



Assessment Policy

Assessment Without Levels

In 2015 schools were given the freedom to adopt their own methods for assessing pupils' progress against their school curriculum following the removal of 'assessment levels' by the Government.

How does Christ Church Primary assess its pupils?

Christ Church Primary School makes use of the *Optimum Focus* system to assess what the children have learned and records the results in conjunction with the *Optimum O Track* system.

Christ Church Primary uses key objectives from the National Curriculum 2014 which together, represent what school feels that most children should be able to successfully attain by the end of each year.

- EYFS class teachers use the Early Years Foundation Stage to make judgements with reference to EYFS curriculum areas.
- KS1/ KS2 class teachers look in detail at curriculum areas: Reading, Writing and Maths as listed in O Track Class Track (*Focus Assessment Beyond Levels* statements)
- Towards the end of each half term, class teachers make judgements as to how far a child has progressed towards meeting the individual objectives. These are recorded on O Track Class Track by highlighting the objective statements red, orange, green or purple.
 - Red signifies that the pupil has not yet met this objective
 - Orange signifies that the pupil has made a start towards achieving this objective
 - Green signifies that the pupil has met this objective
 - Purple signifies that the pupil has mastered this objective
- Evidence to support judgements may be found in books or through direct observations of teachers or practitioners. Regular scrutiny of books and learning journeys are undertaken by subject leaders, the Senior Leadership team (SLT) and inspectors/advisers. This evidence is used in regular moderation within year group phases (e.g. lower KS2 and upper KS2) to ensure that there is consistency in assessment across parallel classes. Moderation also takes place regularly with other local schools.

What system is Christ Church Primary using to measure the progress of pupils from their individual starting points?

- Each year group has a set of non-negotiable objectives which most children are expected to achieve. The progress towards each objective is measured and recorded at regular intervals during the year.
- The percentage of objectives met is then allocated to one of six categories and given a code. For example 4M, 6W3, 1W2, P7, 2MD, 3W1, 5Exc
- The code is made up of 2 parts

- The first part of the code is a number, ranging from 1-6. This number indicates which year group objectives the pupil is working at. In the majority of cases, this will be the year group in which the pupil is currently registered.
- Some children with Special Educational Needs may have a code which begins with a number which is lower than their current year group. This will indicate which year group objectives they have been working on and achieved.
- A few children with Special Educational Needs will be working significantly below their peers and will not yet have been able to access the National Curriculum at Year 1. These children will have the code P and will be assessed against national P scales. P scales range from P1 to P8.
- The second part of the code will be a letter(s) / letter and a number as shown below:
 - W1 - Within (working within appropriate year group expectations and meeting up to a third of the year group objectives)
 - W2 - Within (working within appropriate year group expectations and meeting between one and two thirds of the year group objectives)
 - W3 - Within (working within appropriate year group expectations and meeting over two thirds of the year group objectives but not all)
 - M - Met (meeting all year group objectives)
 - MD – Met (meeting all year group objectives AND between a quarter to a half of Greater Depth statements achieved)
 - Exc – Exceptional (meeting all year group objectives AND between a half and all of the Greater Depth statements achieved)

How do staff know the starting point for individual pupils?

- Pupils who are new to school are assessed by their class teacher within the first few weeks to establish a starting point, baseline, from which to measure progress. Teachers and practitioners also liaise closely with families to appreciate what a child may do independently, and there is a sharing of information which builds a picture in their 'Learning Journey' profile.
- Subsequent years build on the prior knowledge from the final assessments made in the summer term.

How are targets set for individual children?

- Most children will be expected to meet end of year expectations, some children will make more progress and will be accessing the expectations for greater depth, but a few children will be working at an earlier stage of the curriculum
- Each child will have an end of year target set, taking into consideration the result of their previous year (as recorded in Class Track), their PIRA/PUMA standardised test results and the end of their previous key Stage
 - For example, children who have met their year group expectations with the result M will be expected to meet their following end of year expectations, at the very least.
 - Children who end one year working at W3 may have a target of W3 or M the following year, depending on how close they were to meeting end of year expectations. Wave 2 interventions such as FFT Wave 3 Literacy or 1stclass@number may be delivered for these pupils in order to accelerate learning.
 - Children who are working at one or two years below their peers, will be expected to make similar progress but at an earlier stage of the curriculum. Wave 3 intervention will be delivered to these pupils who are probably on the SEN register.

How does school know about the attainment and progress of pupils?

- At the end of each term, when class teachers have made their judgements (as above) and entered them into Class Track, Key Stage Leaders analyse the attainment data and report to Headteacher, SLT and staff.
- At the end of each half term, the Inclusion Leader looks at the data to track the progress of individual pupils and compare progress of groups of pupils (children with SEN, those with Pupil Premium Grant entitlement and those with EAL) and reports to Headteacher, SLT and staff.
- Class teachers also keep records of half termly pupil progress in order to plan appropriate interventions for those who need to accelerate their learning and to ensure that there are no gaps in pupils' learning. The half termly records show progress and attainment as each pupil moves through the curriculum and achieves more of the objectives. For example, the results of a child progressing well through the Year 3 objectives may look like this:

Beg Sept	End Aut 1	End Aut 2	End Spr 1	End Spr 2	End Sum 1	End Sum 2
2M	3W1	3W1	3W2	3W2	3W3	3M

or like this:

Beg Sept	End Aut 1	End Aut 2	End Spr 1	End Spr 2	End Sum 1	End Sum 2
2M	3W1	3W2	3W3	3M	3M	3MD

- In line with Government expectations, we aspire for all children to make good progress, including those with Special Educational Needs, from their individual starting points.

Standardised and Criterion Referenced Assessments

Certain standardised assessments are used on a regular basis to aid in tracking the progress of individual, groups and cohorts of pupils. These include the PiRA assessment for reading and the PUMA assessment for maths and results compare pupils with the rest of their cohort.

Other standardised assessments may be used by the Inclusion Leader (and by external agencies) to aid in monitoring the attainment and progress of some individual pupils in spelling, reading comprehension, expressive and receptive language, phonological awareness or visual and verbal ability. Results compare pupils with other children of the same chronological age. These results are useful when measuring the impact of interventions or establishing strengths and pinpointing difficulties in pupils with specific learning difficulties.

Some Standardised tests (e.g. Sandwell Maths, Salford Sentence Reading Test) and some Criterion referenced assessments may also be used by staff and teaching assessments when measuring the impact of interventions e.g. number of high frequency words read or spelled correctly, number of sounds known, number of letters or numbers formed correctly and so on.

Assessment of Proficiency in English

In the summer of 2016 the Government decided to collect information with respect to the proficiency of English for pupils in school with English as an Additional Language (EAL).

Schools have been asked to make a judgement against a 5 point scale for each pupil with EAL and results will be gathered as percentages every year in the school census. This was to inform policy on EAL high needs groups.

At Christ Church Primary, we are proud of our diversity. We currently celebrate our pupils having at least 20 different first languages and 78% of our pupils have EAL.

Statutory Assessments

School conducts all statutory assessments required in accordance with the DfE guidance.

<https://www.gov.uk/topic/schools-colleges-childrens-services/exams-testing-assessment>

These currently include:

Early Years Foundation Stage Profile-end of reception

Phonic check –Year 1 (and Year 2 for those children who do not achieve the threshold mark)

Key Stage 1 assessments (to be replaced in 2023)

Key Stage 2 assessments

Results are formally reported to parents including attainment and progress in foundation subjects in KS 1 and 2.

V Anderson/R Knight 2017