



Pilgrims School

Assessment Policy

January 2023

Next review date: January 2024



Please note: 'School' refers to Early Years Foundation Stage (Little Pilgrims, Kindergarten and Pre School) and Pilgrims Main School.

(Also refer to; Learning and Teaching, Monitoring and Evaluating, Curriculum, SEN, Equality, Diversity and Inclusion, Able Gifted & Talented and Marking policies)

Teacher Assessment is first and foremost about helping pupils to learn.

AIMS

1. Achieve high standards for all children.
2. Create a stimulating environment to allow each child to develop academically.
3. Offer a balanced curriculum that will help children to develop enquiring, independent and imaginative minds.
4. Promote the involvement of children in their own learning and encourage self-motivation and a sense of achievement.
5. Identify children who may need help over and above the opportunities offered within the classroom situation.

OBJECTIVES

1. Learning

Pupils are actively involved in their own learning, through discussion, investigation, observation and play. Pupils are given the opportunity to work collaboratively. Pupils are offered open ended tasks and questions.

2. Teaching

Teachers use a range of approaches to pupil learning by exposing children to a variety of activities, by demonstrating, by key questioning and by offering practice and consolidation in their work.

3. Assessment, Recording and Reporting

We aim to respond to and share in children's work through:

- day to day marking of pupil's work (refer to the marking policy)
- sending pupils to other members of staff to show good work
- sharing a child's targets or next steps with parents
- involving pupils in taking responsibility for learning and achieving targets
- classroom display

ASSESSMENT

See table of Assessment Systems in Place - (copy in Monitoring and Evaluation policy)

Formative

Class teachers and the Key person(s) monitor, evaluate and review children's work, achievements and progress through ongoing assessment. In the Early Years continuous observations are carried out on each child and some records are kept on Evidence Me and in Yearbooks. In Little Pilgrims and Kindergarten next steps in learning are planned and delivered 'In the Moment'. Gaps in learning are identified using practitioner knowledge and experience and with reference to Development Matters 2021 and Birth to Five Matters. There is ongoing dialogue between class teachers, Early Years practitioners, parents, Room Leaders and Department Managers and additional support or extension activities are provided as appropriate.

When a child has turned 2 years old an EYFS progress check is carried out and shared with the parents highlighting development stages and next steps.

In the summer term Pre School Share information regarding attainment with Reception teachers. Throughout the final year of the EYFS, each child is continually observed and informal judgements are made against the areas for Good Level of Development to inform internal assessment trackers. At the end of the academic year when the child turns five, the EYFS Profile will be completed for each child as a record of their achievements. Alongside this, the child's Characteristics of Effective Learning are also analysed.

In Key Stage 1, records of each child contain dated and assessed pieces of work in numeracy and literacy. Each half term, KS1 staff update class records for reading, writing and numeracy against the end of year objectives on the school's internal tracking system to make a Point In Time Assessment (PITA) for the three areas. The PITA score reflects how the children are currently judged to be working based on the work covered.

Summative

Pre School – At the end of Pre School, practitioners carry out informal assessments to inform Reception teachers about phonic knowledge, letter formation, name writing and basic maths concepts.

Reception – Termly assessment: Baseline in September and then repeated in the Spring and Summer. Reading: 'The Code' phonics assessment. Writing: Assessing ability to hear sounds, pencil grip, through to ability to write in sentences. Numeracy: Assessing key skills identified within Development Matters.

Year One – Headstart Maths Test and Salford Reading Test is undertaken in September and January. Progress Tests in Maths 6 (PTM), Progress Tests in English 6 (PTE), Verbal Reasoning and Non-Verbal Reasoning standardised assessments are undertaken in May. Phonics screening undertaken in June. Children complete an unaided writing assessment termly.

Year Two – The Headstart Maths and Reading Tests are undertaken termly along with an unaided writing assessment. PTM 7, PTE 7 and CAT4x (verbal reasoning and non-verbal reasoning) assessments are undertaken in January and the Salford Reading Test is undertaken September and May.

RECORDING

Record keeping should be manageable, useful and provide a basis for reporting of attainment and progress. Records should be used to review progress and set appropriate targets, evaluate teaching programmes and influence curriculum planning.

Records should be updated regularly and include;

- reading records
- mark books
- notes on daily or medium-term planning about individual children
- Evidence Me Learning Journals and records of developments
- Internal Tracker Grids completed to reflect ongoing records of attainment

REPORTING

There are two consultation evenings per year (held in October and February for Kindergarten to Year 2 and February and June for Little Pilgrims) where parents have the opportunity to meet with their child's Class Teacher or Key Person. The parents of children in Little Pilgrims, Kindergarten, Pre School receive an electronic Learning Journal which is shared with parents throughout the year. At the end of the year they

also receive a 'Yearbook' containing photographs of significant events and activities, along with an end of year report. The parents of children in Reception receive an electronic and paper based Learning Journal along with an end of year report. Parents of children in Key Stage 1 receive an annual written report at the end of the summer term. In Key Stage 1 reports contain a section on 'Personal Development' which summarises a child's approach to learning, attitude, social development, characteristics and personality. This is followed by a summary of Literacy and Numeracy. There is also a 'Summary of Learning and Development' for the remaining class based curriculum that has been taught. PITA, Progress and Effort grades are listed on the report along with 'Next Step' targets for Personal Development, Literacy and Numeracy. The Reception report follows a similar format with a section on 'Characteristics of Learning and Personal Development' and a 'Summary of Attainment' based on the seven areas of learning. The child's 'next steps' are also identified on the report and Parents in Reception are informed of their child's progress and achievements regarding the EYFS Profile scales at the end of the academic year. For both Reception and Key Stage 1 there are also written comments for computing, music, French and swimming completed by the specialist staff to summarise effort and attainment for the year in those subjects. In Little Pilgrims, Kindergarten and Pre School reports are based on the seven areas of learning from the Early Years Foundation Stage Curriculum (Prime Areas for the under twos) along with the Characteristics of Effective Learning. An invitation is issued to all parents to come and discuss these reports if they wish to do so. In addition to these formal occasions parents are free to come and discuss any aspect of their child's work with the class teacher or Key Person as the need arises.

SPECIAL NEEDS

All children identified at School Action or above have an IPP. The details are included in the SEN policy.

ABLE, GIFTED AND TALENTED

Children who have been identified as able, gifted or talented and who require further differentiation to that provided within the normal classroom environment, will be given a ChIP (Challenging Individual Programme) or a ChGP (Challenging Group Programme).

4. Organisation

The teacher will organise the classroom to provide learning opportunities to meet the range of needs of the pupils and fulfil the long, medium and short-term plans.

5. Management and Co-ordination

The Assessment Co-ordinator will:

- monitor and evaluate the policy
- monitor and evaluate the results of year assessments in conjunction with the Headteacher
- set targets rising from the above
- organise and lead termly assessment analysis meetings with each year group in main school
- plan and lead staff meetings as required
- plan INSET as required
- be aware of new materials and make recommendations to the Headteacher/staff
- monitor classroom practice through observation
- monitor planning and target setting

6. Resources

- non contact time
- assessment papers
- specialist diagnostic assessments – through the work of the SEN Co-ordinator

7. Equal Opportunities

School procedures for assessing pupils will not discriminate on grounds of gender, race or disability.

ASSESSMENT SCHEDULE

	Little Pilgrims/Kiindergarten	Pre School	Reception	Year 1	Year 2
On entry	<ul style="list-style-type: none"> ○ Complete parent / child play visit questionnaire – likes, dislikes, etc ○ Initial observation on each child to identify where they are and next steps ○ General observations on Evidence Me 	<ul style="list-style-type: none"> ○ Complete parent / child play visit questionnaire – likes, dislikes, etc (for new children who did not complete in KG) ○ Initial observation on each child to identify where they are and next steps ○ Activities to observe interest in letter sounds, numbers and mark making ○ General observations on Evidence Me 	<ul style="list-style-type: none"> ○ Review entry data from Pre-School ○ Baseline sound check and word check if appropriate. ○ Baseline writing assessment. ○ Baseline maths assessment ○ First of the month book writing 	<ul style="list-style-type: none"> ○ Review DM scores from the end of Reception ○ Phonic check and key word check to set phonic groups. 	<ul style="list-style-type: none"> ○ Review end of Year 1 Assessment Data ○ Phonic Check
Autumn	<ul style="list-style-type: none"> ○ 2/3year old development check (as and when appropriate) ○ On going observations using Evidence Me ○ Pupil Progress feedback to room leaders 	<ul style="list-style-type: none"> ○ On going observations using Evidence Me ○ Pupil Progress feedback to PS teacher 	<ul style="list-style-type: none"> ○ Evidence Me observations for all children ○ First of the month book writing ○ End of phase 'The Code' Phonic assessments when appropriate ○ Informal autumn mid and end of term judgements for all areas 	<ul style="list-style-type: none"> ○ Weekly spelling test ○ End of Sept.: Unaided descriptive writing I, Headstart Primary Maths Test, New Salford Reading test A. ○ End of phase 'The Code' Phonic assessments when appropriate ○ PITA mid and end of term completed for the term by 'data lock' date. 	<ul style="list-style-type: none"> ○ Test spelling of Yr 1 common exception words. ○ Weekly spelling test ○ End of Sept: New Salford reading test A, Unaided writing, Headstart Primary Maths Test and Reading Comprehension Test. ○ End of phase 'The Code' Phonic assessments when appropriate ○ PITA mid and end of term completed for the end of term by 'data lock' date.

APPENDIX 10 (CONTINUED)

Spring	<ul style="list-style-type: none"> ○ 2/3year old development check (as and when appropriate) ○ On going observations using Evidence Me ○ Pupil Progress feedback to room leaders 	<ul style="list-style-type: none"> ○ On going observations using Evidence Me ○ Ongoing phonic/maths assessments ○ Pupil Progress feedback to PS teacher 	<ul style="list-style-type: none"> ○ Spr 1 sound check and word check. ○ Spr 1 writing assessment. ○ Spr 1 maths assessment ○ Evidence Me obs for all children ○ End of phase 'The Code' Phonic assessments when appropriate ○ Informal spring mid and end of term judgements for all areas ○ First of the month book writing 	<ul style="list-style-type: none"> ○ Weekly spelling test ○ End of phase 'The Code' Phonic assessments when appropriate ○ January (week after Yr 2 assessment week): New Salford Reading Test B, Unaided descriptive writing, Headstart Primary Maths Test ○ PITA mid and end of term. 	<ul style="list-style-type: none"> ○ Year 2 CEW check ○ Weekly spelling test ○ End of phase 'The Code' Phonic assessments when appropriate ○ January: Unaided writing, PTM 7, PTE 7, CAT 4X for Common Entrance assessments ○ PITA mid and end of term ○ Headstart Maths Test and Reading comprehension test
Summer	<ul style="list-style-type: none"> ○ 2/3year old development check (as and when appropriate) ○ On going observations using Evidence Me ○ Pupil Progress feedback to room leaders 	<ul style="list-style-type: none"> ○ Ongoing phonic assessments ○ Agreed elements of Reception Baseline assessment for writing, number and phonics ○ On going observations using Evidence Me ○ Pupil Progress feedback to PS teacher 	<ul style="list-style-type: none"> ○ Sum 1 sound check and word check. ○ Sum 1 writing assessment. ○ Sum 1 maths assessment ○ End of phase 'The Code' Phonic assessments when appropriate ○ Evidence Me obs for all children ○ ELG levels – emerging or expected for JW/KG/SQ and LA ○ First of the month book writing ○ ○ Informal summer mid and end of term judgements for all areas 	<ul style="list-style-type: none"> ○ Weekly spelling test ○ Weekly maths key skills test ○ End of phase 'The Code' Phonic assessments when appropriate ○ May: Unaided writing, PTM 6, PTE 6, Verbal 6 and Non Verbal 6 assessments ○ June – Phonics screening ○ PITA mid and end of term 	<ul style="list-style-type: none"> ○ Retest Yr 2 CEW check ○ Weekly spelling test ○ End of phase 'The Code' Phonic assessments when appropriate ○ May: New Salford Reading Test C, Unaided writing, Headstart Primary Maths Test and Reading Comprehension Test ○ PITA mid and end of term