



## Plymouth Catholic Schools Trust Multi Academy Trust Notice 1711

### **TITLE: Primary Assessment Policy**

#### **Introduction**

With the introduction of Target Tracker, termly summative assessments and the need for a more consistent approach to assessment across the Trust, the Board have approved the attached Assessment Policy.

This is an overarching policy for all Primary Schools in the Trust and should not affect your local procedures or associated policies e.g., marking and feedback.

#### **Standardised Testing**

After a few trials in schools the Board has agreed to go ahead with the PIRA and PUMA tests three times a year for each year group. Further details will follow on this, but schools will not need to purchase these individually. This will be invoiced centrally and then recharged back to schools. There should be no need for any additional testing, unless schools choose to do so.

#### **Assessment Calendar**

Dates have been set for the inputting of Target Tracker data approximately every six weeks as well as predictions and the results from the standardised tests, termly. A set of Assessment Weeks have been allocated when schools should set the standardised tests.

#### **Use of Target Tracker**

Target Tracker will be used not only to look at assessment data, but also pupil characteristics and attendance. This can only be done if the data on SIMS is regularly transferred onto the Target Tracker database. Attendees at the recent administrators meetings were all given information on how to do this procedure.

#### **School Performance**

When analysing school performance next year it is important to remember that no indicator will be looked at in isolation, it will be a combination of Target Tracker, predictions and results of the standardised tests.

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Approved by:	Interim CEO	Review:	31.8.2018



## Primary Assessment Policy

***The purpose of education is to develop every child's personality, talents and mental and physical abilities. (UNCRC Article 29)***

All our schools are welcoming Christ-centred communities, committed to the development of faith and worship. Our mission is to provide loving and stimulating environments, where all are inspired and empowered to achieve their true potential as unique and valued individuals. Our children will be encouraged to develop an awareness and respect of others as well as themselves, as we all journey through life with Christ

Plymouth CAST believe that assessment should be at the heart of what we do for the pupils in our schools. This policy is designed to implement a consistent approach from all schools within the Trust to provide accurate and robust assessments on all pupils.

This rigorous approach to assessment will be used to ensure that all schools are clearly tracking the progress made by all pupils as well as identifying specific groups. It will in turn provide consistent data which will identify strengths and weaknesses across the Trust.

### **Aims**

- To gather information about the performance of individual children, groups and cohorts in order to inform target setting and to monitor progress
- To provide information to inform the school's and the Trust's strategic planning
- To gather information to inform teachers' planning
- To allow children to be involved in their own learning
- To inform the Schools, Governing Body, Trust Directors and senior central staff of each school's standards and achievement
- To ensure that the positive achievements of a child are recognised and the next steps are planned
- To ensure that barriers to learning can be identified quickly and appropriate intervention and support is given
- To systematically record the overall achievements of all children
- To ensure that the legal requirements for record-keeping, assessing and reporting are met
- To develop consistent approaches to assessment for all pupils in Plymouth CAST

### **How assessments are made**

Plymouth CAST fully believe that the purpose of assessing pupils is to help improve progress and attainment for each individual pupil. To gather this information, teachers within the trust will use a range of both formative and summative assessments.

### **Formative Assessments**

Teachers will use a variety of techniques such as observations, questioning and feedback to pupils to ascertain the pupils' understanding. This Assessment for Learning will support teachers when discussing an individual pupil's progress with SLT, parents and the pupils themselves.

Plymouth CAST place great value in the quality of feedback given to pupils. Each school must have their own marking and feedback policy, which has been ratified by their LGB. The underpinning philosophy is that feedback to pupils is personalised and tailored to challenge each individual in order for all pupils to make progress.

Feedback comes in many different forms from verbal to marking comments and next steps in pupils' books. It is important to us that all of these assessments help to build a picture of a pupil's understanding and how/what to plan next in order to make progress.

## **Summative Assessments**

Every primary school will test pupils for Reading and Maths in all year groups from Year 1 to Year 6, SPaG tests for Year 6 and Phonics for Year 1. These tests will happen three times across the year in set assessment weeks.

This information will be collated at school level and centrally where the data will be analysed and strengths and weaknesses identified across the Trust.

All schools will use Target Tracker to help track progress and attainment. It is paramount that Target Tracker is used appropriately and that it is a tool to inform planning and identify gaps in learning, see Appendix 1. Teachers MUST still plan from the National Curriculum.

Target Tracker is merely a software tool in which teachers collect evidence and populate statements. It then informs teachers where pupils are currently working at in each Year Group. Decisions about where a pupil is working will be teachers' professional decision with Target Tracker to support with this.

All teachers must submit data every half term into Target Tracker. Dates for these Data drops can be found in Appendix 2

## **Predictions**

Each school will provide predictions three times a year (See Appendix 2). This will be a prediction on the percentage of pupils achieving:

- GLD
- Phonics
- Expected standards in Reading, Writing and Maths at KS1
- Expected standard in Reading, Writing, Maths and the combined measure at KS2

## **Monitoring of Assessment Practice**

### *School level*

- Lesson observation, learning walks and book scrutiny to monitor the effectiveness of formative assessment and support moderation of judgements.
- Conduct pupil progress meeting for each class (See appendix 3)
- Three times a year schools must complete data proforma and subsequent analysis on assessment template. This to be submitted to central school improvement team.

### *Trust Level*

- Termly Assessment day to collate and analysis data with recommendations presented to RIG.

## **Reporting to parents**

It is each school's responsibility to report the progress of the pupils to parents. There should be a minimum of two opportunities to share pupil progress with parents during throughout the year.

Parents should be informed of any gaps their child/ren may have and suggestions of how they can help and support at home. Parents will receive a written report on their child's academic achievements and know the band in which they are currently working in.

## **Importance of Disadvantaged pupils**

The Trust recognises that the progress of disadvantaged pupils is of paramount importance and must form a significant part of any analysis, a part of pupil progress meetings and in information provided to the board.

For the further detail on Plymouth CAST's approach to disadvantaged pupils, please see Plymouth CAST's Pupil Premium policy.

## Appendix 1 – Standard Operating Procedures for Target Tracker

### Target Tracker Assessment

All schools within CAST use an electronic tracking system called Target Tracker (TT). This enables teachers and leaders to accurately assess and discuss pupil progress. It is imperative that all schools use TT in the same way by:

- 1) Highlighting statements red when children have covered the objective. When then teacher feels the objective has been achieved and there is evidence to support that, the statement is turned blue. When a teacher feels that a child has mastered an objective they turn the statement gold.

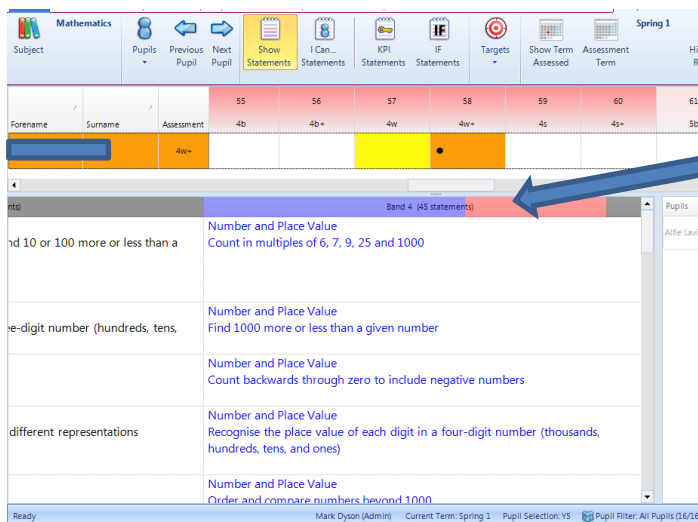
Year 5 child has achieved Number and Place Value

Year 5 child has evidence of mastery of some Band 4 objectives from the previous year.

Year 5 child has been taught these objectives but the teacher doesn't feel (or has evidence for) the child demonstrates a clear understanding yet

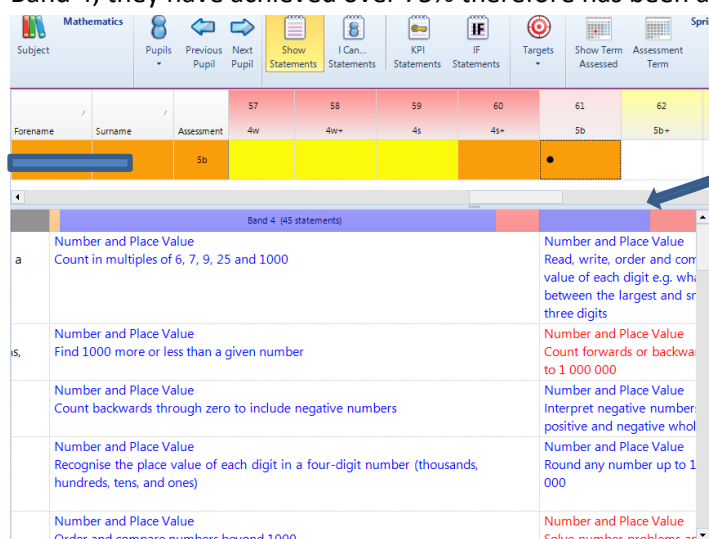
Band 2 (53 statements)	Band 3 (40 statements)	Band 4 (45 statements)	Band 5 (53 statements)
Number and Place Value Demonstrate an understanding of place value supported by the use of apparatus if required e.g. by stating the value of each digit in a number between 10 and 100	Number and Place Value Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number	Number and Place Value Count in multiples of 6, 7, 9, 25 and 1000	Number and Place Value Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit e.g. what is the value of the '7' in 276,541? Find the difference between the largest and smallest whole numbers that can be made from using three digits
Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward	Number and Place Value Recognise the place value of each digit in a three-digit number (hundreds, tens, ones)	Number and Place Value Find 1000 more or less than a given number	Number and Place Value Count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000
Number and Place Value Recognise the place value of each digit in a two-digit number (tens, ones)	Number and Place Value Compare and order numbers up to 1000	Number and Place Value Count backwards through zero to include negative numbers	Number and Place Value Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero
Number and Place Value Identify, represent and estimate numbers using different representations	Number and Place Value Identify, represent and estimate numbers using different representations	Number and Place Value Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000	Number and Place Value Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000

- 2) Assessing (placing the dot) in the same place. As statements are assessed, the bar along the top will move in line with how the statements have been assessed. At each data drop, teachers will need to use the information from the bar to make an informed judgement. ***This judgment will be made by using the blue bar. The red bar shows that the child has been taught more of the Band 4 curriculum but has not demonstrated secure enough understanding so we don't take this into account.***



This child has been assessed at 4W+ because there are enough statements assessed as being achieved to show the child is working within this step

- 3) **At no point should a child be assessed at a band if they haven't achieved 75% of the statements from the previous Band.** The picture below clearly shows that although the child has not achieved every statement at Band 4, they have achieved over 75% therefore has been assessed at 5B.



The bar here is mainly blue with a small amount of red. As the blue bar is over 75%, and there is sufficient amount of statements blue in the next band, the teacher has assessed this child at 5B.

- 4) All schools within CAST will use W+ within any band to identify children who are ARE in any one year group.



### Age Related Expectation Summary Report Y6 - All Pupils (34 pupils)

Subject	Missing Assessment	Working Below Expectation	Working At Expectation	Working At or Above Expectation	Working Above Expectation
Reading	1 (2.9%)	25 (73.5%)	8 (23.5%)	8 (23.5%)	0 (0%)
Writing	1 (2.9%)	30 (88.2%)	3 (8.8%)	3 (8.8%)	0 (0%)
Mathematics	1 (2.9%)	23 (67.6%)	10 (29.4%)	10 (29.4%)	0 (0%)
Combined		Working Below Expectation in one or more 31 (91.2%)	Working At or Above Expectation in all 2 (5.9%)	Working Above Expectation in all 0 (0%)	

Key: Number of Pupils (Percentage)

This class, at the time of the screen shot, have 8 children at W+ or above, therefore meeting ARE.

## Assessing the Early Years

In the Early Years Foundation Stage, profile data is collected regularly against the 17 different areas of learning. This is recorded on Target Tracker and progress is tracked throughout the year. At the end of the year, children will receive a judgement against the Early Learning Goal, which forms their profile data. Children's achievement of the Early Learning Goal will be recorded as Emerging, Expected or Exceeding. They will achieve their Greater Level of Development (GLD) if they are assessed at expected or exceeding for all 17 areas.

### EYFS data is used to:

Inform parents about their child's development against the Early Learning Goals (ELGs) and the characteristics of their learning.

Help Year 1 teachers to plan lessons and support to meet the needs of all pupils.

Prime Areas					Specific Areas of Development	
Areas for Good Level of Development (GLD)						
Communication and Language	Physical Development	Personal, Social and emotional Development	Literacy	Mathematics	Understanding the World	Expressive Art and Design

## Administration of Target Tracker

Information on pupils e.g. attendance, PP eligibility, new pupils etc. must be updated at least half termly in line with the dates for the data drop above.

GLD, KS1 and KS2 data must be uploaded at least annually before the end of the summer term.

## Appendix 2 - Key Assessment Dates

Every school is required to update their data on TT on a half-termly basis. The information from each data drop will be inputted onto the Progress and Attainment Overview form and submitted to the Area Advisor.

*The dates for the 2018/19 academic year are:*

- **20th October 2017**
- 15th December 2017
- **16th February 2018**
- 30th March 2018
- **25th May 2017**
- 13th July 2017

Dates in bold are also for submission of predictions.

### Assessment Weeks

**Assessment Week 1** Monday 13<sup>th</sup> November – Friday 17<sup>th</sup> November 2017

Deadline for data: Friday 1<sup>st</sup> December 2017

Trust Analysis Day: Wednesday 6<sup>th</sup> December 2017

**Assessment Week 2** Monday 5<sup>th</sup> February – Friday 9<sup>th</sup> February 2018

Deadline for data: Friday 2<sup>nd</sup> March 2018

Trust Analysis Day: Monday 5<sup>th</sup> March 2018

**Assessment Week 3** Monday 21<sup>st</sup> May – Friday 25<sup>th</sup> May 2018

Deadline for data: Friday 8<sup>th</sup> June 2018

Trust Analysis Day: Monday 11<sup>th</sup> June 2018



### **Appendix 3 - Pupil Progress Meetings**

Not every bit of Pupil Progress can be measured or identified using Target Tracker. In Plymouth CAST, we provide many learning opportunities for a wide range of children who make progress that isn't academic, such as social and emotional. This progress is just as important, because longer term it will allow these pupils to make the academic progress. For this reason the class teacher meets with relevant members of the Senior Leadership Team once per half term.

The progress of individuals and specific groups of pupils is discussed in relation to assessment data that teachers have prepared. As a result of these meetings, targets may be revised and intervention groups planned. Trends across cohorts, different groups (see below), key stages and subject areas are collated and actioned as necessary.

The way progress meetings are conducted, along with the paper work to go with them and the personnel involved is all conducted at the individual schools' discretion.

#### **Tracking of groups**

All pupils are tracked throughout the year and are discussed at Pupil Progress meetings, as are particular focus groups:

- Boys
- Girls
- Pupil Premium
- Persistent Absentees
- Middle Attainers
- Lower Attainers
- Special Education Needs and Disabilities
- English as an Additional Language
- Academically More Able
- Looked After Children
- White British
- Service Children
- Summer Born

## **Appendix 4 – Identification of Academically More Able Pupils (AMA)**

### **Identification of AMA at KS1:**

To identify a child as AMA at KS1, a child needs to be assessed as Exceeding in Reading, Writing & Number in the Early Years. Achieving in only one or two of the areas will not be classified as AMA.

### **Identification of AMA at KS2:**

To identify a child as AMA at KS2, a child needs to be assessed as Exceeding in Reading, Writing & Number in the Early Years OR to be in Prior Attainment Group of 18 or above at KS1. The formula to identify the Prior Attainment Group is to add the APS score for a pupil's Reading, Writing and Maths (twice) and divide this by 4.

This is fine for pupils who are due to exit primary school in 2017, 2018 or 2019 as they were assessed at KS1 using 'levels'. To identify if a pupil is AMA for pupils due to exit primary school in 2020 or thereafter, until we have clearer guidance from the Government, it will be any pupils who were Greater Depth in the KS1 tests in any of the following combinations.