



Firs School Assessment Policy

Document location:	https://goo.gl/rDJUpX
Document number:	5.05 (see http://goo.gl/jliS7j)
Document issue:	1.9
Document status:	Issued
Date:	20/05/24

DISTRIBUTION

Please note that 2 copies of this policy are printed as standard and distributed to the following areas.

- 1) The Staff Room
- 2) The School Office

This policy can be viewed on the school website at <http://www.firsschool.net/parent-area/school-policies>
The electronic version of this document is also available direct using the URL printed on this document.

PUBLICATION HISTORY

16/Jan/2010

Issue 01.0, Initial publication

08/05/2015

Issue 1.1 updated and reviewed

5/2/2016

Issue 1.2 updated and reviewed.

14/2/2017

Issue 1.3 updated and reviewed.

23/3/2018

Issue 1.4 updated and reviewed.

25/2/2019

Issue 1.5 updated and reviewed.

31/3/2021

Issue 1.6 updated and reviewed.

17/3/2022

Issue 1.7 updated and reviewed.

17/3/2023

Issue 1.8 updated and reviewed.

20/05/24

Issue 1.9 updated and reviewed

Contents

1. RATIONALE	4
2. FUNDAMENTAL PRINCIPLES OF ASSESSMENT	4
3. ROLES AND RESPONSIBILITIES	4
4. FORMATIVE ASSESSMENT	5
5. SUMMATIVE ASSESSMENT	6
Nursery, Kindergarten, FS1 and Reception	6
Key Stage 1 & Key Stage 2	8
Appendix 1 – English Marking Policy	10
Appendix 2 - Maths Marking Policy	14
Appendix 3 - Science Marking Policy	16
Appendix 4 - Foundation Subject Marking Policy	18
Appendix 5 - A sample template for Learning Review Meeting	21
Appendix 6 - Terminology	22

1. RATIONALE

The purpose of this policy is to support school improvement and the raising of standards of achievement, and attainment, for all our pupils.

This policy intends to:

- make clear our vision of the role of assessment as part of teaching and learning at The Firs School
- provide clear guidelines for the implementation of the policy
- make transparent the procedures in place for monitoring and evaluating assessment practices
- define clear responsibilities in relation to assessment
- provide clear definitions and purposes for different types of assessment

2. FUNDAMENTAL PRINCIPLES OF ASSESSMENT

All assessment should:

- enable individual pupils to make progress in their learning
- relate to shared learning objectives
- be underpinned by confidence that every child can improve
- help all pupils to demonstrate what they know, understand and are able to do
- include reliable judgements about how learners are performing, related, where appropriate, to national standards and programmes of study
- involve both teacher and pupils reviewing and reflecting upon assessment information
- provide feedback which leads to pupils recognising the 'next steps' in their learning and how to work towards achieving these
- enable teachers to plan more effectively
- provide us with information to evaluate our work, and set appropriate targets at whole- school, class and individual pupil levels
- enable parents/carers to be involved in their child's progress

3. ROLES AND RESPONSIBILITIES

Teachers:

- are responsible for carrying out summative and formative assessments with individual pupils, small groups and whole classes, depending on the context
- can instruct a Teaching Assistant, where appropriate, to carry out assessments within the class and discuss results accordingly
- where appropriate results will be discussed with pupils as part of an ongoing dialogue about learning progress
- are responsible for the recording of all assessments, formative or summative on the markbooks in Scholarpack in line with instructions from the SLT
- carry out marking using the agreed strategies, see Appendix 1A and 1B
- are responsible for sharing outcomes with parents/carers on the three checkpoint reports, end of year report and at the two parents/carers' meetings arranged by the school
- should produce pupil progress reports for the class/subject to discuss with SLT at Learning Review meetings; from this class, group and individual targets are set

Area Leaders (including SEN/D):

- collate centrally all summative data for their area across the school if undertaken

Firs School Assessment Policy

- ensure all staff are familiar and with the assessment policy, practice and guidance for their particular subject
- are responsible for ensuring that formative assessment is taking place in their subject/area across the school
- analyse assessment data and produce a report with development points
- Identifying pupil groups who are vulnerable to underachievement in relation to age expectations and prior attainment

The SLT:

- ensures all staff are familiar with current assessment policy and practice
- monitors standards in core and foundation subjects
- report to Directors and Firs Advisory Board on all key aspects of pupil progress and attainment
- hold teachers to account for the progress of individual pupils towards their end-of-year targets during learning review meetings
- ensures completion of two year olds progress report
- ensures that assessments of individual pupils are being carried out, recorded and shared with parents/carers
- ensures liaison with Scholarpack (www.scholarpack.com) our Management Information System provider, and GL assessment (<http://www.gl-assessment.co.uk/>), our online testing provider
- has an overview of curriculum progress through the planning
- meets with subject leaders (SL) to assess progress in these areas

4. FORMATIVE ASSESSMENT

Formative assessment, also known as Assessment for Learning or Qualitative Assessment, is day-to-day ongoing assessment as part of the repertoire of teaching strategies, based upon how well pupils fulfil learning objectives. It is about providing feedback and involving pupils in improving their learning.

In 1998, Paul Black and Dylan Williams (University of London) were commissioned to find out whether or not 'formative' assessment could be shown to raise levels of attainment. The key findings of their research were:

'Improving learning through assessment depends on five, deceptively simple, key factors:

- the provision of effective feedback to pupils;
- the active involvement of pupils in their own learning;
- adjusting teaching to take account of the results of assessment;
- a recognition of the profound influence assessment has on the motivation and self-esteem of pupils;
- the need for pupils to be able to assess themselves and understand how to improve.'

In practice this translates to:

- **sharing learning objectives**
- **defining success criteria**
- **appropriate questioning**
- **self- and peer evaluation**
- **effective feedback**
- **raising children's self-esteem**

Formative Assessment strategies at The Firs School include:

- Identifying valid learning and assessment objectives that ensure differentiation and progression in delivery of the National Curriculum using programmes of study and Formative assessment grids with National Curriculum Objectives are used in core

subjects). Such as assessment tags (using the First 4 Maths Format) in English and Reading and Writing assessment tools provided by The Literacy Company.

-
- Ensuring clear learning objectives, differentiation and appropriate delivery of the National Curriculum
- Short-term plans which show how assessment affects next steps by the development of activities and contain assessment notes on pupils who need more help or more challenge
- Sharing learning objectives with pupils
- Ensuring that pupils are focused on the purpose of each task, encouraging pupil involvement and comment on their own learning
- Peer evaluation is used frequently: Pupils are trained and encouraged, in oral or written form, to evaluate their own and their peers' achievements against the learning objective (and possibly beyond), and reflect on the successes or otherwise, of the learning process
- Self-assessment is used in every lesson: Empowering each pupil to realise their own learning needs and to have control over future targets; provides the teacher with more assessment information – the pupil's perspective.
- Feedback: Must reflect the learning objectives of the task to be useful and provide an ongoing record; can be oral or written. Tracks progress diagnostically, informs the pupil of successes and weaknesses and provides clear strategies for improvement.
- Target setting: Targets set for individuals, over time, for ongoing aspects – e.g. writing. Ensures pupil motivation and involvement in progress; raises achievement and self-esteem; keeps teacher informed of individual needs; provides a full record of progress. 'Next step marking' to be used incidentally across the curriculum.
- Celebrating Achievement: Making links between achievements explicit; treating all achievements in the same way and thus creating an inclusive learning ethos, rather than an emphasis on an external reward ethos. Celebrates all aspects of achievement, provides motivation and self-esteem thus enabling pupils to achieve academic success more readily.

5. SUMMATIVE ASSESSMENT

Summative Assessment, also known as Assessment of Learning or Quantitative Assessment, can be defined as measuring ability at a certain point in time. Most Summative Assessments take the form of a test and some smaller ones are done weekly in classrooms e.g. spellings, tables and revision tests.

At The Firs School we use Scholarpack to record our standardised summative assessments and we have six checkpoints during the year which roughly equate to the six half terms (three of these generate reports to parents at the end of each term). Non-core subjects record attainment and progress termly using the Scholarpack summative assessment toolbox.

The Firs School uses GL assessment summative tests and administers these through an online system.

The Summative assessment strategy is as follows:

FIR CONES AND RECEPTION

- There is an ongoing cycle of planning, observing and assessing in the EYFS
- The information gained from the above is used to inform the children's 'Next Steps' and is inputted into our online platform (Formative) and Scholarpack (Formative and Summative) at specific Checkpoints (CP) by individual teachers and room leaders.
- These are shared with parents/carers and individualised targets set. In Fir Cones these usually focus on the Prime Areas of Learning. In Reception, they can focus on

Firs School Assessment Policy

either the Prime Areas of learning or Specific Areas, dependent on the child and the CP.

- The table below displays the data for pupils who are meeting age-related expectations:

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Baseline	CP1		CP4		CP6
Seedlings	Emerging Range 1		Secure Range 1		Emerging Range 2	
Saplings	Emerging Range 2		Secure Range 2		Emerging Range 3	
Pre Prep	Secure Range 3		Emerging Range 4		Secure Range 4	
Prep	Emerging Range 5		Secure Range 5		Emerging Range 6	
Reception	Emerging Range 6		Secure Range 6		ELG	

- Nursery observations and data is reviewed and analysed at each checkpoint using Tapestry and Scholarpack and future planning needs addressed. The Nursery Leader and EYFS lead are responsible for this.
- Seedlings, Saplings and Pre-Prep are monitored in the Prime Areas in readiness for their transition to Reception. The Fir Cones Manager / EYFS lead and room leaders are responsible for this and will share findings and plan next steps.
- Using prior attainment data taken from Prep and Reception Baseline our Reception pupils are allocated a "Prior Attainment Group" (PAG) for reading, writing and maths to help support end of year projections and monitor their journey through reception in readiness for their transition to Year 1.

Key milestone	Low PAG	Middle PAG	High PAG
End of Prep	Secure Range 5	Emerging Range 6	Secure Range 6
End of EYFS	1 Emerging ELG	2 Secure ELG	3 Exceeded ELG

- Half termly learning review meetings between the Class Teacher and SLT were introduced in September 2019 to set/review end of year projections for each cohort.
- Learning review meetings also enable the identification of any pupils at risk of underperformance and the implementation of personalised action planning to help ensure that projections are met.
- The impact of the personalised action-planning is reviewed every 6-8 weeks.

KEY STAGE 1 & KEY STAGE 2

- Pupils are assessed half termly in Reading, Writing, Maths and Science (They are assessed termly in the non-core subjects).
- These half term assessments are called "Check Points" (CP) and data is inputted onto Scholar Pack by the class teacher.

Firs School Assessment Policy

- These are shared with parents/carers and individualised targets set for reading, writing and maths. See terminology appendix below for terminology that is used with parents.
- The table below displays the data for pupils who are meeting age-related expectations:

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	CP1	CP2	CP3	CP4	CP5	CP6
Year 1	1.1	1.2	1.3	1.4	1.5	1.6
Year 2	2.1	2.2	2.3	2.4	2.5	2.6
Year 3	3.1	3.2	3.3	3.4	3.5	3.6
Year 4	4.1	4.2	4.3	4.4	4.5	4.6
Year 5	5.1	5.2	5.3	5.4	5.5	5.6
Year 6	6.1	6.2	6.3	6.4	6.5	6.6

In addition to the above teacher assessments, the following tests are undertaken:

- CAT - Cognitive Abilities Test, providing a standardised score (SAS).
- NGRT - Reading test, providing SAS and reading age.
- NGST - Spelling test, providing SAS and spelling age.
- PASS - Pupil Attitudes towards Self and School survey.

See [GL Assessment website](#) for further details.

They are scheduled as follows:

Autumn	Spring	Summer
CAT 4 (Y2-6)		
NGRT A (Y1-6, Y1 paper) (Y1 Autumn 2)	NGRT B	NGRT C
NGST A (y1-6) (Y1 Autumn 2)	NGST B	NGST C
PASS (Whole School)		PASS (whole school)
PTM (yr 1 Paper copy)		
PTE (yr 1 Paper copy)		
PTS (Y3-Y6)		PTE (Y1-6)
PTE (Y2-6)		PTM (Y1-6)

Firs School Assessment Policy

PTM (Y2-6)		PTS (Y3-6)
------------	--	------------

From assessment policy

They are scheduled as follows:

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	PTE PTM (Paper versions of both) PASS survey	NGRT NGST	NGRT NGST		NGRT PTE PTM NGST PASS survey	
Year 2	CAT NGRT NGST PASS survey PTE PTM		NGRT NGST		NGRT NGST PTE PTM PASS survey	
Year 3	CAT NGRT NGST PASS survey PTS PTE PTM		NGRT NGST		NGRT NGST PTE PTM PTS PASS survey	
Year 4	CAT NGRT NGST PASS survey PTS PTE PTM		NGRT NGST		NGRT NGST PTE PTM PTS PASS survey	
Year 5	CAT NGRT NGST PASS survey PTS PTE PTM		NGRT NGST		NGRT NGST PTE PTM PTS PASS survey	

Year 6	CAT NGRT NGST PASS survey PTS PTE PTM	NGRT NGST			NGRT NGST PTE PTM PTS PASS survey	
--------	--	--------------	--	--	---	--

- Using prior attainment data (end of EYFS and KS1 data), our pupils are allocated a "Prior Attainment Group" (PAG) for reading, writing and maths to help support end of year projections and monitor their journey across a Key Stage, not just year by year.

Key milestone	Low PAG	Middle PAG	High PAG
End of EYFS	1 Emerging ELG	2 Secure ELG	3 Exceeded ELG
End of KS1	2.1 or less Below / Has not met	2.2 EXS / Age-related	2.3+ Exceeding / Greater Depth

- Half termly learning review meetings between the Class Teacher and SLT were introduced in September 2019 to set/review end of year projections for each cohort.
- Learning review meetings also enable the identification of any pupils at risk of underperformance and the implementation of personalised action planning to help ensure that projections are met in RWM.
- The impact of the personalised action-planning is reviewed every 6-8 weeks.

In addition there are end-of-topic summative tests in science for years 1-6, We also use White Rose and teacher sourced tests to follow progress regularly in maths, weekly spelling tests, informed by the Pathways to Spell Unit, in years 1-6. In years 1-6 weekly tests in Reasoning take place using Bond and CPG materials. Writing will be regularly assessed against Feature Keys, Mastery Keys and Gateway Keys, in line with our writing curriculum, 'Pathways to Write.' Children will also complete a writing task at the end of each half termly unit where their independent writing will be assessed summatively.'

SEN/D assessments will take place as and when appropriate and will include the GL Dyscalculia Screener, GL Dyslexia screener and other specialised SEN/D tests.

APPENDIX 1 – ENGLISH MARKING POLICY

****This is to be implemented from Monday 4th November 2019****

Learning Objectives:

- These grids should be prepared, prior to the lesson, in size 14 Handlee font, using the template below.
- Anything in red needs to be altered, according to the lesson content, then changed to black, prior to printing.

- Teachers can add/delete rows, according to number of "I can..." statements.
- When marking, please ensure that you underline either independently / with support.
- Pupil column: Children to self assess against "I can ..." statements by colouring in the circle(s) red if tricky, yellow if okay and green if easy.

<u>Wednesday 16th October, 2019</u> <u>Metaphors and Similes</u>	Pupil
• I can <u>use a range of metaphors and similes</u> independently / with support.	
• I can <u>identify the difference between similes and metaphors</u> independently / with support.	
Mastery keys: ☐ Include similes and metaphors in a description of settings.	

Presentation:

- Learning objective grid to be glued neatly at the top of the piece of work, using the lines as a guide.
- Children must write on *alternate lines* to allow for enhanced presentation, handwriting and editing.

Marking colours:

What?	Who?	Why?
Growing Green	Teacher	Identify improvements required.
Positive Pink	Teacher	Record any successes identified.
Purple Polisher	Pupils	Edit/redraft or 'up-level' work.

Marking Symbols:

- These are to be clearly displayed in the classroom and a copy glued into every English book (on the reverse of the front cover).
- Marking symbols are to be recorded in the margin of the line that the error has been made.
- Children should be taught how to re-read their work and edit/redraft or 'up-level' it, using the purple polisher pen, on the blank line underneath.

Years 1 – 2: What our ENGLISH marking symbols mean	
CL	Capital Letter
FSp	Finger Space
FSt.	Full Stop
=	Letter reversal (back to front)
Sp	Spelling
?	Doesn't make sense
^	Missing word (s)
	Next Steps

	Success – well done!
---	----------------------

Years 3 – 6: What our ENGLISH marking symbols mean	
CL	Capital Letter
P	Punctuation
Sp	Spelling
	Next Steps
^	Missing word (s)
?	Doesn't make sense
T	Tense error
//	Start a new paragraph / start a new sentence
✓	Good point
✓ ✓	Very good point
✓ ✓ ✓	Excellent point

APPENDIX 2 - MATHS MARKING POLICY

This is to be implemented from Monday 4th November 2019

Learning Objectives:

- These grids should be prepared, prior to the lesson, in size 14 Handlee font, using the template below.
- Anything in red needs to be altered, according to the lesson content, then changed to black, prior to printing.
- Teachers can add/delete rows, according to number of "I can..." statements.
- When marking, please ensure that you highlighted either independently / with support.
- Pupil column: Children to self assess against "I can ..." statements by colouring in the circle(s) red if tricky, yellow if okay and green if easy.

<u>16.10.2019</u>	<u>Expanded Decomposition</u>	Pupil
• I can use expanded decomposition to subtract 3-digit from 3-digit numbers independently / with support.		☐
• I can check my answers using the inverse operation independently / with support.		☐
Key Vocabulary: Subtraction, Exchange, Inverse.		

Presentation:

- Learning objective grid to be glued neatly at the top of the piece of work, using the lines as a guide.

Marking colours:

What?	Who?	Why?
Growing Green	Teacher	Identify improvements required.
Positive Pink	Teacher	Record any successes identified.
Purple Polisher	Pupils	Correct work, complete any additional questions and self or peer

		mark.
--	--	-------

Marking Symbols:

- These are to be clearly displayed in the classroom and a copy glued into every Maths book (on the reverse of the front cover).
- Marking symbols are to be recorded next to where the error has been made.

Years 1 – 6: What our MATHS marking symbols mean	
	Check
	Next Steps
	Look at this e.g. number reversal/ incorrect symbol
	Answer is correct
	Success – well done!

APPENDIX 3 - SCIENCE MARKING POLICY

This is to be implemented from Monday 4th November 2019

Learning Objectives:

- These grids should be prepared, prior to the lesson, in size 14 Handlee font, using the template below.
- Anything in red needs to be altered, according to the lesson content, then changed to black, prior to printing.
- Teachers can add/delete rows, according to number of "I can..." statements.
- When marking, please ensure that you underline either independently / with support.
- Pupil column: Children to self assess against "I can ..." statements by colouring in the circle(s) red if tricky, yellow if okay and green if easy.

<u>15.10.2019</u>	<u>Unusual Living Things</u>	Pupil
• I can describe the key characteristics of an unusual living thing independently / with support.		☐
• I can classify an unusual living thing independently / with support.		☐
Key Vocabulary: Habitat, Life Cycle,		

Presentation:

- Learning objective grid to be glued neatly at the top of the piece of work, using the lines as a guide.

Marking colours:

What?	Who?	Why?
Growing Green	Teacher	Identify improvements required.
Positive Pink	Teacher	Record any successes identified.
Purple Polisher	Pupils	Correct work, complete any additional questions and self or peer

		mark.
--	--	-------

Marking Symbols:

- These are to be clearly displayed in the classroom and a copy glued into every Science book (e.g. on the reverse of the front cover).
- Marking symbols are to be recorded next to where the error has been made.

Years 1–6: What our SCIENCE marking symbols mean	
	Check
	Next Steps
	Look at this!
	Answer is correct
	Success – well done!

APPENDIX 4 - FOUNDATION SUBJECT MARKING POLICY

***This is to be implemented from Monday 14th September 2020**

Learning Objectives:

- These grids should be prepared, prior to the lesson, in size 14 Handlee font, using the template below.
- Anything in red needs to be altered, according to the lesson content, then changed to black, prior to printing.
- Teachers can add/delete rows, according to number of "I can..." statements.
- When marking, please ensure that you underline either independently / with support. Alternatively, if it is in a lesson where a floor book is used, add an option 'whole class'.
- Pupil column: Children to self assess against "I can ..." statements by colouring in the circle(s) red if tricky, yellow if okay and green if easy. For lessons taking place in a floor book, teacher to use more informal ways of self assessing such as thumbs up / middle / down. The pupil column with the traffic lights needs to be deleted.

<u>14.09.2020</u>	Pupil
<u>Invasion Games</u>	
• I can <u>explain the importance of warming up before exercising</u> independently / with support.	☐
• I can <u>send and receive a ball with control</u> independently / with support.	☐
Key Vocabulary: Pass, Velocity, Accuracy	

Presentation:

- Learning objective grid to be glued neatly at the top of the piece of work, using the lines as a guide. Glue one grid in (without the pupil self assessment column) for lessons using floorbooks.

Marking colours:

What?	Who?	Why?
-------	------	------

Growing Green	Teacher	Identify improvements required.
Positive Pink	Teacher	Record any successes identified.
Purple Polisher	Pupils	Correct work, complete any additional questions and self or peer mark.

Marking Symbols:

- These are to be clearly displayed in the classroom and a copy glued into every Science book (e.g. on the reverse of the front cover).
- Marking symbols are to be recorded next to where the error has been made.

Years 1–6: What our Foundation subjects marking symbols mean	
	Check
	Next Steps
	Look at this!
	Answer is correct
	Success – well done!

APPENDIX 5 - LEARNING REVIEW MEETINGS

At The Firs School, learning review meetings are held between the headteacher and class teachers. During these meetings, class data is discussed using the school's internal data collection system. Information about specific groups e.g. SEN/d learners, EAL learners or G&T learners are completed through use of ScholarPack reports.

APPENDIX 6 - TERMINOLOGY

At The Firs we assess the progress of each pupil against the curriculum statements for each year group and track these via our computerised management information system, Scholarpack. For each objective a pupil is given a grading of emerging, developing, secure or exceeding. If they are not working at their current year group expectations they will work from the ones below or the ones above.

Each child is assessed every half term and these are called "CheckPoints" (CP) See check points above for more detail about year group scores. The table below is a guide to age-related expectations (secure) for each year group throughout the academic year:

New Terminology for Attainment:

Working below expected (2 Years Behind)

Working towards expected (-2 to - 12)

Working at expected (+/- 1)

Working beyond expected (+2)

New Terminology for Progress- (Expected progress = 6)

Below Expected Progress

Expected Progress

Above Expected Progress

Standard Age Score (SAS)

The SAS is based on the student's raw score which has been adjusted for age and placed on a scale that makes a comparison with a nationally representative sample of students of the same age across the UK. We find these scores through completing GL Assessments.

Working Towards Expected = below 100, Working At the Expected = 100-110, Working

Above the Expected = 110+