

Perryfields Primary School

Assessment

'Growing and Learning Together'

Teachers are highly skilled at meeting the needs of all pupils, through a combination of having high expectations, teaching lessons full of pace and challenge, and making outstanding use of assessment to give pupils consistently clear guidance on how well they have done and how they can improve their work.

- There is a rigorous, whole school approach to record keeping that is followed by all staff to ensure continuity and progression in pupils' learning.
- Individual reading, writing, and mathematics records are kept for each pupil.
- Annual records are written on each pupil at the end of each academic year and a copy is presented to parents/carers.
- All records are available to Parent/Carers and should be referred to the Head Teacher.
- Historical records are available to receiving teachers and to parents when requested through the Head Teacher.
- When necessary, additional observational records are kept on pupils whose behaviour or achievement causes concern.
- Changes to assessment

In 2014 the government introduced a new curriculum which had fresh content and ambitious expectations of learning. This has also led to changes in assessment. Levels(L1,2,3,4 and 5) have been removed and schools have been allowed to design an assessment system that fits with their curriculum. The rationale for the removal of levels is:

- Levels led to children racing through the curriculum, moving on too quickly and only gaining a shallow understanding of concepts and ideas taught
- Children were assessed to 'best fit', meaning that they may have missed out on learning key concepts but still achieved their level
- Levels on papers were taken as an average and might not reflect the child's capabilities
- International practice does not use levels but focuses on learning fewer concepts in a greater depth

How will we assess?

We are using 'Depth of learning' to assess your child's learning. We assess their progress by reviewing the depth of their understanding. All learning is grouped into 3 milestones. Within each milestone, the children are assessed based on their level of understanding of a concept within the curriculum. This is at a basic, advancing or deep level. All children begin each milestone at a basic level. Here, they are acquiring new skills and often need more support. Once they have demonstrated this level of understanding multiple times, they move to the advancing stage. Some children may reach a deep level of understanding by the end of the milestone.

Year group	Assessment	Outcome		
Reception	Early Learning Goals Not changed	Emerging	Expected	Exceeding
Year 1 and Year 2	Milestone 1	Basic	Advancing	Deep
Year 3 and Year 4	Milestone 2	Basic	Advancing	Deep
Year 5 and Year 6	Milestone 3	Basic	Advancing	Deep

All children will be expected to make good progress from their starting point:

End of EYFS	Milestone 1	Milestone 2	Milestone 3
Emerging	Basic	Advancing	Advancing
Expected	Advancing	Advancing	Advancing
Exceeding	Deep	Deep	Deep

These are assessed by formative assessment (through the learning they have done in class) and through more formal summative assessments (tests taken at the end of a learning point).

What are Statutory tests?

At different points in a child's school life the school is required by the government to "test" children and report the information.

When	What	How
End of Reception (End of Early Years)	Early Learning Goals	Via observations throughout the year of the child's learning
End of Year 1 (Re-check in Year 2 for those not yet at expected)	Phonics Screening Check	1:1 assessment of phonics screening (for 1 week in June)

standard)		
End of Year 2 (End of KS1)	<p>Maths test – 2 papers</p> <p>Reading Test – 2 papers</p> <p>Grammar, Spelling and punctuation test</p> <p>Writing – Teacher assessed</p>	<p>1:1 retakes of Year 1 Phonics Screening</p> <p>SATS administered by staff end of May/beginning of June</p>
End of Year 6 (End of KS2)	<p>Maths test— calculation paper, reasoning paper, mental maths test</p> <p>Reading test</p> <p>Grammar, Punctuation and Spelling test</p> <p>Writing – Teacher assessed</p>	<p>SATS administered by staff in specified week in May</p> <p>Monitored by member of FGB</p>

The summative assessments below enable teachers and SLT to track progress over time and target individual pupils and groups of pupils for targeted interventions.

NFER – Baseline of Reading and Maths (COVID19) and trialled for termly assessment for the academic year 2020/21. Changes to dates for the administration of the tests may occur due to Lockdown, isolation periods etc

Formative assessment

However, it is also important to acknowledge the vast amount of formative assessment (everyday learning in class and evidenced in books, discussions and homework) which is conducted on a daily basis by teachers to inform future planning and teaching.

Observational Assessment - In Pre-School and Reception, much of the formative assessment is carried out through observation of the children applying their knowledge and skills independently. Staff record these observations in a range of ways, for example long observation sheets, short, incidental observations (e.g. on post-it notes) and photographs. Photographs are stored in individual Tapestry online learning journals. Parents are also able to access Tapestry to upload photographs and comments from home, therefore enabling staff to make assessment judgements that include a well-rounded picture of each child.

Knowledge Rich Curriculum (KRC) - the Key Learning Objectives are included in each of the subject folders. These are colour coded to represent the three main ability groups. However, it is acknowledged that some pupils might excel in different subjects therefore the folders allow for movement between the different ability groups for different subjects.

POP Tasks/Retrieval Practice - used as ongoing formative assessment and to assess whether pupils have retained learning from previous lessons

Kahoot/Quizzes - used as ongoing formative assessment. These are assessed by formative assessment (through the learning they have done in class) and through more formal summative assessments (tests taken at the end of a learning point).

Reading is assessed in a variety of ways.

Fluency – pupils' fluency (a child's ability to read with speed, accuracy and proper expression and intonation) is assessed termly (1:1). This entails each child reading an extract from an age appropriate text in a minute. Their score (the number of words read

accurately) is recorded and tracked on SIMS using a traffic light system. The system enables teachers and SLT to track the progress of individual pupils, groups, classes and cohorts over time. It quickly identifies pupils whose reading fluency is below their age expected standard. These pupils are subsequently targeted for reading intervention. Once a child has achieved the highest mark possible for their age group, the test is no longer used.

Salford Reading Tests – The Salford Reading Test assesses a child’s reading age. This is conducted termly on a 1:1 basis and consists of a set of sentences that become progressively more challenging. The Salford Reading Test provides teachers with invaluable data and enables them to identify pupils reading below their chronological age. These pupils are subsequently targeted for reading interventions. Pupils reading below their chronological age are often pupils with SEND. They may have specific learning difficulties which are assessed and addressed by the Inclusion Manager and may involve outside agencies. Once a child has achieved the highest mark possible, the test is no longer used.

Comprehension – Pupils’ reading comprehension is assessed termly. NFER Comprehension Tests are used in Years 1, 3, 4 and 5. These tests provide a set of comprehension tasks for each year group using age-appropriate and national-test style questions and provide teachers with a standardised score. Teachers use the standardised score and other evidence to determine each child’s reading level. In Years 2 and 6, past SAT papers are used to assess pupils’ progress in reading. Pupils’ progress is tracked and pupils who are not maintaining their age-related standard are targeted for reading interventions or after school reading boosters.

As a school we also attend both internal and external reading moderation sessions with other schools within the LA. During these sessions, teachers moderate the reading level of a small number of selected pupils from the various schools and using the evidence provided decide whether the reading level attributed to that child is accurate. We use a collection of evidence (all of the above) to determine the overall attainment for each pupil. The use of NFER assessments is being trialled for the academic year 2020-21.

Writing – pupils’ writing is assessed regularly through each half term using Perryfields SPECS assessment standards. Evidence from a range of writing from across the curriculum is used to support the final judgement. Local Authority moderation with other Sandwell schools is conducted termly as well as in-house moderation.

Yr 2 and Yr 6 writing – External LA writing moderation

Maths Y1, Y3, Y4, Y5 – Currently White Rose End of Term Assessments (Maths) - Completed at the end of each term, assessing that term’s objectives. Teacher assessment given based on test score, lesson performance and assessment judgement guidance. The use of NFER assessments is being trialled for the academic year 2020-21.

Yr2 - Practice SATS papers completed in Maths in Autumn and Spring terms.

Yr 6 – Practice SATS papers completed half termly in Maths

KIRFs – Key Instant Recall Facts for each year group (R – 6) are assessed at the start of the Autumn term, the middle of the Spring term and the end of the Summer term. These are mathematical facts which are deemed essential to develop for fluent mathematics skills.

Number Clubs- are completed on a weekly basis starting from the Summer term of Year 1, and continuing to Year 6. Children must correctly complete a Number Club three times in a row before moving on to the next stage. The Number Clubs begin with 10 Club and 20 Club which assess number bonds to 10 and 20, moving on to multiplication tables, division facts, fractions, decimals, percentages, square and cube numbers, multiplying and dividing by powers of 10 and algebra. This is a timed activity, which children are given 5 minutes to complete. Later clubs may require a longer time allowance of 10 minutes.