

	<b>Name of School</b>	<b>Corbets Tey School</b>
	<b>Policy Adopted Date</b>	<b>31/01/2017</b>
	<b>Next Review Date</b>	<b>31/01/2018</b>
	<b>Reviewed by</b>	<b>Governors Name:</b> Sue Allen <b>Governors Signature:</b> 

## Corbets Tey School Assessment Policy

### 1. Policy Overview

1.1 Assessment is an integral part of teaching and lies at the heart of promoting children's learning. It can provide a framework within which educational objectives may be set and pupil progress charted and expressed. It forms the basis for planning the next educational steps in response to a child's needs.

The foundations of assessment will be based on each child, as an integral part of their learning. Assessment will be used to identify individual needs and inform a curriculum and meaningful, individualised target setting that will facilitate the achievement of maximum potential for every individual across the broad ability range.

1.2 This policy outlines the purpose, nature and management of assessment at Corbets Tey School.

1.3 The implementation of this policy is the responsibility of all staff.

1.4 The Assessment Co-ordinator is **Emma Allen**

### **Equality Impact Assessment**

The school aims to design and implement services, policies and procedures that meet the diverse needs of our service, population and workforce, ensuring that none are placed at an unreasonable or unfair disadvantage over others. In the development of this policy, the school has considered its impact with regard to equalities legislation.

### **Background - 'Life without Levels'**

The New National Curriculum introduced in September 2014 introduced NC Year expectations instead of assessment levels for assessing pupil progress. The new curriculum has also introduced new areas to the curriculum such as algorithms and coding in Computing and some that are now taught and assessed separately such as Geometry in Maths.

The curriculum and assessment for pupils working at P levels has currently not changed but is under review. This has created a difficulty in continuity for pupils moving from P Levels to NC Year expectations. The school has therefore developed a Learning Pathway target setting and assessment system that will seamlessly provide an assessment and target setting system for all pupils.

Moderation between assessments and year expectations for pupils working at Year 1 and above will be carried out annually using Rising Stars subject tests to ensure that assessments are accurate and translate into comparable year expectations.

## 2. Nature and Purpose of Assessment

2.1 Assessment at Corbets Tey School has three main functions:

- a) To help in planning work by informing a teacher about what a child can already do; i.e. what he/she has attained;
- b) To inform teachers, schools and parents about what a child has so far learned to do by the end of a particular stage;
- c) To facilitate **realistic** but **challenging**, functional and appropriate target setting
- d) To identify where interventions and further support is needed for pupils.

2.2 The majority of teacher assessment will be an on-going activity in all classrooms assisted by teaching assistants within learning activities and other situations during the school day.

It should help teachers to:

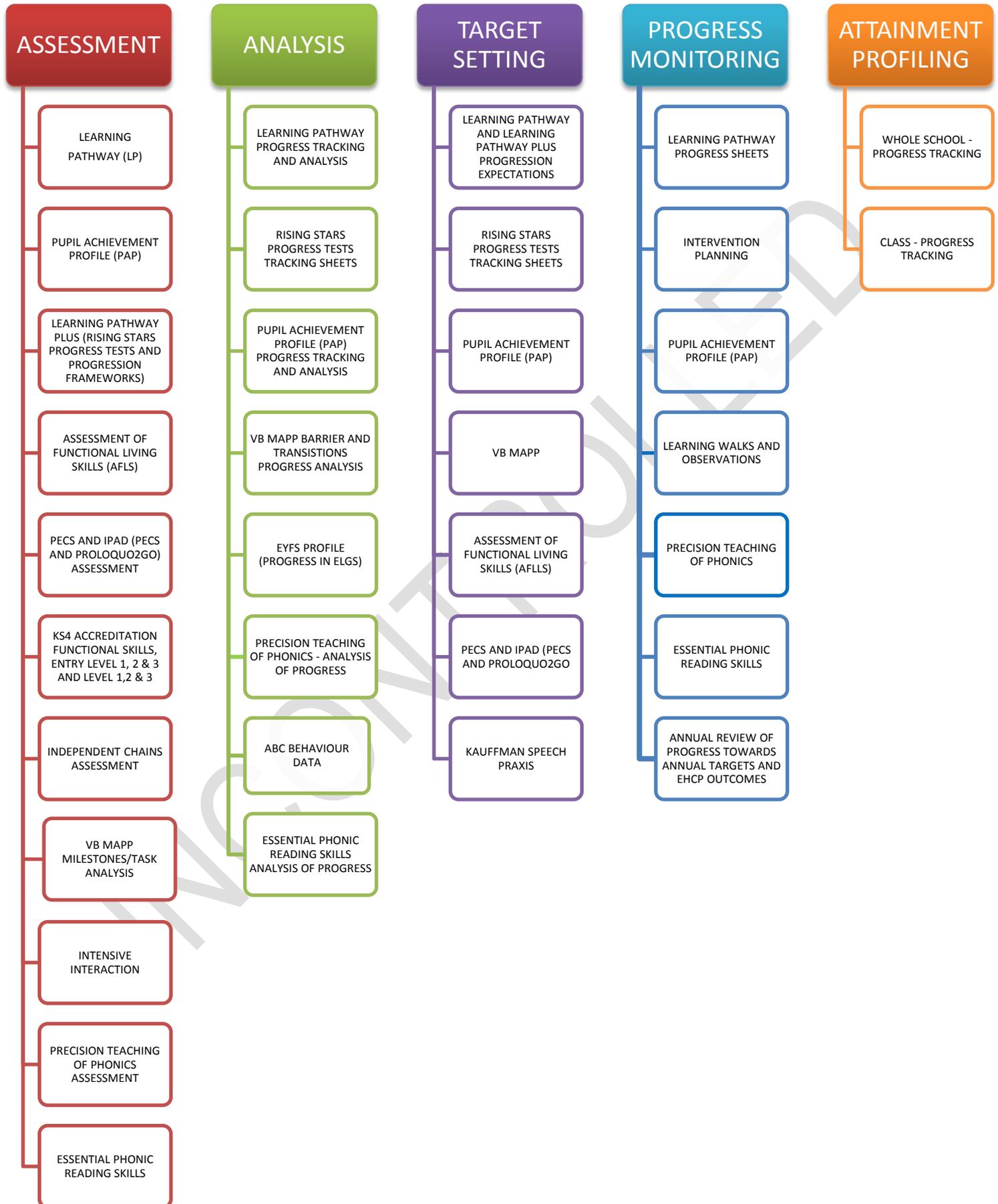
- Plan work matched to children’s attainment level;
- Identify where specific help and support is required;
- Encourage and help children progress.

Assessment is an evolving process, and one that is constantly reviewed for its effectiveness, both in meeting pupils, parents and staff needs.

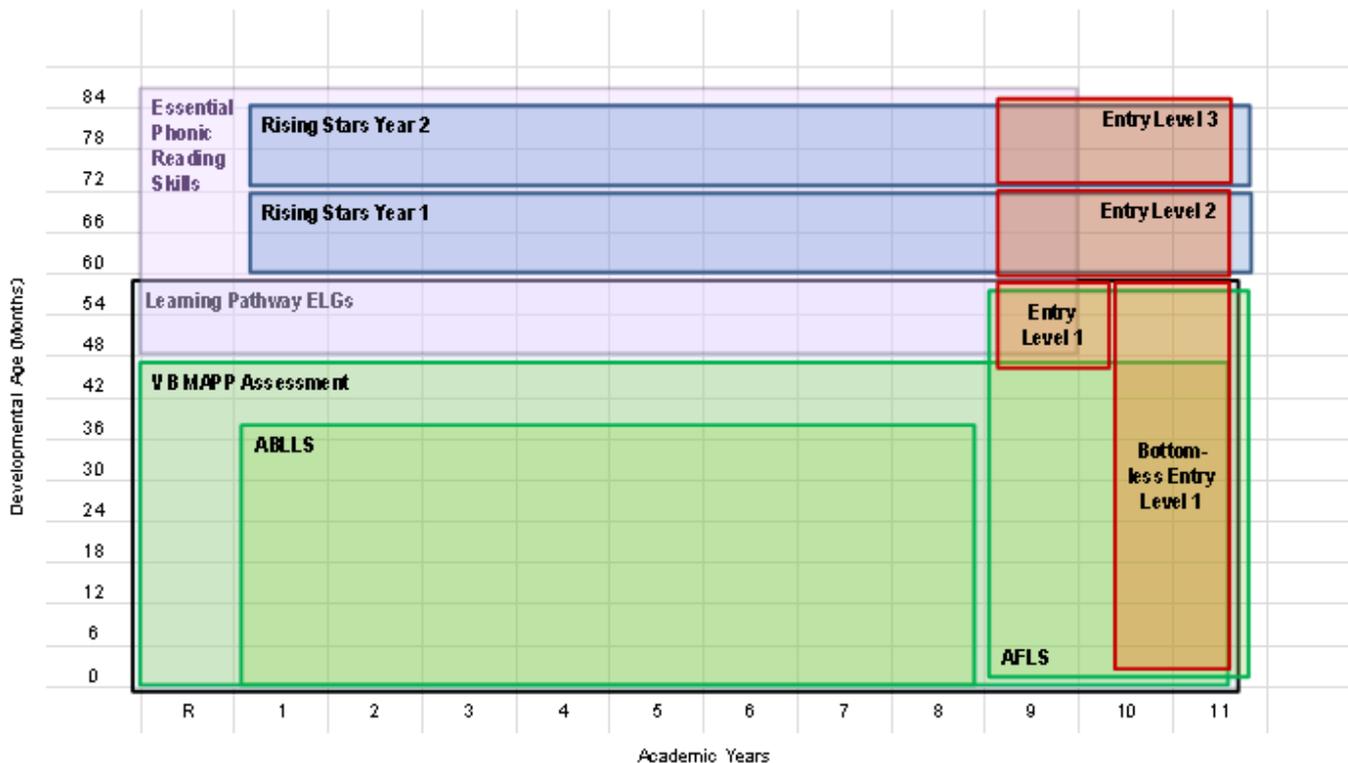
Daily	Weekly	Half-termly	Termly	Annually
Questioning	Weekly Plan Review	Termly Plan Review	Termly Plan Review	Learning Pathway, Learning Pathway Plus and PAP Achievement Analysis
Discussion	Informal/Individual Assessments (e.g. spelling tests)	Ongoing Learning Pathway Assessment Review	Ongoing Learning Pathway Assessment Review	
Marking with Pupil (when appropriate)	Learning Pathway Profile Review to Inform Pupil Achievement Profile (PAP) Review and Target Setting	PAP Review	Learning Pathway/Learning Pathway Plus and Progress Review by Teachers and SLT	Annual Reviews of Progress towards Annual Targets and Long Term EHCP Outcomes (including other agencies)
Annotating			PAP Review by Teachers and SLT	Learning Pathway/Learning Pathway Plus and PAP Reports to Parents
Observation			English, Maths & Science Testing (as appropriate)	Progress Review by SLT and Governors
Pupil Achievement Profile (PAP)				

Statutory end of Key Stage assessments  
National Entry Level/Other Accredited examinations at end of Key Stage 4

## Corbets Tey School Assessment Procedures Overview



## Whole school Assessment Map



### 3. Annual Assessment/Target Setting Procedures

3.1 Teachers of children in Year 6 and Year 2 will be responsible for assessing each pupil's ability to take part in the Statutory Assessment Tests (SAT) and to adhere to assessment requirements as outlined by successive Q.C.A. documentation.

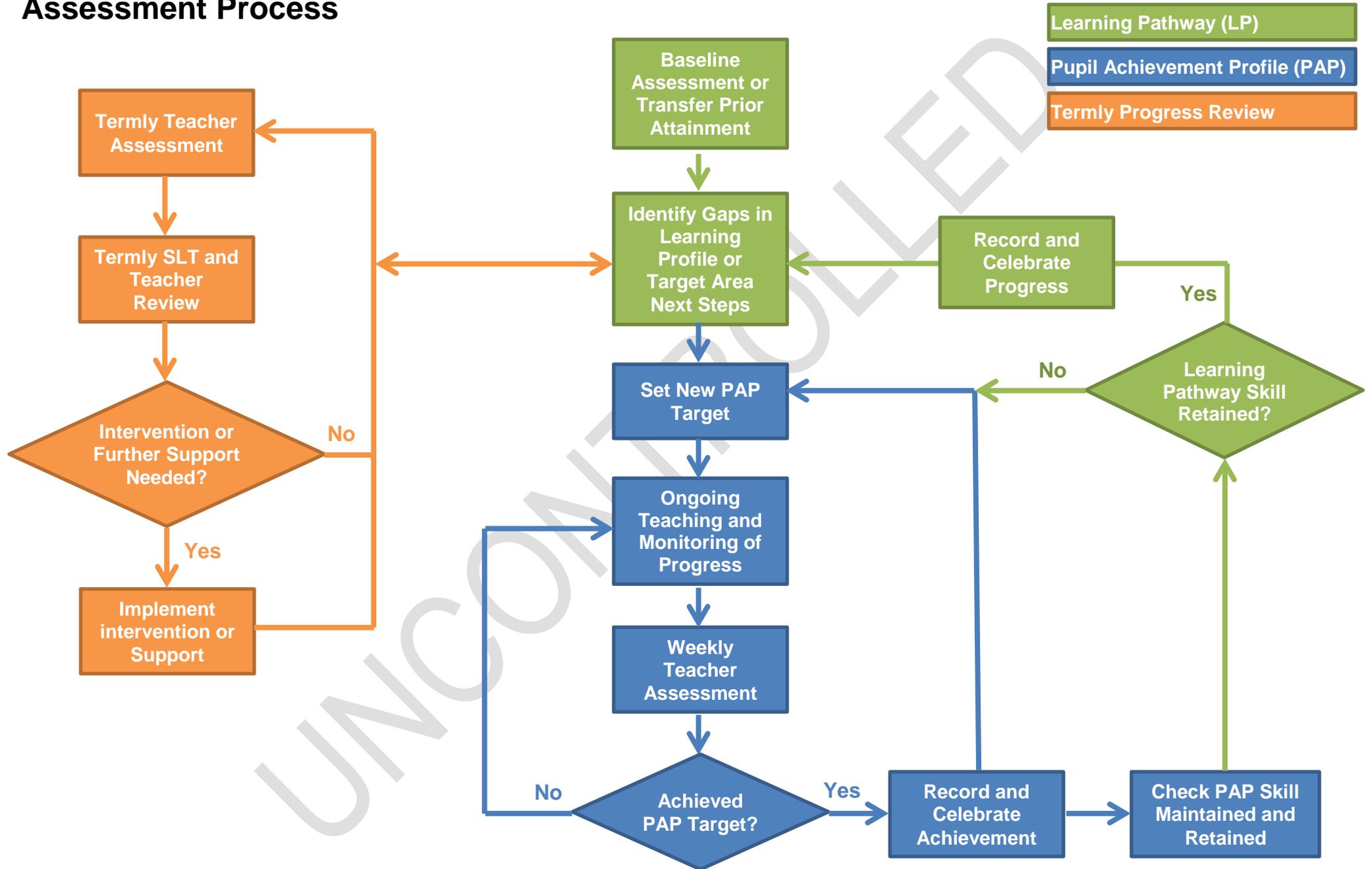
3.2 In addition to statutory requirements other internal formalised assessments will be carried out according to the assessment schedule.

3.3 The programme for assessment will include:

1. Baseline assessment for all new pupils or transfer of prior achievement within 17 Early Learning Goal Areas through small step Learning Pathway Skills;
2. Pupil Achievement Profile (PAP) target setting to provide achievable foundation skills towards achievement of Learning Pathway Skills
3. Ongoing Weekly Teacher Assessment of PAP Targets
4. Termly Learning Pathway Teacher Assessments (by the end of each term).

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# Assessment Process



## 5. Assessment through the Learning Pathway (LP)

The Learning Pathway Assessment System is based on the 17 Early Years Foundation Stage Early Learning Goals and has been designed to provide a structured measure of meaningful progress through smaller steps of essential foundation skills within the Early Learning Goals. This forms the main whole school method of progress assessment and target setting for pupils working below National Curriculum Year 1 Expectations.

	Areas of Learning & Development	Aspects of the ELGs	
Prime Areas	Communication and language	1	Listening and attention
		2	Understanding
		3	Speaking
	Physical development	4	Moving and handling
		5	Health and self-care
	Personal, social and emotional development	6	Self-confidence and self-awareness
		7	Managing feelings and behaviour
		8	Making relationships
Specific Areas	Literacy	9	Reading
		10	Writing
	Mathematics	11	Number
		12	Shape, space and measures
	Understanding the world	13	People and communities
		14	The world
		15	Technology
	Expressive arts and design	16	Exploring and using media and materials
		17	Being imaginative

Teachers should use the Early Learning Goals and Learning Pathway small step foundation skills to make rounded assessments about their pupils' attainment to apply a 'best fit' judgement. Pupil Achievement profile targets should therefore provide a means to work towards the Learning Pathway skills. They should also reflect the desired Long Term outcomes within the pupil's EHCP and shorter term annual targets within the areas of:

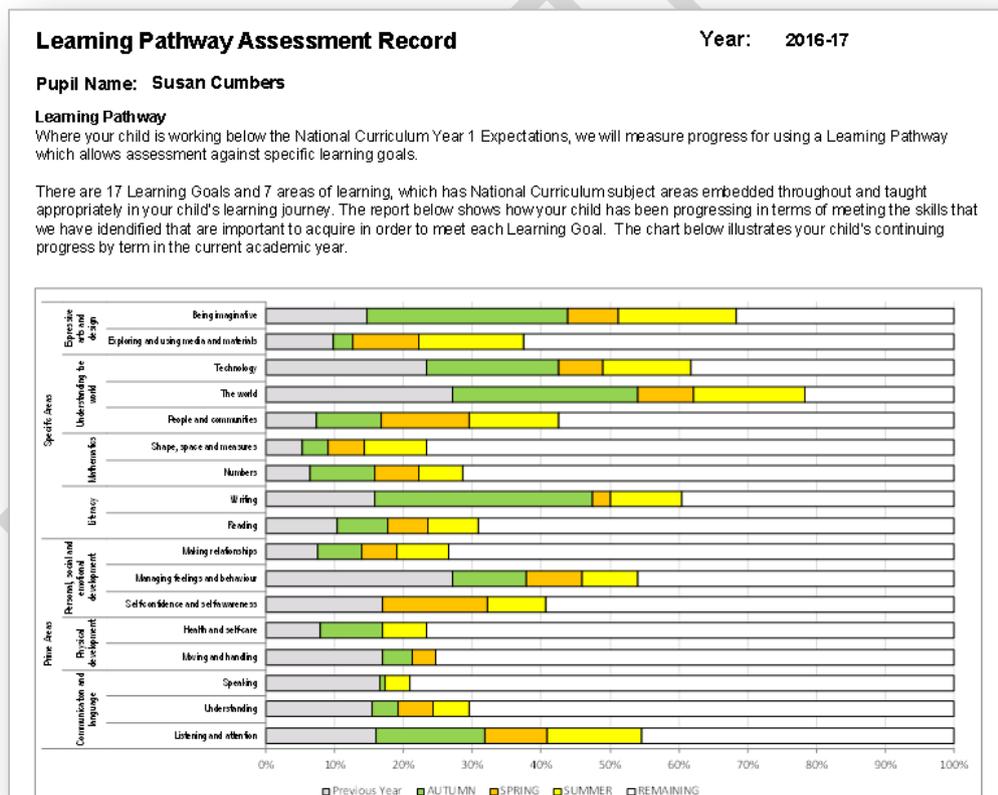
1. Cognition and Learning
2. Communication and Interaction
3. Social, Emotional and Mental Health
4. Sensory and/or Physical Needs

EHCP - Long Term Outcomes		EHCP Main Outcome Areas	Annual Review - Short Term Outcomes	
1	L will be able to respond to 'stop' and 'wait' to keep himself safe	1. Cognition and Learning	1	To stand next to instructor when directed to do so
2			2	To wait for 30secs when prompted
3			3	
1	L will be able to use his iPad in and out of the classroom to express what he wants or needs	2. Communication and Interaction	1	To begin to travel with his iPad at snack time
2			2	Use his iPad in at least one group setting a day
3			3	Develop a wider variety of reinforcers
1	For L to begin to regulate his own behaviour	3. Social, Emotional and Mental Health	1	Respond to greetings twice a day with minimal adult prompting
2			2	Accept and tolerate TAC PACS x3 week
3			3	
1	To dress/ undress with minimal adult support	4. Sensory and/or Physical Needs	1	To recognise his own shoes/bag
2	To begin to urinate on the toilet and to no longer wear nappies		2	To sit on the toilet once a day
3	To independently pour himself a drink		3	To drink from a cup independently

Once a baseline is entered, dates should be entered as each skill is Retained and Evidenced. These skills should be broken down into smaller weekly targets and set and progress towards achieving, maintaining and retaining these skills recorded through PAP target setting system. The Date Retained and Evidenced column cells within the Learning Pathway should be completed when skills have been retained. This should be recorded as the skills on the date that they are retained and evidenced or at least reviewed by the end of each term.

Communication and Language – Listening		Name:	0	
S of D	EYFS Descriptor	S of D	Progress	Date Retained & Evidenced
0-11 Mths	Turns toward a familiar sound then locates range of sounds with accuracy. Listens to, distinguishes and responds to intonations and sounds of voices. Reacts in interaction with others by smiling, looking and moving. Quietens or alerts to the sound of speech. Looks intently at a person talking, but stops responding if speaker turns away. Listens to familiar sounds, words, or finger plays. Fleeting Attention – not under child's control, new stimuli takes whole attention.	Stage 1 (0-3 Mths)	Looks for and watches people in near environment	B
			Looks towards and object or person that moves nearby	B
		Stage 2 (3-6 Mths)	Looks from one object to another and back again (shifts visual attention)	B
			Searches and focuses voluntarily on sounds, sights movements etc...	B
			Reacts to familiar voices even if they can't see the person (e.g. stills)	B
			Shows excitement at sound of familiar routines, e.g. food prep	B
8-20 Mths	Moves whole bodies to sounds they enjoy, such as music or a regular beat. Has a strong exploratory impulse. Concentrates intently on an object or activity of own choosing for short periods. Does attention to dominant stimulus – easily distracted by noises or	Stage 3 (6-9 Mths)	Pays attention to music, mobile or similar noises	B
			Searches for and looks at familiar adults talking	24/11/2016
		Stage 4 (9-12 Mths)	Responds to different tones of voice e.g. angry/soothing	B
			Watches others actions with interest	B
		Stage 5 (12-18 Mths)	Begins to share attention e.g. on a toy for 2-3 minutes	09/10/2016
			Recognises and responds to own name e.g. by turning or looking	09/10/2016
			Occupies self with several toys for a short time with familiar adult close	01/02/2017
			Watches movements of animals, vehicles and people intently	16/02/2017
			Stops what they are doing in response to 'no'	
			Looks and points at distant objects within the classroom	
16-26 Mths	Listens to and enjoys rhythmic patterns in rhymes and stories. Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations. Fixed attention – may appear not to hear	Stage 6 (18-24 Mths)	Watches and points with interest to things outside/close by	24/03/2017
			Shows interest in music and singing	04/05/2017
		Is easily distracted by noises or other people talking	13/06/2017	
		Waits for/participates 'go' signal in 'ready, steady, go' games	19/07/2017	
			Likes to move from one activity to another	
			Begins an activity with enthusiasm but needs support to carry on concentrating	

As data is entered a graph will be populated to illustrate the pupil's termly progress. This report can be printed to give to parents.



Assessments and targets should be considered at the planning stage in order to ensure that work is matched to the range of levels at which the children are working within each class.

Progress will be analysed by teachers and Senior Leadership against annual targets set and assessed against expected progress for each pupil and to identify if further teaching and learning interventions are required. If interventions are necessary because a pupil is not making expected progress in one or more element of a subject area then an Intervention may be required and the features of the individual learning programme is added to the Pupil Achievement Profile (example below) and this intervention will be followed to support learning and accelerate progress. These are saved centrally on the shared network drive.

Features of Individual Learning Programme					
Intervention Name	Individual (IND) or Group (GRP)	Duration	Frequency	Staffing	No. of Weeks or Terms to Run
Essential for living targets	Individual (IND) or Group (GRP) Session(s)	Daily targets	Daily	One to one	Yearly
Ipad communication work	Individual (IND) or Group (GRP) Session(s)	One hour min	Daily	One to one	Yearly
TAC PAC	Individual (IND) or Group (GRP) Session(s)	Changeable	x3 week	One to one	Across the year
Life skills	IND	Changeable	x3 week	One to one	Across the year

## 5. Assessment at Learning Pathway Plus

If a pupil has completed a Learning Pathway Early Learning Goal, they will be working within the National Curriculum Year expectations in this subject. Pupils working at this level should be assessed termly using the Rising Stars Progress Tests:

### Year 1

- English
- Mathematics
- Science

### Year 2

- Reading
- Grammar, Punctuation and Spelling
- Mathematics
- Science

Where appropriate, results from these tests should be recorded by choosing the subjects/year and assessment levels from the drop down menus.

**Learning Pathway Plus - National Curriculum Expectations**  
 Where your child has fully achieved Goals within the Learning Pathway above they will be working on achievement of the Learning Pathway Plus at National Curriculum Year Expectations Year 1.  
 Progress Tests determine if your child has achieved the Year criteria expectations within the National Curriculum. Progress is detailed below in the subject areas of English, Mathematics and Science where this is appropriate.

Year and Subject Area	Current (End of Year) Assessment	Autumn Term Test Score	Spring Term Test Score	Summer Term test Score
Year 1 English	Expected Progress	3	4	5
Year 1 Maths	Expected Progress	6	6	7
Year 1 Science	More Than Expected Progress	7	10	
Year 2 Science	Less than Expected Progress			2

When the Learning Pathway Report sheet is printed the Learning pathway ELG graph and the National Curriculum chart will be printed along with an explanation of these assessment systems for parents.

## 6. Target Setting and Assessment through the Pupil Achievement Profile (PAP)

The Pupil Achievement Profile was originally developed by the school in response to Ofsted’s strong focus on evaluation of the progress made by each pupil in every lesson. This system provides a means to set, record and share relevant targets for pupils and to ensure that all teaching staff are aware of pupil targets and are involved in assessment, and supporting lesson planning and delivery. PAPs, alongside the Learning Pathway (LP), also provide a means for school leadership to evaluate the effectiveness of teaching across the school.

The Pupil Achievement Profile is a dynamic, ongoing, continuous and constantly developing target setting tool and can work as an alternative to an Individual Education Plan (IEP). It allows for targets to be set according to the current priority and in areas that would be most functional and meaningful for each pupil (ie: the area most in need of developing - academic, behavioural or life skills) and closely linked to the EHCP outcomes and annual targets.

This tool facilitates greater evidence of skills being taught, acquired, maintained and retained over time. It accounts for all targeted learning (planned and focused teaching) and any other learning outcomes (incidental learning) that can and does naturally occur in a supportive and creative classroom environment.

Pupil Achievement Profile (PAPs) provides teachers with a method to carry out an accurate, ongoing, continuous assessment of progress with identified targets and other learning outcomes during each and every lesson. Teacher and teaching assistants will take part in ongoing assessments in lessons.

This system provides total numbers of targets/skills acquired, maintained or generalised by week and term. Data will also be analysed to show how long each target/skill has taken to be achieved. Data will also be analysed by class groups.



## 8. Responsibilities

8.1 The **Headteacher** and **Deputy Headteacher** will need to ensure that:

- National Curriculum is being implemented this includes the statutory assessment arrangements;
- There is a coherent school policy for the gathering, recording, retaining, reviewing and using of evidence;
- Teachers have adequate opportunities to become familiar with the Learning Pathway and NC assessment descriptors and the target setting and reporting facilities available within the school assessment systems;
- Schools assessment standards conform to National Standards and there is a developing understanding of these within the school;
- Regular moderation exercises take place to assist the development of consistent assessment standards across classes, between class teachers and between similar schools in the Borough.
- Regular termly progress monitoring against targets ensures that pupils learning needs are effectively and efficiently met and that appropriate interventions maximise progress and are reviewed for effectiveness and impact.

8.2 The **Assessment Co-ordinator** will be responsible for ensuring:

- Teachers are reminded to record assessments for all pupils at the end of each term using the Learning Pathway (LP) system;
- That teachers have adequate opportunities to become familiar with the Learning Pathway (LP) and Pupil Achievement Profile (PAP) and with inputting targets and assessments;
- Key Stage 1, 2 and 3 teacher assessment and SAT data is input into the school SIMS management information system and that data is transferred to the Local Authority and Q.C.A.;
- Progress data is recorded and presented for review against expected progress for each pupil by teachers and SLT.
- Assessment and target data reports are distributed to Deputy Headteacher and Headteacher as required for reporting to School Governors, Specialist Status Tracking, OFSTED and official documents;
- Keystage assessment results are produced and sent to parents by the end of the Summer term.
- Learning Pathway (LP) and Pupil Achievement Profiles (PAPs) systems are updated annually in line with teacher feedback.

8.3 Each **teacher** has a responsibility to:

- Complete and record baseline assessments of new pupils using the Learning Pathway or Rising Stars Progress Tests or Progression frameworks as required;
- Ensure pupils make maximum progress by setting targets to achieve Learning Pathway skills through smaller step PAP targets and assess these weekly;
- Display PAP targets in classes so that all class staff and pupils are aware of what targets have been set;
- Assess all pupils' progress and measure and record attainment at the end of each term;
- To analyse progress against targets for all pupils and identify and implement where pupils require intervention strategies;
- Create intervention plans where appropriate and review these against targeted outcomes;

- Enter assessment and target data for their class pupils into the Learning Pathway System Termly;
- Contribute to whole school moderation exercises.
- Ensure that LP and PAP Parent Reports are sent home annually with annual reports.
- Intervention Plans are shared with parents.

8.4 **Year 2 and Year 6 teachers** will be responsible for:

- Administering the Standard Assessment Tests in English, Mathematics and Science to Year 2 and Year 6 children (as deemed appropriate by class teachers) and when required as specified by the QCA;
- Ordering all relevant standardised scripts;
- Undertaking appropriate assessment training.

## **9. Implementation of Record Keeping Requirements**

9.1 Each **teacher** will be responsible for maintaining the following:

- A detailed medium term plan of teaching and assessment activities;
- A detailed short term weekly plan of teaching and assessment activities;
- Examples of levelled pupils' work as evidence of attainment.

9.2 Physical folders containing examples of pupils levelled work

- Blue - Numeracy
- Green – Science & Other
- Yellow - Literacy
- Pink – Levelled Work
- Purple – Pupil Achievement Profile Sheets

The procedures for storage of evidence folders are being reviewed to create an electronic method for storage of pupils' assessed work.

## **10. Standardisation/Moderation**

10.1 Standardisation/Moderation

The process of moderation is an essential part of the assessment system. Teachers are involved in the moderation process to ensure agreement on criteria for assessment levels in the following ways;

- With colleagues in school;
- With colleagues from other special and mainstream schools within LB Havering.

School portfolios of moderated work will be kept by the Deputy Headteacher.

## 11. Early Years Assessment

Early Years pupils will be baselined on entry within the first term in the Autumn Term and then termly using the Early Learning Goals

	Area of learning	Early Learning Goal (ELG) Aspect	
Prime Areas	Communication and language	1	Listening and attention
		2	Understanding
		3	Speaking
	Physical development	4	Moving and handling
		5	Health and self-care
	Personal, social and emotional development	6	Self-confidence and self-awareness
		7	Managing feelings and behaviour
		8	Making relationships
Specific Areas	Literacy	9	Reading
		10	Writing
	Mathematics	11	Numbers
		12	Shape, space and measures
	Understanding the world	13	People and communities
		14	The world
		15	Technology
	Expressive arts and design	16	Exploring and using media and materials
17		Being imaginative	

The Early Learning Goals can be assessed as:

- Emerging
- Expected
- Exceeding

Pupils are also assessed against the Characteristics of Effective Learning

Characteristics of effective learning
By playing and exploring: <ul style="list-style-type: none"> <li>• finding out and exploring</li> <li>• using what they know in their play</li> <li>• being willing to have a go</li> </ul>
Through active learning: <ul style="list-style-type: none"> <li>• being involved and concentrating</li> <li>• keeping on trying</li> <li>• enjoying achieving what they set out to do</li> </ul>
By creating and thinking critically: <ul style="list-style-type: none"> <li>• having their own ideas</li> <li>• using what they already know to learn new things</li> <li>• choosing ways to do things and finding new ways</li> </ul>

Our pupils generally are assessed as Emerging at the end of the Reception year. However it is important to be able to show their progress towards achieving the expected Early Learning Goals throughout the year. This is achieved using an ongoing assessment using the learning Pathway system.

Pupil profiles are developed to illustrate the small steps of progress that pupils make each term during their reception year.

Pupil achievement is evidenced using the following methods:

- Initial Assessment
- Practitioner Knowledge
- Observation (Post It Notes, etc.)
- PAP Targets
- Target 1:1 Teaching Time Folder
- VB MAPP
- Photographs

The pupils in Elm Class are also being assessed using the VB MAPP assessment tool to measure achievement against the milestones of verbal, social and related skill development up to a typically developing children aged 0 to 48 months and language and learning barriers that prevent progress.

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## **9. Entitlement and Principles of Assessment**

### **Aims**

- To make assessment as individualised and child centred as possible.
- To ensure that pupils have the opportunity to demonstrate their skills, knowledge and understanding.
- To make assessment an integral part of the curriculum that is responsive to the pupils and informative to the staff.
- To ensure that assessment is a progressive and continuous process.
- To develop consistency in staff assessment across the Key Stages.
- To be an entitlement of all pupils regardless of ability, gender, ethnicity or age;
- To be based upon a common and agreed approach in school;
- To take place in a familiar, supportive environment;
- To raise an expectation of success rather than failure and show pupils how to build upon strengths while developing strategies to overcome weaknesses in their work;
- To ensure that pupils understand what is required of them;
- To provide for the regular collecting, reviewing and recording of assessment information;
- To address equality of opportunity (Any formal tests must have some aspects, which are achievable for a pupil);
- To take into account the individual learning styles of pupils.

### **Objectives**

- To assess on a day to day basis, including questioning, discussion and observation
- To involve pupils in target setting and review, wherever appropriate.
- To identify learning objectives and progress towards achievement.
- To use assessment as planning tool across the curriculum.
- To use a balance of informal and formal assessments (including statutory testing) to provide comprehensive pupil portraits.
- To moderate children's work to assist in standards consistency.

### **Effective Assessment**

Assessment will be used to;

- Identify targets and priorities for each pupil.
- Inform planning.
- Inform and enhance teaching and learning.
- Review effectiveness of teaching methods.
- Demonstrate progress towards short and long term targets.
- Provide a baseline view of pupils new to the school.
- Provide levels of attainment within appropriate small steps
- Record progress and achievement in line with National Curriculum criteria.
- Provide information about curriculum strengths or weaknesses.
- Meet the requirements of Statutory Testing and Reporting.
- Ensure that parents are informed about the progress and attainment of their children.
- Provide constructive communication between pupils, staff and parents.