

LEARNING TOGETHER TO BE OUR BEST

**DOVER PARK  
PRIMARY SCHOOL**



**Assessment, Recording & Reporting Policy**

Date agreed: September 2021

Review date: September 2023

Signed: \_\_\_\_\_

Chair Board of Governors

## **Introduction**

This policy outlines Dover Park Primary School's assessment principles and practices.

## **Assessment procedures**

Dover Park Primary School uses both ongoing formative assessment, to check pupils understanding of the learning objectives both during and after each lesson, and summative assessments to check knowledge, understanding and skills at certain milestones throughout the academic year. Assessment informs teachers and pupils of their next steps, keeps parents informed of their child's progress, enables governors and external visitors to make judgments about the school's effectiveness.

Pupils will also take part in the following statutory assessments:

- End of EYFS GLD teacher assessment
- Year 1 Phonic Screening check
- Year 2 English and Mathematics SATs tests
- Year 4 Multiplication Tables Check
- Year 6 English and Mathematics SATs tests

## **Statutory Assessment arrangements**

### **End of EYFS**

During reception year children will be assessed using teacher's ongoing observations and assessments in the 6 areas of learning. The Early Years Foundation Stage Profile is completed for each child at the end of the reception year, based in cumulative evidence recorded throughout the year. Children are assessed against the Early Learning Goals and recorded as 'emerging', 'expected' or 'exceeding'.

### **Year 1 Phonic Screen Check**

The phonic screen check is a statutory check for all year 1 pupils in maintained schools to confirm whether pupils have learned phonic decoding to an appropriate standard. Children are asked to decode 40 words under 1-1 test conditions with a teacher. The word list contains a combination of real and 'nonsense' words, the latter being included to ensure that children are using phonic skills to decode words and not recognizing words by sight. To pass the children must score 32 (historical pass mark) out of 40. Children who fail the test in Year 1 are required to retake it in Year 2.

### **End of KS1 Assessment**

Teacher assessment is the main focus for end of key stage 1 assessment and reporting. Teacher assessment in mathematics and reading will be informed by externally-set, internally marked tests. There will also be an externally-set test in grammar, punctuation and spelling which will help inform the teacher assessment of writing. Teacher assessment of speaking and listening and science will continue. For mathematics, reading, writing and speaking and listening, teachers will assess pupils as meeting one of several performance descriptors. For science there will be a single performance descriptor for the new standard.

### **Year 4 Multiplication Tables Check (MTC)**

The purpose of the MTC is to determine whether Y4 pupils can recall their multiplication tables, up to 12x12, fluently (being able to answer times tables questions accurately and quickly, without having to work out the answers).

Children will be tested using an on-screen check (on a computer or a tablet), where they will have to answer multiplication questions against the clock. The test will last no longer than 5 minutes. Their answers will be marked instantly. Children will have 6 seconds to answer each question in a series of 25. Each question will be worth one mark and be presented to the child in this format:

$n1 \times n2 = \underline{\quad}$

Questions will be selected from the 121 number facts that make up the multiplication tables from 2 to 12, with a particular focus on the 6, 7, 8, 9 and 12 times tables as they are considered to be the most challenging. Each question will only appear once in any 25-question series, and children won't be asked to answer reversals of a question as part of the check (so if they've already answered 3 x 4 they won't be asked about 4 x 3). Once the child has inputted their answer on the computer / device they are using, there will be a three-second pause before the next question appears. Children will be given the opportunity to practise answering questions in this format before the official check begins.

There will be no "pass mark" (expected standard threshold) and no child will "fail" the test. Multiplication facts will be the only things tested (there will be no testing of children's knowledge of division facts or problem-solving in the check).

### **End of KS2 Assessment**

At the end of key stage 2 pupils will continue to sit externally-set and marked tests in mathematics, reading and grammar, punctuation and spelling. These will be used for school performance measures. There will continue to be teacher assessment in mathematics, reading, writing and science to give a broader picture of children's attainment. Performance descriptors will be introduced to inform the statutory teacher assessment. For writing teachers will assess pupils as meeting one of several performance descriptors.

A sample of pupils will continue to sit science tests to give a picture of national performance.

The results will be reported to parents as scaled scores. Parents will be provided with their child's score alongside the average for their school, the local area and schools nationally.

## Assessment Principles

Assessment serves three distinct purposes:

- To assess what children already know about a given subject and what they need to learn next (diagnostic/formative)
- To improve planning for learning for every child (formative)
- To report on every child's learning in terms of progress and attainment at the end of a fixed period of time (summative)

At Dover Park, we believe that effective systems:

**1. Give reliable information to parents about how their child, and their child's school, is performing by:**

- a. Allowing meaningful tracking of pupils towards end of key stage expectations in the new curriculum, including regular feedback to parents.
- b. Providing information that is transferable and easily understood and covers both qualitative and quantitative assessment.
- c. Differentiating attainment between pupils of different abilities, giving early recognition of pupils who are falling behind and those who are excelling.
- d. Being reliable and free from bias.

**2. Help drive improvement for pupils and teachers by:**

- a. Linking closely to improving the quality of teaching.
- b. Ensuring feedback to pupils contributes to improved learning and focusses on specific and tangible objectives.
- c. Producing recordable measures that can demonstrate comparison against age expected standards and reflect progress over time.

**3. Make sure the school is keeping up with external best practice and innovation by:**

- a. Consulting with those delivering best practice locally.
- b. Considering and benchmarking against, international best practice.

Good assessment influences teaching and learning: the process of teaching, learning and assessing are linked closely. They represent the ongoing cycle in which day- to -day assessing of children's understanding, knowledge and skills supports teachers to make informed decisions about where to focus teaching and how to pitch activities to ensure the biggest impact on a child's learning.

Ongoing and continual formative assessments are therefore essential, so that teachers can plan, teach and encourage children to take an appropriate level of challenge in every lesson effectively. This enables children to achieve and exceed.

Assessment will be fully integrated with the school's curriculum to ensure that there is a strong link between the knowledge and skills that the children are taught and

those that are assessed. Assessment should also support intervention where needed and help all children achieve security in age related expectations. In taking account of how different children learn, and engaging them in the assessment process, it is possible to motivate children to reach their full potential.

The best means of making a rich qualitative judgement is through informed observation of a child's work over a period of time. We support teachers to make confident, accurate and rigorous summative assessment judgements.

### **Assessment Cycle**

We created whole school programmes of work from the new national curriculum attainment targets for each year group. These provide a learning pathway to assist all children in reaching or exceeding end of year group age expectations. We use assessment to diagnose and provide for individual learning needs.

### **Formative assessment**

Dover Park Primary School uses the Hampshire Assessment Model (HAM) alongside SIMs (School Information Management system) to record day-to-day formative assessments against the taught learning objectives. This allows us to collect assessment data within, and across subjects for pupils, class and whole school for analysis and to report progress and attainment to colleagues, school leaders, governors, parents and Ofsted.

Formative assessment is an essential part of everyday marking to identify gaps in learning so that any misconceptions or underachievement can quickly addressed so that children do not fall behind. We challenge children exceeding age related expectations to work at a deeper level of understanding and application. We modify planned teaching units and schemes of work daily because of ongoing formative assessment. We annotate planning documents where teachers have reshaped or modified the learning because of daily assessment. We use gap tasks when children have failed to grasp a concept or skill before moving on with the learning.

### **Summative assessments**

These are used alongside teacher assessment to help measure whether pupils are 'on track' in their learning of the national programmes of study, if they need additional support to master certain aspects, or are exceeding expectations and need additional challenge. Summative assessment also helps determine whether pupils are on track to meet, or have met age related expectations at the end of each academic year. The school works on a ten-week assessment cycle based on the Hampshire Assessment Model.

### **Diagnostic assessment**

All assessments provide diagnostic evidence; however, certain assessment tools can be particularly useful in providing detailed data. The school uses Sandwell

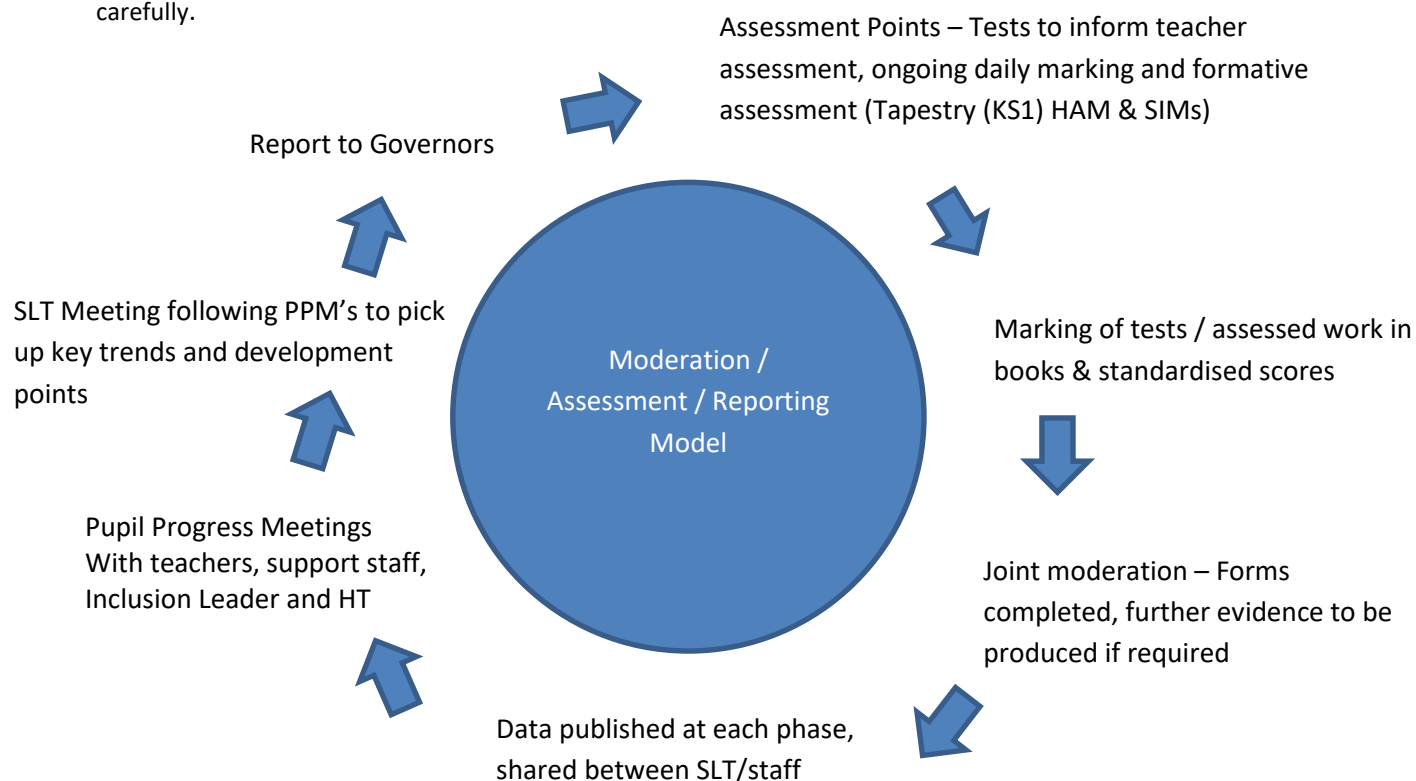
Numeracy Test and YARC (Yorkshire Assessment of Reading Comprehension) to give detailed diagnostic information for those pupils identified as falling behind.

Teachers use the SWST (Single Word Spelling Test), (SALT) Salford reading Test and Young's Parallel spelling test to; diagnose gaps in pupil's phonic and spelling knowledge so that teachers can plan to address these; measure progress within a subject.

Where appropriate, the SENCO will further test/assess children to identify specific learning needs. Teachers' use **more specific and frequent assessments to track the progress of SEND pupils**, where applicable. (Appendix 1)

## Moderation / Assessment / Reporting Cycle

We assess children against the National curriculum objectives and give a rating for each objective – emerging, developing, secure and mastered. Teachers then make their assessment on overall achievement of the strand. The expected 'progress' will be calculate on a 3-point scale. SEND, PPG & FSM and those falling behind age related expectations will need to be targeted carefully.



**Assessment points** for each phase are week beginning:

**06/09/2021    13/12/21    04/04/22    04/07/ 2022 (final handover data)**

**Data to be entered onto the system by:**

**17/12/2021    08/04/22    08/07/22**

**In school moderation on:**

**11/01/22    29/03/22    28/06/22**

**SLT meetings** to discuss the data on:

**10/01/20    09/05/21    11/07/22**

**Pupil Progress meetings** on:

**05/10/21    07/12/21    11/01/22    15/03/22    17/05/22    12/7/22 (receiving teacher)**

Presentation of Data to **Governors** (Monitoring & Improvement Committee) meetings on:

**05/10/21    25/01/22    17/05/22    12/7/22**

Regular and robust moderation ensures a consistent approach to assessment throughout the school, the Ryde Cluster and across the Island. It is important that when teachers assess, there is evidence recorded to justify judgments made.

At Dover Park Primary School, we will:

- Keep assessment records updated regularly (at least each term in SIMS) and use these to monitor progress and attainment both for pupils and within each subject
- Consistently implement the agreed marking and assessment systems across the whole school curriculum
- Administer NTS assessments in English and maths in the Autumn Spring and summer terms, using the results to inform planning, highlight class and whole school strengths and areas for improvement
- Use Teacher Assessment and marking daily to inform teaching
- Use exemplification models & guidance to agree moderated pieces of work, to create a portfolio for staff to assess against in the future.
- Meet regularly to moderate within and across subjects, including writing, reading and mathematics as a school staff and with other schools in the Ryde area and across the Island.
- Moderate work through planning and book scrutiny, feeding findings back to members of staff and SLT
- Collate evidence to back up teacher assessments, such as through cross curricular opportunities
- Keep subject portfolios, collated by subject leaders, to moderate consistency in their subject over time
- Participate in moderation events in school, with other schools and with the Local authority for EYFS, Y2 and Y6
- Use the assessments linked to RW Inc. spelling to assess learning and progress
- Use the assessments linked to the 'MeeMo' (Working Memory Program) to record progress from start to finish.

### **Tracking Pupil Attainment**

**Below-** indicates pupils emerging in the year group expectations will be supported to access the learning alongside their peers, but may have specific teaching in addition to class based learning to help them catch up.

**Close-to-** indicates pupils that are slightly below ARE in 1 or 2 domains but are likely to catch up with some specific intervention to close those gaps. Pupils can only be

'close-to' once during the academic year. At the end of the year they will need to be judged at either below, secure or beyond.

**Secure-** indicates pupils who are at ARE and are likely to be at ARE at any particular phase and likely to remain ARE at the end of the academic year.

**Beyond** -indicates taking the learning wider and deeper – extending the higher attaining pupils by exploring higher-level thinking approaches including problem solving and applying their learning in a different context, but still within the content domain of the age phase.

SEND children working significantly below ARE will be assessed using the pre-key stage standards or 'Aspects of Engagement Assessment' as appropriate.

### **Tracking Pupil Progress**

Expected progress **for most** children is 1 step per term (3 steps per year), e.g. pupils who are secure at the end of the previous year remain secure in the year group age related expectations.

**'More than Expected Progress'** would be a child who was secure the previous year but is then working beyond age related expectation at the end of the year.

Example: A child finishes Year 2 as secure in all age related expectations but finishes year 3 working beyond year 3 age related expectations; working at greater depth.

### **Reporting attainment and progress to pupils and their parents**

The most effective way to discuss, with pupils and parents, about their child's learning is about specific next steps in learning. This way, the pupil has the opportunity to address them in their next lesson or through response to marking and parents have the opportunity to support their children at home. Parents will receive termly reports relating to the objectives covered and next step targets. These will be shared at termly 'Parents Evenings' and in an end of year report.

Phrases to use when reporting to parents include:

- 1) Your child is working well within the expected range for their age (followed by examples of particular areas of success and current areas of focus).
- 2) Your child is working slightly below the expected range (followed by examples of particular areas of success and current areas of focus).
- 3) Your child has a strong understanding of the concepts taught this year and has been working on extension activities to deepen their knowledge, further develop their problem-solving skills and help them to develop the flexibility to apply their learning

in a new context (followed by examples of particular areas of success and current areas of focus).

### **Pupil Progress Meetings**

We collect and analyse assessment data each term. We use this data to monitor progress and attainment more frequently, including discussion at **Pupil Progress Meetings**. The Head teacher and Inclusion Leader lead these meetings and share the outcomes with the SLT and governors, where appropriate.

The class teacher inputs all extra strategies and support for specific groups or individuals, identified in the meeting, into the online provision-mapping tool. This creates a class provision map and details all extra provision and the progress pupils make as a result.

A particular focus will be the progress and achievement of vulnerable pupil groups, such as disadvantaged pupils, SEND, EAL, LAC etc.

### **Peer and Self-assessment**

Teachers assess pupil's progress towards the learning objective and provide them with constructive oral and written feedback through daily feedback and marking in books.

Pupils are involved in monitoring their own progress so that they know what they have to do to improve in subjects and aspects of subjects.

Pupils are aware of the success criteria for each lesson. Regular use of constructive peer and self-assessment helps pupils to identify their strengths and areas for improvement.

Some adult support may need to be in place initially to train children to assess their own, and the work of others; so that they understand the comments that are made on their work and agree that the comments are fair and accurate.

## Appendix 1

### SEND/Diagnostic Assessments that are available in school

Name of Assessment	Area of learning Assessed
Letter Names/26	Phonic knowledge
Letter sounds/100	
*CTOPP	
First 100 HFW	Spelling
*Parallel Spelling	
*SWST	
*BPVS	Vocabulary
*WRIT	Reading and comprehension
*TOWRE	
*NTS	
*YARC	Diagnostic Profile for reading difficulties
Lexia	Diagnostic Profile for literacy difficulties
*RAPID	Dyslexia screener
*MEEMO	Working memory
*Ravens	Non-verbal reasoning
*NTS	Maths
*WRAT5	
*Sandwell (KS1)	Diagnostic profile for maths difficulties
Sandwell (KS2)	
Dyscalculia screener	Maths difficulties (number specific)
Boxall Profile	Social and emotional development
Goodman's SDQ	
GL assessment	
Myself as a learner scale (MALS)	
Visual stress assessment	Visual stress

\*Standardised test

Name of Intervention	Area of learning supported
Precision Teaching- reading letter names	Phonics and reading
PT Reading Letter sounds	
Toe by Toe	
Active Literacy Kit	
Sound Linkage	
Daily Reading	
Catch up Literacy	
Rapid Phonics	
Rapid Reading	
SOS Spelling	
Stareway to spelling	Writing
Rapid Writing	
Catch up Numeracy	Maths
Plus 1	
Plus 2	
Rapid Maths	
PT- Naming numbers	
PT- Number Bonds	
PT- Times Tables	
Paired Maths	
Talk Boost	Speech and language
Talkabout	
Elklan	Fine and gross motor skills
Write dance	
Social Story	Social and emotional development
Nurture provision	
Incredible 5	
Starving the angry gremlin	
Starving the anxiety gremlin	
ELSA	
Mastering Memory	Working memory
Memory Fix	
MeeMo	

Guide to standardised testing for all classes each year

	BPVS	BASELINE	NTS MATHS	NTS READING	NTS GPS		BPVS	NTS READING	NTS MATHS	NTS GPS		BPVS	NTS READING	NTS MATHS	NTS GPS		
YEAR GROUP	AUTUMN TERM 1		AUTUMN TERM 2				SPRING TERM 1	SPRING TERM 2				SUMMER TERM 1	SUMMER TERM 2				
Year R	✓	✓					✓					✓					
Year 1			✓	✓	✓			✓	✓	✓			✓	✓	✓		
Year 2			✓	✓	✓			✓	✓	✓			✓	✓	✓		
Year 3			✓	✓	✓			✓	✓	✓			✓	✓	✓		
Year 4			✓	✓	✓			✓	✓	✓			✓	✓	✓		
Year 5			✓	✓	✓			✓	✓	✓			✓	✓	✓		
Year 6	Year 6 use past SATs papers						Year 6 use past SATs papers						Year 6 use past SATs papers				

**These are the assessments that MUST be completed.** Any others you wish to do for yourself can be done- just be aware of over testing. \*For SEND pupils working well below discuss with KS what assessments can be used to measure progress.