

Assessment and Moderation policy

Edinburgh Primary School

Rationale

Assessment is an integral part of learning and teaching. We use a range of assessments; formative, diagnostic and summative, to inform learning and teaching and to track individual and group progress.

Assessment of Learning (AoL) is used to make judgements about attainment and Assessment for Learning (AfL) is the process by which evidence is used by both teachers and pupils to establish where learners are, where they need to be and what the next steps are to reach the end of year or Key Stage objectives.

Aims

- Enable learners and teachers to identify achievements and plan for future progress.
- Assist with continuity and progression from Foundation stage to Key Stage 1 to Key Stage 2 to Key Stage 3.
- Meet statutory requirements.

Assessment of Learning and Setting Targets

Recent changes to assessment mean that the arrangements for expected progress for children are no longer based on levels. Progress within year is ascertained by looking at the progress shown in books as well as progress towards meeting the end of year expectations shown on the target sheets in books. In 2016, progress was judged by comparing overall cohort with similar prior attainment pupils nationally. In school, expected progress is judged as making 1 program of study (POS) from the end of one summer term to the next.

EYFS

In September 2015, a new, more formal baseline (Early Excellence Baseline Assessment for Reception) was trialled to fit changes to statutory requirements for baseline testing that were intended to come in to place in September 2016. This requirement was retracted however we continue to use the EEXBAR assessment for baseline purposes.

At the end of the summer term of Reception, children attaining the early learning goals or who are secure within 40-60 age band are moved onto the National Curriculum expectations for Year 1 through moderation of evidence prior to starting Year 1. This process is carried out by the current Reception teacher in collaboration with the future Year 1 teacher.

Children who have attained below the early learning goal or 40-60 secure age band continue to work on the Foundation Stage Profile points in Year 1 until such time as they meet the 40-60 age band.

At the end of the summer term in Year 1, any children still working on the FSP points are assessed in line with P scale criteria and given a P level.

Key Stage 1

In Key Stage 1, statutory SATs tests for reading, maths and grammar, punctuation and spelling are undertaken at the end of the summer term to indicate, alongside teacher assessment, attainment for the end of Key Stage 1. Writing is assessed through teacher assessment.

There is also a phonics screening test for children at the end of Year 1 and this is repeated for those children below the pass mark at the end of Year 2.

Throughout the year, cold and hot tasks are used in maths and writing to show children's starting points and guide planning at the beginning of the topic and show successes at the end of the topic. These tasks also provide information for further learning activities.

Key Stage 2

In Key stage 2, optional testbase assessments are carried out in February and in the summer term to assist teachers in determining attainment in Years 3, 4 and 5 against the year group expectations. This information is passed on to the next teacher to inform planning for progression and next steps.

As in KS1, cold and hot tasks are used in maths and writing at the beginning and end of topics to show children's starting points and guide planning for the topic and demonstrate successes.

In Year 6, past SATs papers/CGP tests are used throughout the year, in conjunction with teacher assessment, to monitor progress in preparation for the statutory Key Stage 2 SATs that take place in May.

Tracking

Data for reading, writing, grammar, punctuation and spelling and maths is added to progress tracking grids for all children at 3 points in the year; end of autumn term, spring term and summer term. Teachers upload their own data to Otrack for analysis at these assessment points.

Science

Science is assessed throughout the year using targets for working scientifically in the front of children's science books. Content knowledge is assessed using jigsaw templates in the children's books at the beginning of each topic which allows children to self-assess as well as teachers to conduct summative assessment. Overall science judgement is recorded on Otrack at the end of the summer term as 'working below, within, meeting or exceeding' year group expectations.

Foundation subjects

Foundation subjects such as history and geography are assessed by teachers and children using content and skills jigsaws that are stuck into children's books at the beginning of a new topic. These are coloured red, orange or green according to each child's demonstration of understanding for each objective.

See Appendix 1 for yearly assessment cycle.

New Arrivals

All mid-term arrivals have their baseline assessment completed by the class teacher after a period of 4 weeks. This is recorded on the mid-term arrival form and given to the assessment leader. These children are then tracked in subsequent assessment periods to monitor their progress.

Individual Targets

All children from Year 1 to Year 6 who are working on the National Curriculum expectations have individual target sheets for writing and mathematics. Target sheets are stuck in the pupils' books. Children who are not able to access the current year's curriculum (due to specific SEN or EAL need) work on lower year group targets or individual targets for SEN/EAL set up with support from the inclusion team.

When marking, teachers refer to these targets and write the dates of when evidence that shows progress towards achieving an end of year expectation

is seen. When children have achieved most of the targets for the year group expectations, the exceeding targets for the current year group are stuck on top. Children are encouraged to refer to these targets in their books, where able, in order to take responsibility for their own learning and to identify the next steps in their learning. They communicate with teachers where they believe they show evidence of having met a target.

These target records are not duplicated elsewhere as this process would mean unnecessary additional paperwork.

For reading, teachers keep a group target record in Guided Reading record folders and mark off where children meet targets. These are shared verbally with the children. There is also reference to these reading targets made in planning for English lessons.

Monitoring

Monitoring is carried out in order to ensure that policies are put into practice, procedures are followed and planning, teaching and learning are of high quality. It includes classroom observations by the head teacher, deputy head teacher, assistant head teachers, phase leaders, subject leaders and, at time, visiting school advisors. It may also include scrutiny of teachers' planning, pupils' books and pupil progress meetings held after each assessment point throughout the year. In addition, a selection of pupils' books is discussed in PPA sessions monthly to identify evidence of progress, underachieving groups and to inform next steps in teaching and learning.

Moderation

Teachers' judgements and ongoing assessment against individual targets are moderated throughout the year to ensure consistency and accuracy of assessment information. This moderation takes place in year groups/ phase groups, as well as across year groups and phases during staff meetings. At the end of the summer term, moderation and attainment agreement sessions are organised between the current and future teachers in order to ensure smooth transition and on-going progression. We also take part in cross school moderation processes with local schools.

Reporting

Schools have a statutory duty to provide a written report on each pupil to his/her parent/ guardian annually. At Edinburgh, written reports are created mid-year as well as in the summer term. Included is a summary of what the

pupil has learned as well as positive achievements, progress made and areas for development. Reports are written with the reader in mind, succinctly and without too much jargon. National Curriculum attainment against year group expectations for English and Mathematics is included in the summer term report (these are in the form of 'working below, within, meeting or exceeding' year group expectations).

Roles and Responsibilities

Assessment leader:

- oversee the use of Otrack to identify target pupils
- support teachers with using assessment procedures
- analyse data at each assessment period and provide reports for rest of SLT and stakeholders (governors, advisors, etc.)
- compile data needed for pupil progress meetings
- deliver pupil progress meetings and support rest of SLT to deliver ppms where necessary
- lead INSET on assessment and moderation of expectations
- support teachers with the use of targets in maths and English to inform planning and accelerate progress

Policy written by Amanda Goodwin

Reviewed March 2014 by Amana Spencer

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Appendix 1

Timeline	Activity	Details
September	Pupil progress meetings in year groups – Y1-Y6	Discuss data from previous year and set targets for coming academic year
November	Pupil progress meeting - R	Discuss data from baseline and set targets for coming academic year
December	Autumn data collection	Teachers assess using targets in books and add data to Otrack
	Pupil progress meetings – individual	Discuss data and actions going forward for individual classes, including vulnerable groups
	Leaders' pupil progress meetings	Meet with year group/ phase leaders to discuss data for year/ phase and actions going forwards, including vulnerable and focus groups.
March	Spring data collection	Teachers assess using targets in books and add data to Otrack
	Pupil progress meetings – individual	Discuss data and actions going forward for individual classes, including vulnerable groups
	Leaders' pupil progress	Meet with year group/ phase leaders to discuss

	meetings	data for year/ phase and actions going forwards, including vulnerable and focus groups.
May/June	KS2 and KS1 SATs Year 1/ phonics screening Reception data due	Administer tests as guided.
July	Spring data collection Pupil progress meetings – individual Leaders' pupil progress meetings Analysis of statutory assessments	Teachers assess using targets in books and add data to Otrack Discuss data and actions going forward for individual classes, including vulnerable groups Meet with year group/ phase leaders to discuss data for year/ phase and actions going forwards, including vulnerable and focus groups. Review data from statutory tests