



Assessment Policy

Review frequency: Annually

Date approved: June 2022

Approved by: N Bridges & S Leach

Our key principles for our internal system of assessment at Robin Hood are that:

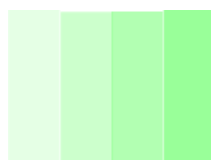
- Assessment at Robin Hood will **support learners** in their learning.
- Assessment at Robin Hood will allow **teachers to identify and analyse gaps** in learning and as such provide challenge and support.
- Assessment at Robin Hood will **promote effort** and raise aspirations.
- Assessment at Robin Hood will be **manageable** and ensure the school has a clear understanding of vulnerable groups; cohorts; subjects and can be held to account for closing the learning gap.
- Assessment at Robin Hood will be the **responsibility** of our entire learning community

We hope that assessment systems in school are robust, rigorous and valuable in ensuring that school attainment and achievement targets are met.

In addition to this we hope the proformas designed for use by Phase Leaders and SMT will give an accurate overview of each cohort and will track standards and progress as our pupils move through EYFS, KS1 and KS2.

Since the cease of levels and the new National Curriculum in 2014, at Robin Hood, we have used a personalised and bespoke Learning Journey full of brick walls to indicate knowledge and skills acquired and to what depth. Our assessment processes are always evolving. This policy reflects our current position and is reviewed annually.

Every child in school has a **Learners Journey** (appropriate parts of these will also be stuck into the fronts of Maths and English / Learning Portfolio Books). In the Learners Journey are **3 brick walls** with key objectives for Maths, Reading and Writing for every year group (Foundation 1 and 2 have 3 brick walls focussed on CLL and Number). Some objectives are * this means they are necessary for a pupil to have a **secure** grasp of them by the end of the year to be identified as meeting the national standard. Some bricks are Foundation Bricks (non-negotiable targets) which must be worked on and referred to throughout the year. There is a top stone at the summit of each wall – this description portrays how a child should leave the year group in Maths, Reading and Writing. Each brick is separated into 4 shaded sections.



This has been done intentionally – the thinking being that a child can show different “depths” of understanding in each objective and some learning will be initially shallow and then develop into “deep” learning.

Expectations of Assessment for 2021-22

The complete Learning Journey booklet will be used from September 2016 - incorporating F1 - Y6. Every child will have a copy and during transition meetings between teachers, it will be highlighted where a child is working at and the specific gaps they have in their knowledge.

There will be the expectation on teachers to use Learning Journey Booklets as part of an ongoing assessment process and the copy will then be sent up with a child throughout their time at Robin Hood.

Writing Walls have been numbered so that we can use these as per the old "Big Write" style numbered objectives and chn can see which target they will be working on. Reading VIPERS skills have been made these clear. (Y2 & Y6 Learning Portfolio books – use / use in addition - the End of KS Framework Ticklist)

- We will continue to **stick in these walls for Maths and Writing into the front of Maths and English books** (alongside Presentation guidelines) - these will be ready for September.
- We will continue to produce in house year group Learning Journey's with these updated brick walls for Maths, Reading and Writing so it is clear to parents what targets their child is working on and for you to use at Lerner Reviews. **These target bricks will be written into a child's Learning Log (Reading Diary) too.**

I know the staff who have used the bricks most successfully have planned according to them and have used the bricks and made them visible on their IWB smartboard slides. I know too some teachers enlarged the bricks and stuck them up around the classroom / into books so that children were clear about the targets they were working on.

- Target Setting Meetings will continue (Sept 2022)
- Termly PPM and half termly Data Checks will continue using books to monitor progress as well as learning journey information.
- There will continue to be termly assessment papers (NTS) used for chn which will inform termly tracking judgements made by teachers and support judgements with standardised scores. Teachers may very well also like to use Testbase questions / quick Review Quizzes which will inform the judgements they make.

As part of our ongoing CPD amongst staff at Robin Hood, we have developed exemplification materials for each year group which demonstrates each objective from the Maths, Reading and Writing brick walls. Both of these approaches will ensure that our staff are constantly referring to, thinking about and working with the learning Journeys so that they are skilled up professionals within a changing educational system.

Summative Testing Materials:

The Learning Journeys **rely heavily on formative feedback and assessment**. They should be used with children who must take ownership and lead their own learning. We are still however in a system of external testing and due to this and the interim need to support staff with the assessment judgements they make, we will still use a cycle of summative assessments.

(See Assessment 2022-23 Calendar)

How will teachers make a “tracking” judgement for end of each term?

Teachers will use these Learning Journeys and their professional judgement as well as evidence collated in books to make termly judgements as to where a child is currently working within the National Curriculum. This is to ensure there is internal tracking in school which allows us as staff to:

- Support learners in their learning.
- Allow teachers to identify and analyse gaps in learning and as such provide challenge and support.
- Ensure the school has a clear understanding of vulnerable groups; cohorts; subjects and can be held to account for closing the learning gap.

Tracking judgements will be inputted onto SIMS on a termly basis. For a pupil to be assessed as SECURE* they must have acquired certain objectives / KPI's (bricks). Targets will be set at the start of the year which are by no means a ceiling on learning but in order to give some prediction as to the attainment of a cohort. This is reflected by class Progress Tracker sheets which also identifies the PP chn  in a class.

Some pupils who are SEND will be assessed using individual learning journeys / brick walls which reflect which year group objectives they are working on. We also use BSquared in school to support assessment judgements of SEND children. Along with the support of the inclusion lead, some children have their own visual learning journey (similar to an EYFS learning journey which details small steps of progress)

Assessment terms will be for tracking purposes only – they are not to be shared with pupils or parents as they are purely for school use.

What will external assessments look like in 2022-23?

Assessment	Year	When?	Key Stage	Subjects	Format	Measures	Purpose	Published?
Reception Baseline	YR	First half term of reception	EYFS	Language, Communication, Literacy, Maths	1:1 task based. Data collected via online portal	39 marks available (22 marks worth must be attempted). Data withheld.	Baseline for KS2 progress measure	No
Early Years Foundation Stage Profile	YR	June	EYFS	17 early goals spread across 7 prime and specific areas of development	Observational	% reaching a Good Level of Development (GLD) ('expected' level in 12 key goals) Pupils assessed as 'emerging' or 'expected' in each goal.	Final assessment of Early Years education	ASP IDSR
Phonics	Y1	June	KS1	Reading	1:1 assessment	% achieving expected standard (EXS) (32/40)	To check phonics decoding. 20 real words; 20 'alien' words.	ASP IDSR
Phonics resit	Y2	June	KS1	Reading	1:1 assessment	% achieving EXS (32/40)	Reassessment of pupils that did not pass in Y1	ASP IDSR
KS1	Y2	May	KS1	Reading, writing, maths, science	Test papers in reading and maths to inform teacher assessments.	% achieving EXS and greater depth (GDS) in reading, writing and maths. % achieving EXS in science.	Final assessment of KS1 education. Also acts as baseline for KS2 progress measures (until RBA takes over in 2028)	ASP IDSR FFT (subscription required)
Multiplication Tables Check (MTC)	Y4	June	KS2	Maths	Online tables check. 25 questions; 6 seconds for each.	No expected standard but data made available to Ofsted. Likely compared to national average.	To check pupils' multiplication tables recall fluency	ASP IDSR
KS2	Y6	May	KS2	Reading, writing, maths, science, and grammar punctuation and spelling (GPS)	Tests in reading, maths, and GPS. Teacher assessment in writing and science.	% EXS in each subject (either scoring 100+ on tests or teacher assessment EXS or above). % High score on tests (score 110+) and % GDS in writing % EXS in reading, writing, and maths combined % GDS in reading, writing, and maths combined Progress measures in reading, writing, and maths	Final assessment of KS2 education. Test scores provide baseline for progress 8 measure in Secondary phase	ASP IDSR Performance tables (public domain) FFT (subscription required)

ASP: Analyse School Performance. IDSR: Inspection Data Summary Report.

Key Stage 1

	2017/18	2018/19	2021/22
Subject-specific study	Interim pre-key stage standards: Foundations for the expected standard P scales 5-8	Final pre-key stage standards - Standard 4 - Standard 3 - Standard 2 - Standard 1	Final pre-key stage standards - Standard 4 - Standard 3 - Standard 2 - Standard 1
Not subject specific study	P scales 1-4	P scales 1-4	Engagement Model

Key Stage 2

	2017/18	2018/19	2021/22
Subject-specific study	Interim pre-key stage standards: - Growing development of expected standard - Early development of the expected standard - Foundations for the expected standard P scales 5-8	Final pre-key stage standards - Standard 6 - Standard 5 - Standard 4 - Standard 3 - Standard 2 - Standard 1	Final pre-key stage standards - Standard 6 - Standard 5 - Standard 4 - Standard 3 - Standard 2 - Standard 1
Not subject specific study	P scales 1-4	P scales 1-4	Engagement Model

Overview of Assessments and Consultations with Assessment Co-ordinator:

- ★ **September** – Target Setting Meetings
(Targets will be set for each pupil by class teachers.)
- ★ **December** – PPM (Pupil Progress Meetings) with each class teacher following Autumn Term assessment procedures
- ★ **March**– PPM with each class teacher following Spring Term assessment procedures
- ★ **July** - PPM with each class teacher following Summer Term Summative assessments and EYFS Profile / KS1 / KS2 SATS.



★ September – Target Setting Meetings

During these 30 min meetings, class teachers and the assessment co-ordinator will input each pupils' predicted target for the end of the year in Maths, Reading and Writing onto SIMS.

Teachers in school have access to pupil data on SIMS

Termly PPM Process: Dec / March / July

1. Teacher will assess pupil using our Robin Hood Learning Journey (brick walls) / evidence in books / NTS papers
2. This assessment will be recorded on SIMS by class teacher prior to PPM.
3. <u>Class teacher will complete:</u> b) Class Progress Tracker – PHOTOS OF CHN (JULY ONLY) c) KS1 only – Termly Reading Stage / Phonics Tracker d) Pupil Progress Meeting Proforma for discussion at PPM
4. <u>Phase Leader will complete:</u> In discussion with phase during termly meeting strategies working well and monitor that TA support and Interventions are being used effectively in response to messages from data analysis. Unpick which vulnerable groups may need more support and how this can be planned for.

Assessment in EYFS

On entry to Foundation Two children will go through the RBA.

Targets will be set for the end of F2 according to the EYFSP.

The nursery baseline, tracking and age banding assessments (Development Matters) will be used to ensure an accurate assessment of each child.

During the child's time in EYFS they will be assessed on an ongoing basis. These assessments will be made during: whole class teaching, focussed groups, targeted activity and through children's self initiated activities.

Evidence to support assessment about pupils in F1 will be collated via Tapestry. F1 pupils will produce a termly piece of markmaking. This book will become their learning journey in F2

(LEARNING JOURNEY) F2 children will continue drawing / writing on a weekly basis in the Learning Journey. Tapestry will continue as a way to collate evidence in other ELG's. This learning journey will go home with chn at the end of F2. Children in F2 from Autumn 2 will also have a Maths Book and complete formal learning in here on a weekly basis.

The EYFS paper Profile will be filled in throughout EYFS, a different colour will be used for a baseline assessment and each term. On-going, planned and targeted assessment will inform judgements. Staff will upload termly judgements into SIMS.

The EYFS profile will be monitored throughout the school year to see areas of progress made by the children and identify areas where children are underachieving.

Additional Assessment Information:

To ensure staff have a clear picture of the cohort they are teaching each year and an overview of school standards, additional assessment information will be provided at the Autumn Term INSET:

- 1) Overview of School Standards (% of year group at ARE)
- 2) Overview of School Data Messages
- 3) Cohort Standards and Vulnerable Groups
- 4) Named pupils who have been identified as being "**at risk**" of not making expected ARE levels or not making progress. (Identified in yellow columns on phase Data analysis sheets)

This assessment analysis is intended to help class teachers understand the needs of a cohort more quickly and decide on appropriate intervention strategies to ensure standards and progress targets are met.

End of Year Arrangements:

At the end of the Year, key data should be passed onto the next class teacher to ensure smooth transition and so as to ensure new class teachers are aware of possible pupils at risk of not being at ARE or making the progress they should. Please pass on:

Assessing Foundation Subjects:

Foundation subjects will be formally assessed twice a year (end of Spring 1 / end of Summer 2).

Assessment information will be gathered on SIMS and subject leaders will be able to analyse this data.

Summative assessment – kahoot / evidence in Project books / quiz book – retention of knowledge / assessing against the sequenced outcomes which are planned for – highlighted as part of feedback

22-23 – Question over summative assessment strategies - end of term

MA to lead termly summative collation of learning – modelled with chn in Autumn term. In History and Geography only.

Overview of Standards & Progress informing School Targets:

To ensure the SMT, key subject co-ordinators and school governors have a good understanding of school data, several proformas will be produced annually:

Standards:

- ★ Annual Standards Tracker to show for **each class** and subject the number of children at ARE as they enter the year, prediction for pupils at ARE by the end of the year, and a review in Feb and July.
- ★ % of Pupils at ARE at the End of Year in Maths, Reading and Writing for each **Year group**.
- ★ Presentation of EYFSP, KS1 & KS2 SATS Data for governors and stakeholders with comparison to previous years.
- ★ Comparison of RHPS EYFSP / KS1 and KS2 results in comparison to Nottingham City and National Data.
- ★ % of chn on track at the end of each year group in all foundation subject areas.

1. What were the year group's priorities related to your assessment data for this term?
2. What strategies were the most successful? How do you know?
3. Which strategies worked less well and reasons for this.
4. Aspects that need further work.

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3. Which strategies worked less well and reasons for this.

4. Aspects that need further work.

Phase Leader Termly meeting with Phase Team:

Phase: _____ Leader: _____ Date: _____

1. Key messages stemming from analysis of data across phase (trends, prior attainment, achievement, standards)
2. Key priorities in Phase:
3. Key strategies put in place as a result of outlined priorities
4. What changes will be made within the phase team to support these strategies?