

Highfield Primary School 'Assessment Without Levels' Policy

November 2016

Aims:

At Highfield:

- **Pupils** should take responsibility for their own learning. They should have an understanding of how they are doing and where they need to target their efforts to progress. ALL pupils should make good progress regardless of their starting point.
- **Parents** should know where their child is in relation to the standards expected for their age. Discussions should provide them with helpful information on how to support their child in making progress.
- **Teachers** should use assessment information to inform their practices and lesson planning. Assessment should be integral to the day to day teaching. Staff are kept up to date with Assessment through INSET – staff meetings / training days.
- **School Leaders** should use assessment information to monitor the effectiveness of provision, and to track pupil attainment / progress to ensure that **all groups** are performing well. School Leaders will attend conferences and courses to keep up to date on Assessment.
- **Governors** should be aware of the assessment policy and be kept up to date on how the school and different groups are performing in relation to the local and national picture.

Purpose of Assessment

Different forms of assessment serve different purposes. There are **three** overarching forms of assessment:

1) Formative or Assessment for Learning is the day-to-day ongoing assessment.

This forms a detailed picture of children's knowledge and understanding against specific learning outcomes. It identifies strengths and weaknesses and provides information on what a child needs to do to improve and progress in a specific area. It allows the teacher to evaluate the effectiveness of a lesson and to adapt their planning accordingly.

2) In-school Summative Assessment provides information on a child's achievements over time.

These assessments allow teachers and Senior Leaders to monitor the performance and progress of pupils over time. They help to monitor pupil cohorts / vulnerable groups, and identify where interventions may be required to ensure pupils make progress.

3) Nationally Standardised Summative Assessment provides information on how pupils are performing in comparison to pupils nationally. This helps teachers and senior leaders, Governors and OFSTED to understand national expectations and to benchmark our school performance against other schools locally and nationally.

How We Show Progress

Progress is shown in the following ways:

- **Pupil Workbooks:** English books show progress through children's work, marking / feedback and target setting. Maths books show progress through children's work and marking and feedback.
- **Standardised Tests: NFER & Past SATs papers (Reading) and WhiteRose MathsHub (Maths)** tests will show progress through reading / maths ages as well as standardised (scaled) scores. This is tracked on the School's own internal tracking system.
- **Highfield Internal Tracking System (using SIMS):** tracks progress. It will show 6 monthly progress towards the NC learning objectives for Reading, Writing and Maths. At the end of the year, a Progress Descriptor is shown (see below for language). Highfield Internal Tracking summarises the percentage of children meeting the expected or National Standard and progress is measured using the internal tracking descriptors outlined below.
- Assessment coordinator and Head teacher discuss individual pupils at mid-year **Pupil Progress meetings**. All pupils are tracked in their progress towards their end of year targets with a minimal expectation of 'expected progress'. Interventions are planned to ensure at least expected progress is made.
- **Monitoring and Tracking of Disadvantaged Pupils:** All of the above and in addition: Assessment Coordinator's Individual tracking system of Pupil Premium Pupils and HLTA teaching notes. Annual Pupil Progress Meetings with the Headteacher have a main focus of the progress of 'vulnerable groups' such as Pupil Premium. Staff Appraisal procedures also includes tracking of disadvantaged /

vulnerable groups of pupils. Further details on our Pupil Premium strategy and action plan can be found on the website under 'Pupil Premium' in the 'Achievements' section under the 'About Our School' tab.

- **SEND pupils:** all of the above systems as well as IEPs, Review Meetings, Bsquared (Small Steps).

Performance Descriptors: Attainment

The following language is used to describe pupils' attainment:

Working **BELOW** the year group standard

Working **TOWARDS** the year group standard

Working **AT** the year group standard

Working **AT GREATER DEPTH** within the year group standard

Performance Descriptors: Progress

The following language is used to describe pupils' progress:

Below Expected Progress

Expected progress

Better than expected progress

Key Stage 1 and 2 Assessment

Subject	Assessment	Type	Timescale	Year groups	Recorded / Evidenced in...	Communication to Parents	Other Notes
Reading	Guided Reading sessions – Q and A with Teacher Guided reading tasks	Formative	Weekly	All Y1 2 nd half term	Teacher Reading Record Pupil (Green) Reading Record Reading Journals	Parents' Eve Meeting	See National Bank of Questions Teacher's Personal Records Tracking and Assessing Progress
	Individual Reading with an adult	Formative	Ongoing	All as approp.	Teacher Reading Record Pupil (green) record books	Parents' Eve Meeting	
	Miscue analysis	Formative / Diagnostic	Half Termly	KS1 and some KS2 (Reading Scheme Readers)	Miscue sheets	Parents' Eve Meeting	
	NFER Reading Assessments/Past SATs Papers	In school Summative Standardised Score Formative – skills analysis	6 monthly Nov and May	KS1 and 2	Print out of Standardised scores and attributed performance descriptors	Parents' Eve Meeting Reports to Parents	Identify ch who are targeted to be WT at end of year - set up intervention Pupil progress meetings with JC See provision Map
	Completion of Highfield Internal Tracking System (SIMS) – Year	Summative – descriptor (B, WT, AT, GD)	Nov & May	All	Highfield Internal Tracking System (SIMS)	Parents' Eve Meeting Reports to Parents	Assess Co: Identify WT - set up intervention groups See provision Map

	Group Descriptors (B, WT, AT, GD)						
	Phonics	Formative	Ongoing	KS1 and some KS2	Teacher Record Book	Parents' Eve Meeting	
	Phonics Screening Check	National Standardised Summative	Annually	Y1 and some Y2	RAISE online LEA Infobase Data Collector	Reports to Parents	Shared with Govs
	End of Key Stage SATS – Reading See poster	National Summative against age related standards / scaled scores	End of KS	Year 2 and 6	LEA Infobase Data Collector SATs Proforma RAISE online	Reports to Parents	Shared with Gov See poster
Writing	Marking and Feedback of extended writing in children's books	Formative	Daily / weekly	All	Ind Writing Target Sheets/cards Pupil Books – Fix It Time	Parents' Eve Meeting	See Marking and Feedback policy
	Independent Extended Writing – moderated in year group teams	Formative	6 monthly Nov and May	All	Teacher Record Book Highfield Internal Tracking System (SIMS) Writing Journals	Writing Journals go home in Year 6	Teacher's Personal Records Tracking and Assessing Progress 'Use-its' & 'Fix-its' used to assess against the expected standards outlined in the Assessment Framework
	Spelling Tests	Formative	Weekly	KS1 and 2	Teacher record book – score	Parents' Eve Meeting	

	VPAG – Activities (Guided Reading Sessions) e.g. Rising Stars	Formative	As appropriate	KS1 and 2	Teacher record book	Parents’ Eve Meeting	
	Highfield Internal Tracking System Year Group Descriptors (B, WT, AT, GD)	Formative – ticking of objectives Summative – descriptors (B, WT, AT, GD)	6 monthly (Nov & May)	All	Highfield Internal Tracking System	Reports to Parents Parents’ Eve Meetings	Identify WT - set up intervention groups Pupil progress meetings with JC See Provision Map
	End of Key Stage Teacher assessments (SATS) – Independent Writing	Formative National Summative – against age related standards / scaled scores	End of Key Stage	Y2 and 6	LEA Infobase - Data Collector SATS Proforma RAISE online	Reports to Parents	Shared with Govs
	End of Key Stage (SATS) SPAG Tests	National Summative – against age related standards / scaled scores	End of Key stage	Year 2 and 6	Proforma – RAISE online	Reports to Parents	Shared with Govs
Mathematics	Marking and Feedback in children’s workbooks	Formative	Daily	All	Children’s books	Parents’ Eve Meetings	See Marking and Feedback Policy
	Question and Answer / observations in class	Formative	Daily	All	Teacher own knowledge		See National Bank of Questions
	Mini quizzes / mini	Formative	Daily / weekly	All	Pupil		

	plenaries				Workbooks		
	End of unit / topic assessments e.g. Testbase, teacher's own	Formative	Ongoing where appropriate	KS1 and 2	Teacher mark books – traffic Lights / raw score / % / descriptor Highfield Internal Tracking System	Parents' Eve Meetings	
	Timetables and Mental arithmetic / agility assessments – 10mins	Formative	Weekly	KS1 and 2	Teacher mark books	Parents' Eve Meetings	
	WhiteRose MathsHub tests Summer test in November Autumn test in January Spring test in May (this ensures full coverage before testing)	Summative – standardised score	6 monthly Nov and May – data drop In addition, January for pupil progress review meetings	KS1 and 2	Teacher Record Book	Reports to Parents	
	End of Key Stage Teacher assessments (SATS) Arithmetic / Reasoning	National Summative - standardised	End of Key Stage	Y2 and Y6	SATs Proforma RAISE Online LEA Infobase - Data Collector	Reports to Parents	
	Completion of	Summative –	6 monthly	All	Highfield	Reports to	Teacher's Personal Records

	Highfield Internal Tracking System Year Group Descriptors (B, WT, AT, GD)	descriptors (B, WT, AT, GD)	(Nov & May)		Internal Tracking System	Parents' Eve Meetings	Tracking and Assessing Progress Identify WT - set up intervention groups Pupil progress meetings with JC See Provision Map
Science	Marking of children's work	Formative	Weekly	All	Pupil workbooks	Parents' Eve Meetings	See Marking and Feedback Policy
	Question and answer in class	Formative	ongoing	All	Teacher knowledge		National Bank of Qs
	Mini recap quizzes	Formative	ongoing	All	Pupil workbooks		
	End of Topic /unit assessments e.g. Collins, testbase, teacher's own	Formative / Summative Year Group Descriptors (B, WT, AT, GD)	Ongoing	All	Teacher Markbook Highfield Internal Tracking System – select objectives	Reports to Parents Parents' Eve Meetings	Identify WT - Pupil progress meetings with JC
	End of Key Stage Teacher assessments (SATS)	National summative - standardised	Not until Sept 2018 Sampling before	Year 2 and 6	SATs Proforma RAISE Online LEA Infobase - Data Collector	Reports to Parents Parents' Eve Meetings	Share with Govs
Foundation Subjects	Marking of children's work in books	Formative	ongoing	All	Pupil Books Foundation Subjects grid at end of year	Parents' Eve meetings Reports to parents	Coordinators to analyse grids

	Observations / discussions Question and answer in class	Formative	ongoing	All	Teacher's own records Foundation subject grid at end of year Record of Achievement	Parents' Eve meetings Reports to parents	Coordinators to analyse grids
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Foundation Stage

Assessment	Type	Timescale	Recorded / evidenced in....	Communication to parents	Other notes
Baseline Assessment	Summative	October	Teacher's tick sheets (profiles)	Parents' Eve meeting	
Foundation Stage Profiles – 17 learning strands	Summative	Completed September, December, March and June	Teacher's class records and itrack.	Parents' Eve meeting / Reports	
Learning journals	Formative	Ongoing	Individual learning profiles	Available at Parents'Eve meeting and sent home at the end of each term	Parents encouraged to add to them too.
Daily Phonics	Formative	Daily	Planning sheets / class records	Parents' Eve meeting	
Reading – individual reading with an adult	Formative	Ongoing – twice a week	Teacher's reading record book / green pupil record books	Parents' Eve meeting / Reports / Green reading records.	
Phonics Assessment	In school – Summative - standardised tests	Dec, March, June	Print out	Internal assessment	Shared with SLT

Writing – marking and feedback of emergent writing in children’s books	Formative	Weekly	Pupils books	Parents’ Eve meeting / Reports to parents.	
Maths – marking and feedback in children’s workbooks	Formative	When appropriate	Pupils books	Parents’ Eve meeting / Reports to parents.	
Maths – question and answer observations in class	Formative	Daily	Teacher own knowledge		
Highfield Internal Tracking System (SIMS)	Summative – age band and B/D/S	October, February and June	Highfield Internal Tracking System (SIMS) (using SIMS)	Parents’Eve meeting Reports to parents	

Special Educational Needs / Disabilities

Pupils with SEND should be assessed appropriately and effectively. Assessment procedures should be inclusive and take account of the steps, large or small that children with SEND may take.

Assessment	Type	Timescale	Who	Notes
Review Meeting with SENDCo	Formative	February	SENDCo / Teacher’s/ Parents / TA	For children not on a statement / EHCP Code of Practice Register
Annual Reviews	Formative	annually	Class teacher / SENDCo/ HT / Parents / TA / other SEN professionals	For children with an EHCP
Bsquared (Small Steps) (IEPs)	Formative	Termly Oct / Feb / May	Ongoing	See Bsquared (Small Steps) file
Highfield Internal Tracking System (SIMS) (using SIMS) – Reading / Maths / Writing	Formative – tick objectives of year group child is working at – may be out of year group	6 monthly (Nov & May)	Teacher	

	Summative – select descriptor for current year group (e.g. Below)			
	P Scales can be selected where appropriate.			
End of Key Stage SATS / Teacher assessment	National Summative - standardised	End of Key Stage		P Scales are reported to LEA