data lead.

Class teachers and Year Group Leads are responsible for the assessment of the children in their care and subject leaders are responsible for monitoring assessment within their subject area.



## Measuring Attainment and Progress

When pupils sit an assessment, they produce a raw score. This raw score is then converted to a scaled score, which ranges from 80 - 120. A pupil's scaled score is then used to find their level of attainment (see table below).

Scaled score	Attainment band
110 - 120	Well Above (Greater Depth)
105 - 109	Secure (At+)
100 - 104	At
95 - 99	Below
80 - 94	Well Below

For statutory teacher assessments, different attainment bands are given. For this information, please see the [Teacher Assessment Code Reference Table](#). This information is also available in the appendices of the policy (Autumn 2019).

# Forms of Assessment



For marking and feedback, please see the separate *marking and feedback* policy.

## Internal Assessments

Dates for all internal assessments are governed by an overall assessment calendar, provided by the Primary Network Data Lead. These dates are then used to plan assessment weeks throughout the year for the delivery of each of the assessments below.

### Reading and Maths: Hodder Assessments (PiRA and PUMA)

Progress in Reading Assessment (PiRA) and Progress in Understanding Maths Assessment (PUMA)

- Standardised tests, taken twice a year at the end of each term (except in exam year groups - see assessment calendar for more info)
- These standardised tests give summative judgments which allow us to monitor progress and attainment
- Raw scores are converted to scaled scores which are the means in which progress and attainment are measured

#### Timings

PiRA		PUMA	
<b>Year 1:</b>	<i>Controlled by the pace of the teacher's delivery</i>	<b>Year 1 and Year 2:</b>	<i>40 minutes</i>
<b>Year 2:</b>	<i>40 minutes</i>	<b>Years 3 to 4:</b>	<i>50 minutes</i>
<b>Years 3 to 6:</b>	<i>50 minutes</i>	<b>Years 5 to 6:</b>	<i>60 minutes</i>



## Administration

Pupils should be set up to succeed and become familiar with exam environments throughout their time in school so that statutory assessment periods are not intimidating. To ensure that data produced from assessment is as consistent and accurate as possible, it is vital that the administration of tests follow a clear protocol throughout school.

- Pupils should sit the tests in small groups (to be decided by teachers)
- Timings should be strictly followed to support pupils develop a strong pace in assessments.
- Teachers must be clear on the support they can give to pupils during each assessment and must explain this at the start of each test. Such guidance is available in the teacher manuals for each assessment.
- Environments must be appropriate: they should have any displays which may compromise the assessment removed or covered and should be away from any sources of distraction.
- Pupils must have all equipment required for the assessment in front of them before beginning the assessment. For PiRA and PUMA, this is usually a pencil and ruler. Administrators should have a pencil sharpener and a rubber to hand.
- Breaks can be taken during the assessments where the teacher/administrator feels it is appropriate. Pupils must close the assessments and not speak about the contents of the paper. Breaks are encouraged where pupils may be particularly nervous.
- Test conditions must be discussed and followed:
  - Pupils should be spread out with one pupil at each desk.
  - Pupils are not to communicate in any way during the assessment or whilst they have a paper in front of them.
  - Pupils must put their hand up if they need to ask for assistance.
  - Pupils should not go to the toilet during the assessment; they should be encouraged to go beforehand. If a pupil needs to go to and cannot wait until the end, the assessment should be paused with all pupils closing their booklets and time being resumed upon the return of the pupil.

## Assistance

- PiRA - Very little assistance can be given during the reading assessment as administrators are unable to read any of the content from the paper. It is best to offer encouragement or to remind pupils about skipping questions that they struggle with and any other good habits that may help them.
- PUMA - Questions can be read to pupils. It is advocated that pupils are encouraged to put their hand up to get questions read to them as that is the protocol for statutory assessments and this will help familiarise the pupils with this. For further guidance on what can and cannot be read to pupils, please see the relevant manual.

## Results



Upon completion, the tests must be marked using the appropriate manual and then each pupil's results be input into the Ark's data system, Click Click Report (CCR) for analysis. In an effort to reduce teacher workload, the admin team input pupil marks into CCR and not teachers. The data collected from each point provides valuable information for teachers to use to track the attainment and progress of their pupils as well as to spot gaps in understanding with help from the Question Level Analysis tool in CCR. This data is also used for performance management and pupil progress meetings. Scaled score conversion charts can be found in the appendices of this document.

### **Reading and Maths: Teacher Assessment**

Teachers use evidence from classwork to make a judgment about pupil performance three times a year in Reading and Maths. This judgment should also be informed by other forms of assessment (PiRA, PUMA and KPIs). This teacher assessment is not formally moderated.

### **Spelling, Punctuation and Grammar (SPaG): Rising Stars**

Although this is no longer a requirement by the network, Ark Tindal has elected to continue using these assessments to identify strengths and gaps in pupil understanding in order to deliver targeted, more effective teaching in Grammar and Spelling lessons. These assessments are carried out from Years One to Six six times a year, at the end of each half term (the first three half-terms in Year Six). Results are still input into CCR.

Spelling tests have no strict timings but should take around 15-20 minutes whilst the Grammar & Punctuation test should take between 20 - 30 minutes.

There are no Ark thresholds for SPaG. Teachers should use the assessments to inform planning and if a threshold is needed, an average pupil mark should be used.

### **Arithmetic: Ark's own**

These assessments are carried out half termly from Year Two upwards and are set out as closely as possible to the statutory arithmetic tests pupils sit in exam year groups in order to familiarise the pupils with the assessment. These assessments are compiled and distributed to schools by the Primary Network Maths Lead. Data collected from these assessments provide useful insights when input to the custom spreadsheets that are sent out alongside the assessments although these spreadsheets are only available for years Five and Six.

Arithmetic thresholds (see overleaf) are guidelines from Ark.

All arithmetic tests should be administered in 30 minutes to prepare pupils to work quickly and carefully in the KS2 statutory assessments.

Arithmetic Thresholds



	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2	Total
Year 6	22	26	30	30+	SATs 30+		40
Year 5	15	18	21	24	27	30	40
Year 4	14	16	18	20	22	24	32
Year 3	11	13	15	17	19	21	28
Year 2	8	10	12	14	16	18	25



Phonics assessments are carried out half-termly (until the Phonics Screening Check) from Year One upwards and pupils are moved accordingly on CCR. This data is particularly useful to identify and target vulnerable pupils ahead of the Year One Phonics Assessment and Year Two retakes. Responsibility for updating these assessment lies with the Phonics Lead.

### Phonics Grades

	<b>RWI Band:</b>	<b>Formerly known as:</b>
<b>1</b>	Set 1 A	A
<b>2</b>	Set 1 B	
<b>3</b>	Set 1 C	
<b>4</b>	Ditties	New band – didn't previously exist on the system.
<b>5</b>	Red 1-5	B
<b>6</b>	Red 6-10	C
<b>7</b>	Green	D
<b>8</b>	Purple	
<b>9</b>	Pink	E
<b>10</b>	Orange	F
<b>11</b>	Yellow	G
<b>12</b>	Blue	H
<b>13</b>	Grey	I
<b>14</b>	Off RWI	J

### Termly expectations

	<b>Reception</b>	<b>Y1</b>	<b>Y2</b>
<b>Baseline</b>	Set 1A	Green	Blue
<b>Autumn 1</b>	Set 1B	Purple	Grey
<b>Autumn 2</b>	Set 1C	Pink	
<b>Spring 1</b>	Ditty	Orange	
<b>Spring 2</b>	Red	Yellow	
<b>Summer 1</b>	Green	Yellow	
<b>Summer 2</b>	Green	Blue	



## **ELG: Teacher Assessment**

Teachers make a judgment against each of the seventeen learning areas. They make a baseline judgment at the start of the year, and then a judgment at the end of every term after that with the final assessment being used to provide statutory data for the Early Years Foundation Stage Profile (EYFSP) data submission. These assessments are being made on a data system called the Early Excellence Assessment Tracker (EExAT). For further information on this, please see the Early Years Assessment Guide in the appendices.

## **ELG: CEM**

The CEM test is an online baseline assessment carried out by teachers at the start of the year and again at the end of the year. CEM provide results as a scaled score which does not correspond to the scaled score used by the DfE. We convert CEM's scaled score to a DfE scaled score, which runs from 85 - 115, and can be subdivided into the attainment bands outlined on page 4.

## **Nationally standardised assessment**

When statutory assessments are submitted, different codes are used to the attainment bands used internally. For this information, please see the [Teacher Assessment Code Reference Table](#). This information is also available in the appendices of the policy.

## **Year 1 Phonics Screening Test**

The phonics screening check week is typically the second week after the summer half term. It is taken by all pupils in year 1. Pupils who do not pass in year 1 retake it at the end of year 2.

## **National Key Stage One Assessments**

The Key Stage 1 assessment window is in May. Schools take the assessments in the final week of May. Pupils are to be teacher assessed as one of the following five grades: Below, Pre-Key Stage, Working Towards, Expected Standard, Greater Depth.

The government provides national assessments in reading and maths which produce a scaled score. These help to inform the teacher assessments.

## **National Key Stage Two Assessments**

Reading, Spelling, Punctuation and Grammar (SPaG) and Maths assessments are taken in the second week of May. Writing and Science teacher assessments should be made by the end of June.

Further guidance is available online at gov.uk and is updated annually.



## **EYFS Profile**

Teachers make a judgment against each of the 17 learning areas. They make a baseline judgment at the start of the year, and then a judgment at the end of every term after that. For further information on this, please see the Early Years Assessment Guide in the appendices.

## **Moderation**

### **Internal Moderation**

We expect our academies to moderate assessment results internally and regularly to ensure the data is robust and the information is accurate. We also hold regular network moderation meetings for each year group, which all our academies participate in. Academies are also moderated by Local Authorities as part of their duty to check local schools on an annual basis.

### **External Moderation**

It is possible that any statutory assessment process can be moderated or monitored by the Local Authority (LA). The notification period varies for the different types of assessment. The administration of assessments in the form of a test (i.e. phonics, KS2 SATs) are monitored and there is typically no notice for these visits whereas usually more notice is given for moderation visits. Guidance for standards & procedures around monitoring and moderation are found online at gov.uk.

## **Pupil Progress**

Our academies are expected to hold half termly pupil progress meetings for all year groups. These meetings are chaired by the Headteacher or senior leader in charge of assessment. The class teacher and Inclusion Manager/SENCO attend. The purpose of these meetings is for the group to consider every pupil's progress and attainment relative to their targets; to identify all pupils at risk of not meeting their target; and to take coordinated action to ensure progress is accelerated. Written notes must be kept of these meetings to ensure that staff are held to account against the agreed actions.

## **Summative Assessment and Marking**

Summative assessments are assessments that take place whilst learning is in-process. The use of Assessment for Learning (AfL) is a powerful way to identify strengths and areas for development in regards to pupils' understanding. Such assessments should be recorded in each class' marking journal; these notes should be referred to when considering pupils content for interventions as well as during planning. For further information on the use of summative assessment, please see the school's Marking and Feedback policy.



## **Assessment of Non-Core subjects**

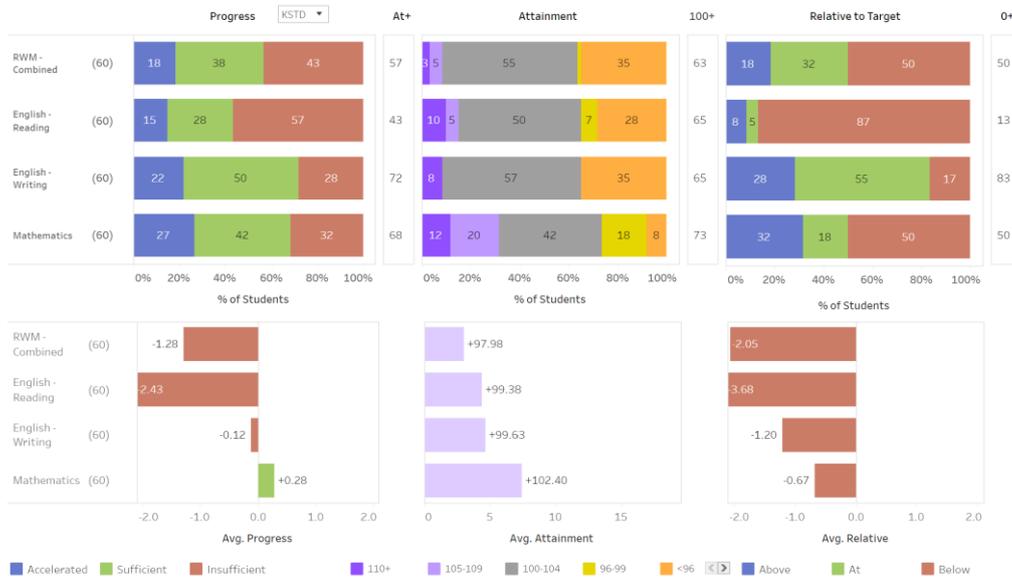
As a team, teachers are expected to produce a schema map, medium term plan, a knowledge organiser and a quiz in preparation for Science, History and Geography units. A few weeks after the unit has been taught, pupils sit the prepared quiz in order to assess their understanding of the curriculum content. Quizzes are bespoke to each unit and focus on the specific objectives of the curriculum. Pupils' responses are recorded on to a tracker. Teachers must use this tracker to identify any gaps in learning and plan further work to close these gaps, whether it be in the form of additional, consolidation lessons, or quick fixes through liaising with the Year Group Lead.



## CCR (Click, Click, Report)

CCR (ccr.arkschools.org) is the primary data analysis site used within the Ark network. Some key pages are:

- 1. Subject Comparisons** - found on the front page beneath Assessment Dashboards are subject comparisons. These dashboards present progress and attainment data for each year group.



- 2. Contextual Group Analysis** - found by hovering over 'Assessment Analysis' in the top menu, then the appropriate. From the menu that appears, select 'Compare Contextual Groups'. These dashboards allow comparisons to be made between classes and pupil groups. Different groups can be selected by changing the page number in the top-right corner of the dashboard





3. **123** - 123 Can be found towards the left-hand side of the top menu. 123 allows the user to create individual and customised reports based on their needs.
4. **Question Level Analysis (QLA)** - found by clicking on the Primary button beneath the 'Question Level Analysis' header underneath the larger 'Assessment Dashboards' heading on the main page. This dashboard provides a visual representation of the pupils' assessment outcomes, allowing trends in data to be easily identified. The pink lines represent the average result from the large number of pupils who took the test nationally.



## Early Excellence Attainment Tracker

The Early Excellence Attainment Tracker (EExAT) is the primary data system used in the Early Years. Observations and evidence are gathered for each pupil to support judgments and assessments. The system produces reports on pupil attainment and progress.

## Toolkit Progress Tracker

The Toolkit Progress Tracker (TPT) is an online system used to measure the progress of SEND pupils in school. Teachers make judgments across 4 bands:

- Speaking & Listening
- Reading
- Writing
- Maths

The system uses teacher assessments to generate next steps that are targeted through in-class support and additional interventions where appropriate. These next steps are used to inform planning and the individual pupil profiles for SEND pupils. This system measures the progress of SEND pupils in a granular way. For more information on the TPT system, please speak to the SENCO.



## Pupil Progress

At the end of each term, pupil progress meetings are held where outcomes of assessments are discussed, concerns raised and priorities set for the following term. Agendas vary based on the needs of the school each term.

## Class Action Plans

Class action plans are documents used to identify pupils vulnerable to underperformance. It is important to note that it is not always the case that pupils below age-related expectations are always the most vulnerable to underperformance. Pupils who are at or above age-related expectations may also be at risk of underperforming if their prior attainment data is higher than current data. This means that all pupils must be considered when class action plans are composed.

The purpose of a class action plan is to, as well as identify vulnerable pupils, consider the ways in which these pupils can be supported effectively using **in-class strategies** alone in order to increase levels of progress and attainment for these pupils. If these pupils are also suitable candidates for additional interventions, this should be noted on the plan. Some examples of suitable strategies are:

- Targeted questioning
- ‘Do Now’ activities that are bespoke to the needs of the targeted pupils
- Adjusting the seating plan - pairing pupils with a chosen partner for support or grouping these pupils together
- Giving these pupils additional, more detailed feedback in marking within the lesson and afterwards
- Additional, targeted gap tasks in marking
- Specific challenges provided in lesson tasks
- Additional scaffolding or resources provided to support pupils

Examples of typical vulnerable groups are:

- Catch up (attainment)- for pupils who are below expected levels of attainment
- Catch up (progress) - for pupils below expected levels of progress since their last statutory assessment
- Closing gaps in groups - a good example is boys’ writing or girls’ maths where specific pupils are targeted to close the gender gap where it exists
- Greater Depth - either maintaining or increasing the number of pupils achieving the Greater Depth Standard (GDS) in a chosen subject
- RWM crossover - using venn diagrams (see next page 17), pupils who are age-related in two of the three core subjects are targeted in the subject required to achieve the age-related expectation across reading, writing and maths combined.



## **Venn Diagrams**

Venn diagrams are used to visually display pupils at the age-related standard in reading, writing and maths. The academy aims to achieve the highest possible number of pupils attaining the age-related standard in reading, writing and maths combined. The Venn diagram illustrates how effective the crossover is between the core subjects and also indicates pupils who are missing out on one or two of these subjects. The purpose of this is to identify pupils vulnerable to missing out on the crossover of attainment across the core subjects in order to put support in place for these pupils.

## **Special Educational Needs and Disability**

SEND pupils are monitored through the same means as their non-SEND peers where possible. Attention is focussed primarily on progress rather than attainment as the need of the child may inhibit their ability to reach age-related expectations (in some cases attainment will be monitored also).

Progress is measured via both the scaled scores that the pupils attain and through the steps made on the Toolkit Progress Tracker mentioned previously (page 14). If a pupil has a scaled score of 90 it is expected that they will maintain a similar score in future assessments as the difficulty of the assessments increases over time.

For some pupils, it may not be appropriate for them to sit an assessment as it could cause distress to that pupil. Where this is the case, it should be discussed with the SENCo and agreed with a member of SLT before a pupil is withdrawn from an assessment.

## **Reporting to Parents**

Towards the end of the summer term, the academy sends pupil reports to pupils in accordance with government requirements, found online at:

<https://www.gov.uk/guidance/reporting-to-parents-at-the-end-of-key-stages-1-and-2>



## **Teacher Assessment Code Reference Table**

These codes are provided by the DfE and are updated annually.

### **Key Stage 1**

<b>Code</b>	<b>Description</b>	<b>Subject</b>
GDS	Working at greater depth	English reading, English writing, mathematics
EXS	Working at the expected standard	English reading, English writing, mathematics, science
WTS	Working towards the expected standard	English reading, English writing, mathematics
HNM	Has not met the expected standard (also to be used with P scales for science)	Science
PK4	Pre-key stage standard 4	English reading, English writing, mathematics
PK3	Pre-key stage standard 3	English reading, English writing, mathematics
PK2	Pre-key stage standard 2	English reading, English writing, mathematics
PK1	Pre-key stage standard 1	English reading, English writing, mathematics
BLW	Below the standard of the pre-key stage standards (to be used with P scales)—see section 3	English reading, English writing, mathematics
A	Absent for long periods, recently arrived, or not enough information to provide a TA judgement	English reading, English writing, mathematics, science
D	To be used when a pupil has been disapplied from the national curriculum, including statutory assessment requirements	English reading, English writing, mathematics, science

## Key Stage 2



Key stage 2	Pupils working at the standard of the national curriculum assessments	Pupils working below the standard of the national curriculum assessments and engaged in subject specific study	Pupils working below the standard of the national curriculum assessments and not yet engaged in subject-specific study	Other codes
English reading	Not applicable	PK1, PK2, PK3, PK4, PK5, PK6	BLW (with corresponding P scales)	Not applicable
Mathematics	Not applicable	PK1, PK2, PK3, PK4, PK5, PK6	BLW (with corresponding P scales)	Not applicable
English writing	GDS, EXS, WTS	PK1, PK2, PK3, PK4, PK5, PK6	BLW (with corresponding P scales)	A, D, L, F, P
Science	EXS, HNM	HNM (pre-key stage standards are not applicable for science)	HNM (with corresponding P scales)	A, D, L, F, P



## **Early Years Assessment Guide**

### **Baseline**

At the start of each year, staff in both reception and nursery carry out a baseline assessment for each pupil on the Early Excellence Assessment Tracker (EExAT). Additional to this, Reception undergo a CEM assessment.

### **Termly Expectations**

Variations based on age in months but all pupils expected to reach ELG2 at least by end of year. To get there, pupils should roughly follow this trajectory.

### **Baseline Conversion**

KS1 base grades for Reading, Writing and Maths are automatically calculated by CCR based on official EYFS results from relevant components the EYFS framework.

The conversions for each subject are as follows:

<b>KS1 Subject</b>	<b>EYFS Subject used for calculation</b>	<b>Well Above</b>	<b>Secure</b>	<b>At</b>	<b>Below</b>	<b>Well Below</b>
Reading	EYFS Reading	ELG3	-	ELG2	ELG1	-
Writing	EYFS Writing	ELG3	-	ELG2	ELG1	-
Maths	Lowest value from shape, space and measures and numbers	ELG3	-	ELG2	ELG1	-