

# **Bryn Offa CE Primary School Assessment Policy**

## **January 2018**

### **The Purpose and Structure of Assessment**

For assessment to be useful it should be regular, accurate and relevant. It must inform planning and teaching, and also provide information about the attainment and progress of every child. It should be an integral part of teaching and learning by informing children and staff about the effectiveness of teaching and the next steps in the learning process.

In addition to identifying the next steps assessment must also help children learn more effectively by:

- Involving the child in the assessment process.
- Identifying areas of strength and areas for improvement.
- Motivate the child through praise and encouragement.

### **Formative Assessment**

Formative assessments are regular and ongoing and must be developmental. They should identify strengths and areas for improvement in a child's work and indicate the next steps in teaching.

Formative assessment at Bryn Offa includes:

- Marking the children's work with comments and suggestions appropriate for the age and ability of the children.
- High quality questioning and interactions with the children during the lesson
- Assessment notes made on planning documents
- Children's self assessment – traffic light, marking ladders, smiley faces etc
- Reading records
- Individual Person Centred Plans for children with special educational needs

### **Summative Assessment**

The summative assessments at Bryn Offa are regular and rigorous, but are done in such a way as to inform, motivate and encourage the children rather than creating pressure.

These assessments provide a picture of each child's learning over time and also allow for trends (either whole school or more specific) to be identified and acted upon. At Bryn Offa, we understand that children's progress is not linear and should be considered as a whole, rather than in isolated chunks.

The timetable for summative assessments is contained in Appendix 1, with examples of teach assessment materials contained within Appendix 2 and 3.

## **Assessments Specific to Certain Year Groups**

### **Foundation Stage**

- Baseline assessment on entry to the school on the areas of learning
- Regular recorded observations
- Phonics tracking against school's own phonics 'trajectory'.
- Termly update to the FSP records
- Final Summer FSP scores submitted to county council

### **Year 1**

The phonics screening is taken by all children in Year 1. Children not achieving the required standard will retake the test in their Year 2. Phonics assessment data for children not successful in Year 1 will be used to provide a structured and supportive phonics programme for them in Year 2.

Year 1 children are assessed in the same way and with the same frequency as the rest of the children but a greater emphasis is given to teacher assessment with the youngest children.

### **Key Stage 1 and 2**

All assessment data is submitted to the assessment co-ordinator for inclusion on the school tracking system.

- Writing – Two unaided pieces of writing every term marked with our own Writing Assessment Sheets. In addition to this there will be three whole school writing tasks which will be moderated as part of the EIP programme.
- End of term assessments in maths (White Rose Arithmetic and Reasoning) and reading (PIRA Reading Comprehension)
- Additional testing in areas such as multiplication tables and spelling.

## **Pupil Progress Meetings**

The pupil progress meetings are an essential way in which all the children's current assessment data, teaching records and knowledge of the child is used to determine if each child is within the challenging trajectory of learning we expect.

In these meetings, each child is discussed and where their progress falls outside acceptable parameters, something is put in place to address this. This may be additional support, taking back to close gaps, motivating techniques, parent support or any of the multitude of tools we use to accelerate progress and close gaps in understanding.

At Pupil Progress Meetings each teacher must bring:

- Maths tracking grid and assessment data
- Reading assessment data
- Writing assessment
- Completed assessment data sheet – Rising stars data for SPaG, White Rose for maths and PIRA for the Reading assessments

The timetable for the pupil progress meetings is contained within the Bryn Offa Assessment Calendar in appendix.

## **What is Recorded and What is Done with It?**

In addition to the class teacher using the assessment information on a daily basis, it is also used to provide information about each child's progress over time.

Every term the assessment data and the teacher's knowledge is used to evaluate whether every child in the school is working at, above or below the age appropriate expectations.

Pupil progress tracking is an essential part of the assessment process which provides medium term information about pupils' progress in reading writing and maths. This information follows the child through school to create a complete picture of their academic progress from when they enter the school to when they leave.

The headteacher meets with each teacher at the start of each term to discuss where each child is in relation to national expectations.

During the Spring Term Parents' evening the outcomes of these meetings will be made explicitly clear to every parent, by giving them the following information:

- Whether their child is making above, below or the expected progress in reading, writing and maths.
- What barriers have been identified in the pupil progress meetings.
- What the school is doing to help them overcome the barriers.
- How the parents can support.

Where a parent does not attend the Spring Parents' Evening, the class teacher will ensure that they communicate at another time if the child has been identified as making less than expected progress. The barriers to learning identified in these meetings is used to create the children's individual termly targets.

## **Moderation**

Moderation within school and as part of continuing professional development is an important way of ensuring accuracy and consistency across the school. It ensures that we do not 'mark easy' or 'mark hard' but instead mark accurately.

Moderation of assessments will occur as a regular part of a staff meetings and on specific PD Days.

## **Reporting**

Formal written reporting to parents is done through an annual report which covers all curriculum areas. Formal meetings with the parents are held twice a year, with an additional informal parents meeting at the end of each academic year.

## **Statutory Requirements**

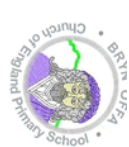
All assessment procedures must meet statutory requirement for inclusion and equal opportunities.

## Annual Calendar of Assessments, Pupil Progress Meetings and Reporting

<b>Autumn Term</b>	Baseline EYFS Scores taken within first three weeks Baseline assessments for new children to school		
	Autumn Term Parent's Meetings - October		
	<b>Maths</b> Assessments done in penultimate week of term.  Autumn FSP Scores	<b>Reading</b> Assessments done in penultimate week of term.  Autumn FSP Scores & Phonics	<b>Writing</b> Writing Assessment of minimum three pieces of unaided writing (1 agreed genre and two own choice) Assessments and stuck into writing assessment books.  Autumn FSP Scores
	<b>Pupil Progress Meetings</b> at the end of the Autumn Term		
<b>Spring Term</b>	Mid Year Progress Reporting at February Parents' Evening – Discussions to include GAT, SEN, assessment data, levels of support and overall picture of learning.		
	<b>Maths</b> Assessments done in penultimate week of term.  Autumn FSP Scores	<b>Reading</b> Assessments done in penultimate week of term.  Autumn FSP Scores & Phonics	<b>Writing</b> Writing Assessment of minimum three pieces of unaided writing (1 agreed genre and two own choice) Assessments and stuck into writing assessment books.  Autumn FSP Scores
	<b>Pupil Progress Meetings</b> at the end of the Spring Term		
	End of Year Reports and Parent's Open Day		
<b>Summer Term</b>	<b>Maths</b> Assessments done in penultimate week of term.  Y2&6 SATS Autumn FSP Scores	<b>Reading</b> Assessments done in penultimate week of term.  Y2&6 SATS Y1 Phonics Screening Autumn FSP Scores & Phonics	<b>Writing</b> Writing Assessment of minimum three pieces of unaided writing (1 agreed genre and two own choice) Assessments and stuck into writing assessment books. Autumn FSP Scores
	<b>Pupil Progress Meetings</b> in the penultimate week of the Summer Term (National data for EYFS, Year 2 and Year 6 with internal assessment data used for the rest of the children. Handover meetings in final week of term.		



# Appendix 2 – Example of Teach Assessment grid for Reading



Bryn Offa C of E Primary School  
 Class 5 – Yr 6  
 Teacher Planning & Assessment Tool - Reading



Curriculum Objective	AF Focus
Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.	1. Use a range of strategies, including accurate decoding of text, to read for meaning.
Maintain positive attitudes to reading and understanding of what they read by:	2. Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text.
- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.	3. Deduce, infer or interpret information, events or ideas from texts.
- reading books that are structured in different ways and reading for a range of purposes.	4. Identify and comment on the structure and organisation of texts, including grammar and presentational features at all levels.
- increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.	5. Explain and comment on writer's use of language, including grammar and literary features at word and sentence level.
- recommending books that they have read to their peers, giving reasons for their choices.	6. Identify and comment on writer's purposes and viewpoints and the verbal effect of the text on the reader.
- identifying and discussing themes and conventions in and across a wide range of writing.	7. Relate texts to their social, cultural and historical contexts and literary traditions.
- making comparisons within and across books.	Assessment Focus 1 is used when children apply a variety of strategies to work out new vocabulary.
- learning a wider range of poetry by heart.	Assessment Focus 2 can be explored through the discussion of the book. The child can recall or predict events as well as respond to questions about the main ideas in the text.
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.	Assessment Focus 3 – the child needs to be able to answer questions such as 'Why did the character do that?' or 'What do you think some of the information is in factbooks?'.
Understand what they read by:	Assessment Focus 4 – the child can comment on the use of language e.g. 'How does the author let us know that the character is angry?' 'Why is the last word written in bold?'
- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.	Assessment Focus 5 – 'What could you learn from reading this text on the reader e.g. "What could you learn from reading this book?"
- asking questions to improve their understanding.	Assessment Focus 6 – 'How is the bad character in this story similar to bad characters in other stories?'
- drawing inferences such as inferring characters, feelings, thoughts and motives from their actions, and justifying inferences with evidence.	
- predicting what might happen from details stated and implied.	
- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.	
- identifying how language, structure and presentation contribute to meaning.	
Discuss and evaluate texts using language, including figurative language, considering their impact on the reader.	
Distinguish between statements of fact and opinion.	
Retrieve, record and present information from non-fiction.	
Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views constructively.	
Engage and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.	
Provide reasoned justifications for their views.	
Rising Stars Reading Assessment – Autumn 1	
Rising Stars Reading Assessment – Autumn 2	
Rising Stars Reading Assessment – Spring 1	
Rising Stars Reading Assessment – Spring 2	
Rising Stars Reading Assessment – Summer 1	
Rising Stars Reading Assessment – Summer 2	
Teacher Assessment – Scaled Score – 100 = National Average	

**AF focus for next half term**





## Bryn Offa Conversion Charts

When calculating the scaled score for any test:

1. Change the raw score into a percentage.
2. Check the table for the closest score to that percentage and convert.

### **KS2 Scaled Score Conversion Chart** (PIRA and Rising Stars)

Percentage Score	Scaled Score	Percentage Score	Scaled Score
2%	80	52%	101
4%	81	54%	102
7%	82	57%	103
10%	83	60%	104
12%	84	62%	105
14%	85	64%	106
16%	86	67%	107
18%	87	70%	108
20%	88	72%	109
23%	89	75%	110
25%	90	77%	111
27%	91	79%	112
30%	92	80%	113
32%	93	82%	114
35%	94	85%	115
37%	95	87%	116
40%	96	89%	117
42%	97	91%	118
45%	98	93%	119
48%	99	95%+	120
50%	100		

White Rose Maths Conversion Chart  
(KS1+KS2)

Percentage Score	Scaled Score	Percentage Score	Scaled Score
2%	80	52%	101
4%	81	54%	102
7%	82	57%	103
10%	83	60%	104
12%	84	62%	105
14%	85	64%	106
16%	86	67%	107
18%	87	70%	108
20%	88	72%	109
23%	89	75%	110
25%	90	77%	111
27%	91	79%	112
30%	92	80%	113
32%	93	82%	114
35%	94	85%	115
37%	95	87%	116
40%	96	89%	117
42%	97	91%	118
45%	98	93%	119
48%	99	95%+	120
50%	100		

**KS1 Scaled Score Conversion Chart**  
(PIRA and Rising Stars)

Percentage Score	Scaled Score	Percentage Score	Scaled Score
0%	80	44%	96
2%	81	47%	97
4%	82	50%	98
6%	83	54%	99
8%	84	57%	100
10%	85	60%	101
14%	86	64%	102
17%	87	67%	103
20%	88	70%	104
24%	89	73%	105
27%	90	77%	106
30%	91	80%	107
32%	92	85%	108
35%	93	90%	109
38%	94	95%	110
40%	95	100%	111