TORRE C OF E ACADEMY

Pray, Praise, Potential, Pride, Persevere

"Our mission at Torre is to create an environment where God's children have the right to grow, learn, feel safe and be happy. We respect and look after each other in the way that God has taught us."

We "Live life in all its fullness." John 10:10.

ASSESSMENT POLICY

Assessment without levels – Our Principles

At Torre C of E Academy assessment is an implicit part of the teaching and learning programme. In order to plan an appropriate programme of work, each teacher needs to know the skills and abilities of each child. Alongside this, children need to know what they are going to learn and how this fits into the learning programme for the term; how they are going to learn; and how their success will be measured.

In this way they are able to take ownership for their learning, and in consequence make greater progress. Information gained from assessments is used to review and improve teaching and the curriculum that is offered to children.

WHAT IS ASSESSMENT?

Assessment is a judgement based on evidence at a particular point in time. A range of well-planned assessment strategies and activities allows pupils, teachers and school to:

- Involve all pupils including those with Special Educational Needs.
- Ensure that assessment is a coherent part of the whole school teaching and learning policy.
- Enable teachers and schools to evaluate achievement.
- Enable schools and teachers to evaluate their teaching and learning programme.
- Enable schools to set targets and measure attainment and progress within a year group and across the school.
- Enable schools to judge their success - compare progress with similar schools.
- Enable teachers to set targets for pupils.
- Encourage pupils to take ownership of their own learning.
- Enable teachers to identify children for Booster Groups, SEN, pivotal pupils and high achievers.
- Enable teachers to plan appropriate and challenging activities.
- Help children recognise their strengths and what they need to do to make further progress.
- Involve all pupils.
- Enable schools to provide evidence of attainment.

Our assessment system

The principles that underpin our new assessment system are:
- Every child can achieve: teachers at Torre C of E Academy have the mindset, 'What do I need to do next to enable a child in my class to achieve?'
- The National Curriculum objectives will be used as the expectations for all children.
- Children will make age appropriate progress – 12 months in 12 months – or accelerated progress if they are behind age related expectation.
- Teachers are experts at assessment - assessment will be effectively used to ensure the correct scaffolding is built into lessons to ensure all children achieve.

In order to be 'secondary ready' children need to meet the required end of Key Stage 2 expectations; this is broken down into key outcomes for each curriculum year. We use the National Curriculum objectives to assess outcomes for children at the end of each curriculum year – for example:

- A child that has achieved all the objectives set out for Year 3 for English (and no further) would be said to be working at the end of Year 3 expectation for English.
- A child achieving half or so of the mathematics objectives for Year 5 would be classed as working at the mid-Year 5 expectation for maths.
- A child achieving only a few reading objectives for Year 1 would be classed as working at the beginning of Year 1 expectation.

A model of 'best fit' is no longer relevant and pupils are expected to demonstrate that they are hitting all of the statements in the assessment frameworks at the end of Key Stage 1 and Key Stage 2.

Our assessment and reporting system includes both formative and summative assessments:
Formative examples:
- Ongoing assessment by the class teacher throughout each lesson, through questioning, observation and dialogue.
- Children knowing what they are being asked to learn and more importantly, why.
- Pupils are encouraged to self-assess against a success criteria when producing written work.
- Three-way feedback, pupil, peer, teacher with clearly identified next steps – this can be written or verbal feedback.
- Regular DIRT marking in maths 'Dedicated Improvement and Reflection Time'.
- Regular pupils' work scrutiny, teachers' planning scrutiny, learning walks and lesson observations.

Summative examples:
- Termly tests produced by 'Rising Stars'.
- An age standardised reading test in the spring term.
- NFER standardised assessments in the autumn and summer terms in Years 3, 4 and 5.
- Statutory government standardised tests in Years 2 and 6.
- Phonics Screening Check in Year 1.

The above will all be used to make a judgement as whether a child is Emerging, Developing, Secure or Greater Depth for their year group at the end of each term. This information will be inputted into School Pupil Tracker Online.

Teachers complete a year group profile at the end of each term and this, in addition to all of the above will feed into our termly Growth Days, where the attainment and progress of all pupils is discussed. Any child who is flagged up as 'stuck' or 'falling behind' will be discussed in depth at the Growth Day. Barriers for each child will be identified and appropriate support and interventions will be agreed and placed onto the Pupils Falling Behind Grid for careful monitoring.

Phase teams also hold Pupil Problem Solving Meetings three times per term. At these meetings, teacher and teaching assistants will discuss pupils for whom no strategies seem to be currently working and will then consider new strategies to try.

Pupils eligible for pupil premium funding will have a longer appointment time for parent-teacher consultations to enable parents to be fully aware of where their children are achieving. Teachers of these pupils will flag up these children on the Pupils Falling Behind Grid, to ensure that there is a sharp focus on where these sometimes hard to reach children are achieving and how their attainment and progress can be raised.

Tracking progress over time
We will use Golden Codes to track pupils' progress over time, against age-related expectations in each subject area:
- Emerging
- Developing

- Secure, reflecting that age-related objectives have been achieved
- Greater Depth, showing that age-related objectives have been achieved and the child is working at a deeper level of understanding and application

The Golden Codes and tracking scheme are the back-bone to track progress across the school. These will be recorded on School Pupil Tracker (SPTO) as the year group followed by the code, for example: Yr3E (Year 3 Emerging), Yr4S (Year 4 Secure).

Average Tracking Points will be used to examine progress and attainment numerically (as an average).

The Tracking Point scale starts at Tracking Point 1, which is the first term in the first year in Nursery. This can then be counted up to Tracking Point 15 (the end of Year 2) and Tracking Point 27 (the end of Year 6). All year groups move on 3 tracking points in a year, one for each of the Golden Codes. The expectation is that children make 12 months progress in 12 months.

Depth of Learning in a Mastery Curriculum

Pupils are expected to fully 'master' the curriculum for their age-group, in order to be deemed as working at age related expectation for their year group ('secure' - S).

Only pupils with a depth of understanding of the curriculum as described as #2 (see below) are classed as working at age related expectation ('secure' - S) for their year group. If a pupil is deemed to have met all f the objectives for their year group, but only with a depth of learning of #1, then they would be below age related expectation. Only pupils who have met 100% of their year group's objectives, who are also at a #3 or #4 may be deemed to be working 'at greater depth' (GD).

See the chart below for further explanation:

Rating	#1 Low	#2 Expected	#3 Good	#4 Very Good
Standards	This is below the expected standard depth of application and understanding.	This is the expected standard depth of application and understanding.	This is above the expected standard depth of application and understanding.	This is well above the expected standard depth of application and understanding.
Application	Does not apply his/her learning.	Average application of learning.	Good application of learning.	Very good application of learning.
What this looks like	Constructs simple responses.	Applies understanding. Uses facts, information or procedures to respond to solve and answer problems. Applies own knowledge in a different context.	Applies understanding in more complex situations. Uses facts, information or procedures to respond to solve and answer complex problems. Applies own knowledge in an alternative and unusual context.	Applies understanding creatively in more intricate situations. Uses facts, information or procedures to respond to solve and answer complex and unfamiliar problems. Applies own knowledge into alternative and unique contexts.
Child speak	I have got lots of ideas. I can list and describe my ideas. I can follow a one-step procedure. I can define the key words.	I can link my ideas together. I can explain why things happen and apply my ideas. I can classify and sequence.	I can explain why things happen and apply my ideas in a new and different situation. I can compare and contrast different things.	I can make predictions and think of a question to investigate. I can evaluate and generalise using my ideas. I can imagine and create new things using my ideas.

According to School Pupil Tracker Online a child's hash tag rating rarely changes within a year and even from year to year. However, as a school, we expect children to be developing as learners, therefore over time, a child's ability to reason and apply their learning should improve. This will not be a rapid process and we would not expect a child to move from hash tag to hash tag from term to term.

More-able children

Rather than moving onto the next year's curriculum, able pupils will work on 'mastering' their knowledge through the application of skills in different contexts – they will be deepening their learning.

The depth and application of a child's learning is an important marker of their achievement and progress.

Early Years - Nursery & Reception

Children in Nursery and Reception will continue to be assessed against the Prime and Specific areas of Learning in the EYFS profile.

Assessments will be based on observation of daily activities and events. At the end of Reception for each Early Learning Goal, teachers will judge whether a child is meeting the level of development expected at the end of the Reception year:

- Emerging, not yet reached the expected level of development
- Expected
- Exceeding, beyond the expected level of development for their age

Progress will be tracked using Tracking Points (see below).

Explanation of Tracking and Progress Measures – Torre C of E Academy

Explanation of Tracking Points
E – Emerging, D = Developing, S – Secure, GD – Greater Depth within the expected standard
Secure is Age Related Expectation

Nursery 1			Nursery 2			Reception				
E 22-36	D 22-36	S 22-36	E 30-50	D 30-50	S 30-50/ 40-60 trace	E 40-60	D 40-60	ELG almost met	S (ELG)	Exceeding
1	2	3	4	5	6	7	8	8.5	9	10

Year 1				Year 2				Year 3				Year 4				Year 5				Year 6			
E	D	S	GD	E	D	S	GD	E	D	S	GD	E	D	S	GD	E	D	S	GD	E	D	S	GD
10	11	12	13	13	14	15	16	16	17	18	19	19	20	21	22	22	23	24	25	25	26	27	28

Asssessment follows the following cycle:

Plan – Plan learning effectively
Assess – Making judgements in the classroom
Record – Record judgements and set targets
Analyse – Identify patterns and trends

The DfE and Ofsted will measure progress formally at the end of KS1 and the end of KS2 against the performance descriptors. This will be reported as a scaled score. This will also be used as a progress measure for children from the end of KS1 to the end of KS2.

Examples:

A child with a scaled score of 100 at the end of KS1 will be expected to achieve a scaled score of 100 at the end of KS2 to have made expected progress.
A child with a scaled score of 105 at the end of KS1 will be expected to achieve a scaled score of 105 at the end of KS2 to have made expected progress.
A child with a scaled score of 97 at the end of KS1 will be expected to achieve a scaled score of 97 at the end of KS2 to have made expected progress.

A child at the end of year 3 is expected to be working at tracking point 18.

3 tracking points always equals 1 year or 12 months – so 3 TP progress is always the annual minimum expected progress.

If a child with SEN is in Year 3, but only working at Year 1 Secure, that is what is reported.

Before children are moved onto the next golden code, they are expected to be able to apply their learning in new and exciting contexts – deepening their learning (be working at a #2).
A child with a better depth of learning will perform better in a test than a child who just knows the facts. Greater Depth (beyond Secure) in not just knowing a fact, it is using that fact in increasingly more difficult situations.

Illustrative examples:

Golden Code and #	Explanation	Scaled score equivalent in end of KS tests
Y2S#1	Y2 child who has achieved all the Y2 objectives but cannot apply them – they only know the facts	98
Y2S#2	Y2 child who has achieved all the Y2 objectives, and can apply them as expected of their age	100
Y2GD#3	Y2 child who has achieved all the Y2 objectives, and can apply them in more difficult situations	105
Y2GD#4	Y2 child who has achieved all the Y2 objectives, and can apply them in unique and challenging contexts	109

Standardisation and Moderation

It is essential that regular standardisation and moderation opportunities are planned in. At Torre, reading, writing and maths are moderated in school termly and cross-school at least annually.

Religious Education (RE)

In RE, there is an end of block class assessment form to complete for each unit of work. It outlines the expected standards to be met for a child who is judged at being secure. It also provides criteria for a child working below the required standard and those working at greater depth. Teachers, from their assessments, will write the child's name in the appropriate section. This form will be given to the subject leader who will transfer this data onto a spreadsheet. The children will be coded GD (greater depth), S

(secure) or D (developing). At the completion of the academic year, the teacher will give each child an overall end of year judgement based on the unit assessments.

Computing, science and non-core subjects.

Pupils are observed during learning sessions and written notes are collected where appropriate.   Any recorded work, observations and findings from tests are used to consider whether pupils have met the relevant assessment criteria. The assessment criteria for each subject are as follows:

Maths: At the beginning of a block of work the teacher will assess the starting point through an elicitation task or activity. If this is a written task it will be recorded on blue paper and stuck into each child's book. If it is an activity this will be recorded on the teacher's planning. Elicitation tasks will vary between blocks and between year groups. At the end of a block an assessment task will be given – this could be a repeat of the elicitation task or another activity designed to show what the children have learnt. Again, if this is written task, these will be completed on blue paper so they are easily identifiable in the pupils' books.

At the end of the half term / term, children will be given a summative test taken from the Rising Stars materials or from the termly tests from the White Rose Maths Hub. Staff may use a combination of these but all pupils in the year group must use the same test (except specific SEN children). These will feed into the evidence collected for each child. Teachers will then make a judgement about a child's attainment on Pupil Tracker.

During the first half of the Autumn Term the NFER tests will be carried out in Years 3, 4 and 5. This is a baseline test and can be used to give a starting point for teaching and learning. This will give a standardised score but cannot be used to decide whether a child is a age related expectation.

A final summative assessment will take place towards the end of the Summer Term. These results will contribute towards the final outcome for each child which will be reported to parents.

RE: The outcomes from each of the teaching block in Torre's agreed RE curriculum
Science: The objectives from the National Curriculum as on School Pupil Tracker
Computing: The objectives from the National Curriculum as on School Pupil Tracker
All other foundation subjects: Key assessment criteria from Focus Education

In science and computing, the objectives on School Pupil Tracker are used in the same way as maths, reading and writing, where teachers use a range of evidence at the end of each term to consider whether children are working towards the objectives, have mostly achieved them, achieved them or understood them at greater depth. This information is then used to determine whether a child is emerging, developing, secure or greater depth for their year group (or below). In computing, the computing teacher gathers information about a 'tracker child' from each year group. These children remain the same each year to provide a comprehensive picture of their progress and curriculum coverage throughout their computing learning at Torre.

In all other foundation subjects each year group has three copies of the paper Focus Education Key Assessment Criteria for the low ability, middle ability and high ability children in the class. At the end of each term, evidence is used to highlight where the majority of pupils have achieved each assessment criteria. Any pupils who are exceptions are noted directly onto the sheets. This information is the used to determine whether a child is emerging, developing or secure for their year group (or below). These sheets are copied and given to subject leaders and are also passed onto the next teachers at the end of the year.

Pupils will also be assessed formatively in terms of their learning skills and social skills. Soft data will be collated to ensure that any interventions that have been put into place are having the required impact.

Monitoring the quality of assessment

The governing body plays a key role in the implementation of the assessment policy. Governors attend the termly Growth Days, so are aware of children making progress and those whom are stuck or falling behind across the school. During class visits and monitoring visits, governors talk to pupils and ask about their targets and what they have to do to improve. Comments are shared with the senior leadership team and then fed back to individual teachers.

Published data is scrutinised by the governing body and the Chair of Governors challenges the Head Teacher at the end of term regarding current performance of each class of pupils and any issues. Issues are high-lighted and then monitored.