



Springfield Primary
School

Assessment
Policy

Assessment Policy

Aim

At Springfield we aim to create a learning community that is both safe and supportive in an environment of mutual respect. The quality of education will be of the highest standard in order to secure the best outcomes for all our children.

Vision

We want every child to achieve their full potential in every way and leave Springfield fully prepared for the next stage of their life.

Ethos

Our children feel safe and secure to learn. We have created a listening culture which enables children to develop self-respect and self-determination. We challenge children to recognise and meet their full potential and be aspirational. We provide a creative curriculum that is individual to our children, celebrating diversity and inclusivity. We work positively in partnership with our families to ensure we are 'achieving together' in all aspects of life.

Assessment Procedures

Class Context Sheets

From Reception to Y6, class context sheets are kept to identify the needs of all children and support the complex analysis of progress for different children and groups across school.

Target Children

These are identified through Pupil Progress and Attainment Reviews and data analysis. Provision for these children is allocated during their review meetings and Pupil Progress Reviews (PPRs).

| Whole school | Assessment tools |
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| | <ul style="list-style-type: none">• Class teachers are able to speak knowledgeably about the children in their class in all areas of the curriculum.• Class teachers put provision in place to support pupils who are working below ARE and for pupils who are working above the expected level for their age group.• 'On entry' assessments in reading, writing, maths and SPaG for any new arrivals is made within the first 3 weeks of their arrival..• Pupils who are working below ARE or above ARE in all subjects (Reception-Year 6), including the Foundation subjects, are discussed and noted at PPRs in terms of what their provision will be to support their learning and to ensure early identification is in place for those children who are at risk of falling behind.• For the wider curriculum, tools including concepts maps, Quizzes and talking to children support teacher assessment judgements in order to understand how much children have remembered and can recall knowledge.• We will use the Springfield Non-Core assessment grids linked to our curriculum for to support teachers best fit judgements.• Ongoing STAT assessments (Y1-Y6) for all children that are updated each term. There will be on going assessment using STAT grids and children will be monitored at whether they are meeting Age related expectations (ARE), working above or at which STAT step they are working below.• Progress and attainment will be monitored (Reception-Year 6) and evidence of judgments will be discussed in half termly Pupil Progress Reviews (PPRs). At this point, any required intervention will be established. |

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| | <ul style="list-style-type: none"> For pupils in Year 2 and Year 6 who are working well below their age and not accessing subject specific learning, assessment is ongoing using the Engagement Model. Children who are new to English (Y1-Y6) will be assessed using STAT EAL for Reading, Writing and Maths until they are at the required stage to be assessed using the National Curriculum criteria. Ongoing Running record reading assessments for children working at below Running record level 30 are used to inform gaps and to inform planning. Ongoing White Rose maths end of unit assessments to keep track on gaps and embed learning are used to inform gaps and to inform planning. At the end of the school year all statutory data is submitted to the DfE in line with government guidance. Ongoing Key words and Spellings tracked on Tricky word/Key word/Common exception words/NC words sheets and totalled at least half termly to track progress. <p>All assessment information and records are passed to the next class teacher prior to the new academic year starting as part of transition procedures.</p> |
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| Year Group | Assessment tools |
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| Nursery | <ul style="list-style-type: none"> Development Matters (2021) will be used to assess all children, including those with SEND. On entry to Nursery: children will be assessed using Development Matters for the 7 areas of learning. Nursery children will be monitored through the year for progress using Development Matters. Children will be recorded as to whether they are at Age related expectations (ARE) or whether they are emerging (2-3yrs), working below (1-2yrs) or well below ARE (0-1 yrs). Development matters will help to support judgements as to which developmental stage each child is working within. Ongoing formative assessments are made of children, through observation and interaction, in order to plan appropriate provision. End of Nursery: Development Matters data will be moderated and transferred to their next teacher in their Reception class. |
| Reception | <ul style="list-style-type: none"> Development Matters (2021) will be used to assess all children, including those with SEND. On entry to Reception: Typical behaviours from Development Matters from Nursery data is used together with school on entry assessments for the 7 areas of learning. Children will be recorded as to whether they are at Age related expectations (ARE) or whether they are emerging (3-4 years), working below (2-3years) or well below ARE (below 2years old). Development matters will help to support judgements as to which developmental stage each child is working within. These assessments are generally carried within the first 4 weeks of a child starting school. Within 6 weeks of starting school, the Statutory 'Reception Baseline Assessment' is carried out. Tracker+ is used to track progress over the Foundation Stage and is updated in line with school and Local Authority deadlines. Ongoing formative assessments are made of children, through observation and interaction, in order to plan appropriate provision. Class teachers use running records and phonics assessments to plan for phonics and reading. Assessments in phonics are tracked through the Twinkl assessment resources. End of Reception: Children are assessed against the 17 Early Learning Goals and judged as to whether they have met the Good level of development. This statutory information is reported to parents in the end of |

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| | <p>year report and assessment information is passed on to the KS1 teachers through transition.</p> <ul style="list-style-type: none"> • At the end of the summer term, children are assessed against the 7 areas of learning from Development matters and in Reading, Writing, Maths and SPaG pupils are given a STAT step which is used as an on-entry assessment data point for the year 1 children. |
| Year 1 | <ul style="list-style-type: none"> • STAT assessments made by the Reception teacher will be the on entry in Y1 • In Year 1 children's phonics progress is tracked and monitored throughout the year using the Twinkl assessment resources as well as past Phonics papers. • Y1 pupils are required to take a DfE Phonics screening check assessment in June. |
| Year 2 | <ul style="list-style-type: none"> • Pupils in Year 2 periodically use the Y2 Past SATs Papers to inform Teacher Assessment judgements in line with National requirements. • Pupils are judged against the National standards in Reading, Writing, Maths and Science and evidence from their class and test papers to inform Teacher Assessment judgements. • Children are tracked in their phonic knowledge against Past phonic paper assessments and Twinkl assessment resources. Children who did not pass the Phonics screening test or did not take the test in Year 1 will be required to take the test in June. |
| Year 3 | <ul style="list-style-type: none"> • Rising Stars NTS Reading papers in the Summer term. • Where appropriate, Twinkl Phonics assessment resources are used to track children's attainment in phonics and provide gaps analysis to inform teaching. |
| Year 4 | <ul style="list-style-type: none"> • Rising Stars NTS Reading papers in the Summer term. • Where appropriate, Twinkl Phonics assessment resources are used to track children's attainment in phonics and provide gaps analysis to inform teaching. • The DfE Multiplication Timestable Check will be administered in line with Government expectations and therefore children will be exposed to test-like conditions prior to the test in order to prepare them for this check. |
| Year 5 | <ul style="list-style-type: none"> • Rising Stars NTS Reading papers and past SATs papers in the Summer term. • Where appropriate, Twinkl Phonics assessment resources are used to track children's attainment in phonics and provide gaps analysis to inform teaching. |
| Year 6 | <ul style="list-style-type: none"> • Past SATs papers for Reading, Maths and SpaG used for gaps analysis. • Where appropriate, Twinkl Phonics assessment resources are used to track children's attainment in phonics and provide gaps analysis to inform teaching. • Pupils are assessed against the National standards in Writing and Science using evidence from their work. • At the end of Y6, children will sit their SATs tests in Reading, Maths and SPaG, these will be externally marked and all data will be submitted to the DfE in line with government guidelines. |

Special Educational Needs and Disabilities (SEND)

For children with Special Educational Needs and Disabilities (SEND) there are a variety of assessments undertaken that will best meet their individual needs. The Sheffield Support Grid-Exemplification (SSGe) document and other assessments such as the Birmingham Toolkit, Locke & Beech for example, are used within school. The exact nature of the assessment will depend on the child's age, stage of development and needs. Further advice may be sought from the SENCo. Children who are not engaged in subject-specific study in Y6 are assessed using the Engagement Model.

Moderation

Moderation for all phases will take place regularly in school as well as through the Sheaf Learning Community. In addition, the school will follow Local Authority recommended programmes. There will be occasions when the school is moderated by Local Authority Officers.

| DfE Statutory Assessments | | |
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| Year Group | What | When |
| Reception | On- Entry Baseline (RBA) | Within 6 weeks of starting school |
| | EYFS Profile | June |
| Y1 | Phonics Screening Check | June |
| Y2 | Standard Attainment Tests in English and Maths Teacher Assessments in English, Maths and Science | May |
| | Phonics Screening Check For children not previously taken the check or need to retake from Y1 | June |
| Y4 | Multiplication Tables Check (MTC) | June |
| Y6 | Standard Attainment Tests in English and Maths Teacher Assessments in Writing and Science | May |
| | Engagement Model- ONLY for children with SEND who are not engaged in subject specific study and will likely have an EHCP | June |

Policy to be reviewed July 2024.