



**A member of Hatton Academies Trust**

<b>Title</b>	<b>KS1 and KS2 Assessment</b>
<b>Reviewed</b>	<b>September 2022</b>
<b>Next Review</b>	<b>September 2023</b>
<b>Associated Policies</b>	<b>Oakway Curriculum Policy Oakway Appraisal Policy EYFS Policy</b>
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**The academy views assessment as an integral part of the learning and teaching cycle. Formative and summative assessments are used to monitor and evaluate progress and attainment of individuals, groups and cohorts.**

## **Aims and objectives**

**Every child** knows how well they are achieving, and understands what they need to do to improve. They receive the support they need to achieve the ambitious targets they are set.

**Every teacher** is equipped to make well-founded judgements about pupils' attainment; understands the concepts and principles of progression, and knows how to use their assessment judgements to forward plan in order that every child fulfils their potential.

**The academy** has in place structured and systematic assessment systems for making regular, useful, manageable and accurate assessments of learners, and for tracking their progress.

**Every parent and carer** knows how well their child is achieving, and understands what their child needs to do to improve. They know what support their child will receive to ensure they meet their targets and they know how to support their child at home.

## Oakway Assessment Policy and Practice

Assessment is the process of gathering information from a range of sources in order to develop a deep understanding of what our learners know, understand, and can do with their knowledge. The process culminates when these assessments are used to support further learning.

The following sections summarize the content of our assessment system, this is also displayed as a table in appendix A.

### Summative Assessment

Summative assessment will be used during the school year to inform judgments on progress and attainment. Question Level Analysis is completed for each summative assessment activity, these are essential to understanding the progress and identifying gaps in knowledge and understanding to inform future teaching and learning.

- Children in Year 1 are assessed in June each year using the national phonics screening assessment tool. The score the children achieved and whether this is meeting the expected level or not, is reported to parents in end of year reports. Children have opportunities within the school year to have mock phonics screening, this is used as formative assessment to inform planned teaching and learning.
- Children in Year 2 are assessed against a national set of criteria for reading, writing, maths and science. Published test papers will support teacher's assessments of children against these criteria. Teacher Assessment results are reported to parents at the end of year.
- Children in Year 2, who did not meet the expected standard for national phonics screening assessment tool in Year 1, are reassessed each year. The score the children achieved and whether this is meeting the expected level or not, is reported to parents in end of year reports. Children have opportunities within the school year to have mock phonics screening, this is used as formative assessment to inform planned teaching and learning.
- Children in Year 6 are assessed against the nationally published SATs for; grammar punctuation and spelling, maths and reading. These take place in May each year on dates that are given to schools. Writing and science are assessed against a set of nationally published criteria for Key Stage 2. The results for all subjects, which indicate if children are meeting age related expectations for attainment, are reported to parents in the end of year reports. Year 6 are also assessed at regular intervals throughout the year using a range of published summative assessments.
- Children in Years 3, 4 and 5 will be assessed using the published PIXL assessments for reading, maths and GPS three times in the school year. The results of these assessments will not be explicitly shared with parents but will inform teacher assessments which will be shared with parents through meetings and the end of year report. A QLA is completed for each assessment and is used to inform the planning of future teaching and learning.
- Children in Years 1-6 are assessed against a set of criteria for all non-core subjects across the academic year, at the end of each year these assessments inform a summative judgment which indicates whether children have attained the age related expectations in each subject. This is communicated to parents in the end of year reports.
- Children in Year R complete the statutory Reception Baseline Assessment (RBA). The RBA is a short activity based assessment of the children's starting points in language, communication, literacy and mathematics. This is completed during the first six weeks of the Autumn term.

- At the end of June all children in Year R are assessed against the EYFS Profile Early Learning Goals, stating whether they meet the expected levels of development (expected) or not (emerging) for each goal. If they reach the ELG in 5 of the 7 EYFS curriculum strands – Personal, social and emotional development, Communication and language, physical development, literacy and maths - they are judged as having a Good Level of Development.

## Formative Assessment Year R

Children in Reception are assessed during the first six weeks of being inducted. The areas of learning assessed during the baselining process are: mathematics, literacy, personal, social and emotional development and physical development in order to establish a baseline, or starting point, for their future learning. We also consider assessment information handed up from previous early years settings. Judgements are made based on adult's observations and children's performance in a range of adult led activities and the children's independent play and interactions and are used to inform planning.

Children in Reception are assessed against a set of curriculum goals for all areas of the EYFS at 3 points across the academic year to check whether they are on track to meet the end of year age related expectations (the Early Learning Goals).

Writing and number are subject to formative assessments using the curriculum tracker's criteria based on the subject specific progression knowledge and skills documents. These take place on a continuous basis throughout year and inform the summative EYFS profile assessment at the end of the year. The curriculum trackers are analysed at regular periods throughout each term and inform planned teaching and learning for individuals and groups.

## Formative Assessment Years 1- 5

Fischer Family Trust (FFT) curriculum tracker, is the academy's main formative assessment tool for Key Stage one and Key Stage two, it is comprised of sets of criteria for reading, writing and mathematics. Teachers use outcomes from teaching and learning to make ongoing formative assessments against this criteria which in turn informs planned future teaching and learning. A range of ongoing formative assessments are used each term to inform this tool which is then used to produce summative assessments three times each year.

Progress and attainment for all core subjects, in all year groups, is analysed three times each year. This informs planned teaching and learning and identifies any children or groups who are not making expected progress so that interventions can be implemented.

All non-core curriculum subjects are also subject to formative assessments using the curriculum tracker's criteria based on the subject specific skills taught at the point of assessment. These take place across the academic year and inform a summative assessment at the end of each year. The outcome of these assessments is analysed by Subject leaders and informs planned teaching and learning.

## September Baselines

- Relevant end of Key Stage assessments and end of year teacher summative and formative assessments (FFT), are used to inform September baselines and end of year targets for all children in Years 2-6. For children entering Year 1, the outcome from the EYFS assessment tool is used to create a baseline using the FFT tool for all core subjects. The QLA from the previous summative assessments are used to inform the planned teaching and learning for the first part of the academic year, these are supplemented by the outcomes of ongoing formative assessments and national trends.

## Phonics

Phonics progress and attainment for children in Year R, 1 and Year 2 is assessed each term. There are also children in Key Stage 2 who continue to access phonics and therefore have the same assessments. This assessment information is used to inform judgments against the assessment criteria for reading and informs planned teaching and learning. As part of phonic screening in Year 1, and those children in Year 2 that did not pass the previous year, mock screening checks take place in November, February and April. This assessment informs planning and interventions of decoding real and nonsense words.

## Writing

Writing assessments, against the national criteria for Years 2 and 6, are constant. A wide range of writing opportunities are used to inform these assessments for all year groups with each sequence of learning having writing as an end product. Each writing sequence follows a structure approach 'The Write Stuff' that ensures children are given opportunities to chat (chat and jot) their ideas against set writing skills. At the end of the sequence, children then have another opportunity to demonstrate their improved skills at writing in a particular style and their ongoing writing skills, this is called a 'hot write'. Teachers assess the writing outcomes across a range of subjects as part of the curriculum tracker. This then informs priorities for the next writing unit.

## Reading

Reading assessments, against the national criteria for Years 2 and 6, are constant. A wide range of evidence is used to inform these judgments for all year groups. Examples include the Accelerated Reader data for Key Stage two and reading lessons for all year groups. All children in years 2-6 will have termly Star assessments and a miscue analysis completed three times across the year, these will be used to inform planned teaching and learning, alongside the PiXL/SAT QLAs for individuals and groups.

## Maths

As with reading and writing; maths assessments, against the national criteria for Years 2 and 6, are constant. A wide range of evidence is used to inform these judgments for all year groups. Examples includes the Times Table Rockstar and regular arithmetic assessments for Years 2-6. All classes use a pre and post assessment process for each sequence of learning, these provide opportunities for children to demonstrate their skills and understanding in the different strands of the maths curriculum. The outcome of pre assessments is used to inform planned teaching and learning for classes, groups and individuals with the post assessments being used to judge progress and attainment in a specific strand of learning, informing future planned teaching and learning.

## **Science**

The coverage of the science curriculum is tracked each term for every child in Years 1-6. Attainment is assessed against the FFT curriculum tracker with criteria directly linked to the CUSP curriculum taught, enabling gaps in knowledge and understanding to be identified and planned teaching and learning adapted to ensure progress. This formative assessment information is used to inform a summative judgement each year for all year groups where children are judged against age related expectations as met or not met.

## **PE**

Physical Education is assessed half termly. Each student's attainment in the two units of study they have completed in each half term is assessed from Year 1 to Year 6. All assessments are tracked using FFT and a judgement is made against the assessment criteria for each unit of work. Judgements are made using the numbered scale below:

- Blank = objective not taught
- 0 = objective not met / below
- 1 = working towards
- 2 = met expected standard/secure
- 3 = exceeding expected standard/greater depth

At the end of the academic year, an overall judgement for Physical Education will be made by PE teachers/coaches based on whether they are 'working towards' national expectations or 'working at or above' national expectations. These judgements will be shared with parents through end of year written reports.

In EYFS, all assessments linking to the Early Years Goals are made by class room teachers but informed by the observations, photographs and commentaries noted by staff during Physical Education lessons.

Swimming attainment is also tracked (in the year groups it is taught) with coaches and teachers recording the following:

- whether a child can reach the age related expectation of being able to swim 25m by the end of KS2.
- Whether a child can use a range of strokes effectively e.g. front crawl, backstroke and breast stroke
- Whether a child can perform safe self-rescue in different water-based situation

## **Other subjects (*History, Geography, Music, Art, Design Technology, Religious Education and French*)**

The coverage of the identified other subjects is also tracked each term for every child in Years 1-6. Attainment is assessed against the FFT curriculum tracker with criteria considering the stage of proficiency for the knowledge and skills taught so far, enabling gaps in knowledge and understanding to be identified

and planned teaching and learning adapted to ensure progress. This formative assessment information is used to inform a summative judgement each year for all year groups where children are judged against age related expectations.

## Assessment Evidence

All teachers from Year 1 to 6, track electronically using the FFT curriculum tracker for all subjects. Teachers use a wide range of evidence to inform their assessments these include; children's recorded learning, practical activities, homework, summative assessments, monitoring of teaching and learning as well as discussions with children. These assessments enable all assessments completed to be gathered and provide a whole picture of the child as they progress throughout the school. In order to reduce teacher workload, in 2022-23 we used a best fit approach for all non-core subjects based on what had been taught so far. The checking and moderation of these teacher assessments will be completed as part of the monitoring and moderation cycle both internally and across the Trust. Teachers will continue to make final definitive assessment judgements for all individuals at the Data Points during the year, these are entered directly onto the FFT curriculum tracker.

Evidence for the assessment of other subjects is presented as part of the FFT curriculum tracker for each subject. A wide range of evidence is used to inform these judgements including; children's individual recorded learning, practical activities, displays and artefacts, monitoring of teaching and learning and discussions with children. Subject Leaders use the assessment data to identify areas for continued focus for year groups throughout the year.

In addition to the children's recorded learning, teachers in Year R use written and photographic observations of child initiated and adult-led activities to support teachers' knowledge of children's interests and progress in their development and learning prior to planning challenging, meaningful and achievable activities and experiences to extend their learning. Adults record photographic and written observations of the children's learning in a paper-based learning journey or big book.

## Targets

Using relevant formative assessment information and as part of the FFT target setting tool, all children have individual end of year targets for all core subjects. All children should make at least expected progress from their individual starting points and some children are identified to make more than expected progress in order to close the learning gap. Children who are identified as having a cognitive learning delay have adjusted targets which take their needs into account. A number of children have an individual Learning Plans with specific targets which are tracked separately from the above system.

Other subjects have attainment and progress targets set for cohort. Subject Leaders use summative data to identify classes to target an increase in the percentage of children meeting age related expectations then support teachers to plan learning that increases progress.

Following the completion of the Reception baseline activities and at subsequent data checkpoints, children are given a series of next steps ('learn that' and 'learn how to' statements) to support them to



meet the end of year (Early Learning Goal) age related expectations. Any gaps in their learning are identified with targeted activities designed to meet the skills or knowledge gap.

## Reporting to parents

Parents are provided with relevant information about their child’s progress and attainment in core subjects. This is achieved through end of year reports as well as Parent Meetings, which take place twice in the academic year. Teachers clearly communicate age related expectations and where children are attaining against these criteria. Parents have access to the sets of criteria that are used for all year groups in all core subjects.

## Appendix A: Summative and Formative Assessments

### Summative Assessments

	EY	Y1	Y2	Y3	Y4	Y5	Y6
<b>Term 1</b>	Reception Baseline Assessment OA Baseline Phonics Baseline	KS1 baseline Phonics Assessment	TAF Phonics Assessment	Autumn PiXL	Autumn PiXL	Autumn PiXL	Mock SATs (2017)
<b>Term 2</b>	DP1 & Learning Plan reviews Phonics Assessment	DP1 & Learning Plan reviews Phonics Assessment Mock PSC (2018)	DP1/TAF & Learning Plan reviews Phonics Assessment Mock PSC (2018)	DP1 & Learning Plan reviews	DP1 & Learning Plan reviews Times Table Assessments	DP1 & Learning Plan reviews	DP1 & Learning Plan reviews  Mock SATs (2018)
<b>Term 3</b>	Phonics Assessment	Phonics Assessment Mock PSC (2019)	Mock SATs (2022) Phonics Assessment Mock PSC (2019)	Spring PiXL	Spring PiXL	Spring PiXL	Mock SATs (2019)
<b>Term 4</b>	DP2 & Learning Plan reviews Phonics Assessment	DP2 & Learning Plan reviews  Phonics Assessment Mock PSC (2022)	DP2/TAF & Learning Plan reviews  Phonics Assessment Mock PSC (2022)	DP2 & Learning Plan reviews	DP2 & Learning Plan reviews  Times Tables Assessments	DP2 & Learning Plan reviews	DP2 & Learning Plan reviews  Mock SATs (2022)
<b>Term 5</b>	Phonics Assessment	PSC (2023)	Y2 2023 SATS PSC (2023)				Y6 2023 SATS
<b>Term 6</b>	EYFS profile report & Learning Plan reviews Phonics Assessment	DP3 & Learning Plan reviews	End of Key Stage teacher assessments & Learning Plan reviews	Summer PiXL  DP3 & Learning Plan reviews	Summer PiXL  DP3 & Learning Plan reviews  Times Tables Assessments	Mock SATs (2017)  DP3 & Learning Plan reviews	End of Key Stage Teacher Assessments & Learning Plan reviews

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## **Formative Assessments**

Formative, ongoing assessment, is used across all lessons in a wide variety of formats. This assessment is used to inform the planned teaching and learning as well as provide evidence to support Summative Teacher Assessments. Examples include:

- Live feedback
- Regular spelling tests
- Letter and number formation assessments
- Hot Writes for each unit of writing
- Phonics assessments
- Star Reading Tests and Accelerated Reader quizzes (KS2)
- 1:1 readers
- Pre and post maths assessments
- Miscue Analysis of reading