

Castilion Primary School Assessment Policy



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Issued by: J. Allen

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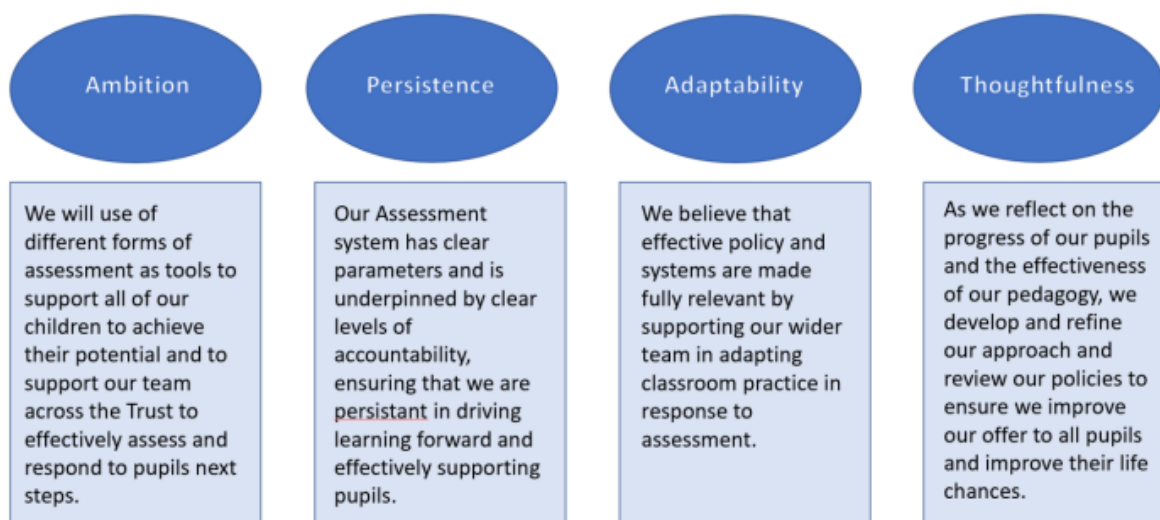
At Castilion Primary School our values are fundamental expressions of what we think and believe.

- ❑ **Equality** - ensuring that every individual child has an equal opportunity to make the most of their lives and talents.
- ❑ **Dignity** - being respected for the children that they are and what they believe in.
- ❑ **Respect** - treating other children the way they would like to be treated, and acknowledging the thoughts and opinions of other children.

At Castilion Primary School our mission supports wellbeing, participation, relationships and self-esteem.

- ❑ **Engage** - children have better relationships.
- ❑ **Enthuse** - children feel safe and are healthy and happy.
- ❑ **Empower** - children become active and involved in school life and the wider world.

At Castilion Primary School we also adhere to the Amadeus Primary Trust's core values which are: Ambition, Persistence, Adaptability and Thoughtfulness and all of our policies are underpinned by this. In Moderation this means:



Assessment at Castilion Primary School includes ongoing evaluation of learning by teachers on a day to day basis which allows them to tailor their teaching accordingly – commonly referred to as ‘Responsive Teaching’. The rationale to reviewing and amending our assessment and data management system reflects the advice published in “Eliminating unnecessary workload associated with data management” (March 2016).

1. Be streamlined: eliminate duplication – ‘collect once, use many times’
2. Be ruthless: only collect what is needed to support outcomes for children. The amount of data collected should be proportionate to its usefulness. Always ask why the data is needed.
3. Be prepared to stop activity: do not assume that collection or analysis must continue just because it always has.
4. Be aware of workload issues: consider not just how long it will take, but whether that time could be better spent on other tasks.

The Language of Assessment used at Castilion Primary School

EYFS	Early Years/Foundation Stage	
	ELG	Early Learning Goal
	GLD	Good Level of Development. Pupils will be defined as having a GLD if they achieve at least the expected level in the three prime areas of learning and the specific areas of literacy and mathematics.

Statutory assessment

	GDS	Working at a greater depth of expected standard
	EXS	Expected standard
	WTS	Working towards expected standard
	BLW	Below expected standard
	PKS	Pre-key stage

In-school language of assessment derived from PiXL approach

	PiXL	'Partners in Excellence' – a non-profit organisation which is a collaboration of schools focussed on improving outcomes
	A1	Based on current rate of progress, will secure Above Expected Standard
	A2	Based on current rate of progress, will securely achieve Expected Standard. With the right forensic support, has the potential to achieve Above Expected Standard
	E1	Based on current rate of progress, will secure Expected Standard
	E2	Based on current rate of progress is likely to achieve Expected Standard but may require some additional support
	B1	Based on current rate of progress, will not achieve Expected Standard but with the right forensic support, has the potential to do so.
	B2	Requires specialist support
	Key Marginals	The specific B1 pupils targeted to attain the expected standard. Above Key Marginals are pupils targeted to reach a Greater Depth.
	Combined	Describes pupil working at/above expected standard in Reading, Writing and Maths
	WIG	'Wildly Important Goal'
	QLA	Question level analysis
	ASP	Analyse School Performance
	PITA	Point in time assessments Learning is assessed against what has been taught to date and learner's achievements are compared against the expected levels of understanding and competencies relative to that 'point in time'.
	FFT	Fischer Family Trust
	<i>Symphony</i>	Assessment system used for Foundation subjects

Sonar Language of Assessment used at Castilion Primary School Y1 – Y6

In-school language of assessment derived from *Sonar* approach

WB	Requires specialist support
B	Based on current rate of progress, will not achieve Expected Standard but with the right forensic support, has the potential to do so.
EXPL	Based on current rate of progress is likely to achieve Expected Standard but may require some additional support
EXPS	Based on current rate of progress, will securely achieve Expected Standard. With the right forensic support, has the potential to achieve Above Expected Standard
GD	Based on current rate of progress, will secure Above Expected Standard

Sonar Language of Assessment used at Castilion Primary School YR

In-school language of assessment derived from *Sonar* approach

B	Below expected standard - requires specialist support
1	Based on current rate of progress, will not achieve Expected Standard but with the right forensic support, has the potential to do so.
2	Based on current rate of progress is likely to achieve Expected
3	Based on current rate of progress, will secure Above Expected Standard

'*Development Matters in the EYFS*' is used to track and assess pupils across our Reception classes. The '*EYFS profile*' is used to make accurate judgements about each pupil's attainment at the end of EYFS.

In Y1-6 *PiXL* tests and past SATs papers in Reading, Maths and GPS take place periodically and give teachers indicators of how well specific knowledge and skills have been retained and informs teachers of patterns and trends to tailor future curriculum planning and provision.

The tracking of foundation subjects is bespoke and moderated across the school.

The Tracking of Phonics

In order for all children to be successful, we assess their phonic and reading knowledge each half term and place them in a group that is matched to their ability. We are constantly informally assessing the children to make sure that they are at the 'Goldilocks spot' where the books they read are neither too easy nor too hard.

Who is the Read Write Inc. Phonics Programme for?

Children in Year R to Year 2 who are learning to read and write. Any children in Years 3, 4, 5 and 6 who need to catch up rapidly.

Sonar

Half termly, the use of *Sonar*, provided by Juniper Education, is conducted to show teacher judgment of children outside of standardised assessments and provides an accurate and detailed look at the objectives children have or have not met.

Y1-6:

Teacher 'point in time' judgements of a pupil's attainment are made at least three points throughout the school year, following the PIXL timetable.

The schedule of diagnostic tests in Reading, Maths and GPS are used by teachers and leaders to identify pupils who may be at risk of falling behind (both for Expected and Greater Depth) in phase and so may require more focussed intervention. The information from both tests and teacher assessment is used to inform pupil progress discussion and to quality assure accurate judgements are made. Nationally comparable benchmarking including *Sonar* and *PiXL* is used to check that individual pupils, cohorts and groups are on track to meet end of key stage predictions.

Teachers will refer to:

- Observations
- Discussions with the pupil
- Performance and engagement in lessons
- Pupil's books
- Marking and feedback
- Curriculum coverage tracking
- Impact of 'Same Day Intervention'
- Impact of targeted catch-up interventions
- Reading records
- Writing Indicators (See Trust Moderation Policy)
- QLAs
- *PiXL* test outcomes and summary reports
- Pupil Tracking e.g. phonics, spelling, reading speed.
- *Sonar Tracking*

Progress

At Castilion Primary School the monitoring of progress is represented using progress matrices, plotting the pupil's current attainment from their starting point.

'Sustained progress' follows a linear flightpath model. This is where pupils at least maintain their flightpath, with targeted intervention for those working below to meet the standards of their peers.

The progress of pupils working below the year group's curriculum will be monitored and evidenced in personal curriculum plans and/or Individual Education plans.

The progress of pupils working at a Greater Depth will also be monitored and evidenced on personal curriculum plans when accessing the curriculum of a higher year group.

Reliability and Validity

The reliability of any assessment is a measure of consistency. It is understood that test marks can fluctuate on any given day, this is why PiXL test outcomes and SATs paper practises are one of the many tools which teachers use to formulate their judgements, changes to PIXL Grades however should only be made following Pupil Progress Meetings and only where evidence can be shown to validify differing judgements.

PiXL outcomes are used primarily to assess the cohort's attainment. Making comparisons with the PiXL cohort (for example 22890 pupils in the most recent Y6 assessments) makes the data more reliable, however this also supports us in tracking pupil flight paths between phases.

Discussions are also important about the validity of any assessment. Is it actually assessing the knowledge or skill it is intended to?

Reliability of predictions

Each term predictions are reviewed by class teachers about a pupil's end of year outcome. These must be validated by the Phase or Year Group Leader before the end of each term and them being communicated to parents / carers.

Senior leaders in consultation with Middle Leaders then must develop predictions of cohort outcomes and end of key stage results based on this evidence, again quality assuring the process before this is shared at Trust Level with this information being prepared for CEO 1-1 discussion, Executive Team Feedback and communication to Trustees via the Joint Standards Committee.

The PIXL and Sonar Timetables must be followed with a clear agreement in place of the system of quality assurance. For each dataset there must be an agreed level of accountability for:

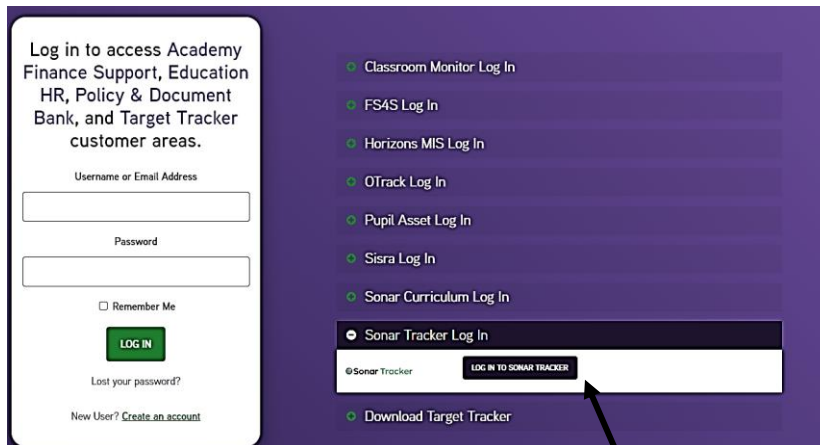
Assessment Scenario and Marking	Grade Agreement	Uploading Data before deadline	Checking Data is uploaded and working before deadline	Monitoring / Quality Assuring Response to Data	Meeting with CEO / Head of SI re data / implications	Preparing Data to present to LGB, Trustees
Who is ensuring the testing process is effective and marking is quality assured	Who is moderating judgements in writing and agreeing any changes to grade at PPM/R?	Who is responsible for the first check on data and uploading this to PIXL?	Who is responsible for back-up check to ensure data deadline is met and data available / working?	Who is checking that action plans agreed at PPM/R is being implemented effectively?	Who is meeting with Trust Representatives to discuss implications and report back on actions / impact / review cycle?	Who is presenting your data to Trustees / LGBs and ensuring KLI's are completed .

Using Sonar to track progress:

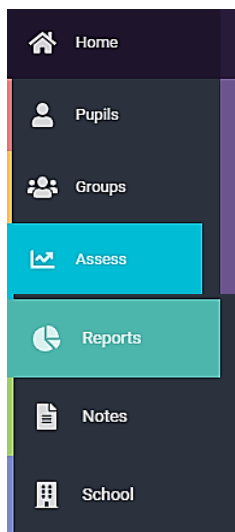
At Castilion Primary School, *Sonar* is used to track progress by use of formative and summative assessments. *Sonar* is an always-online provision which allows teachers to track the progress of their pupils across multiple terms and years; it is then used to inform medium and short-term planning.

A guide for teachers is listed below:

Logging In



Staff to use their login details following this link and clicking on the purple button.

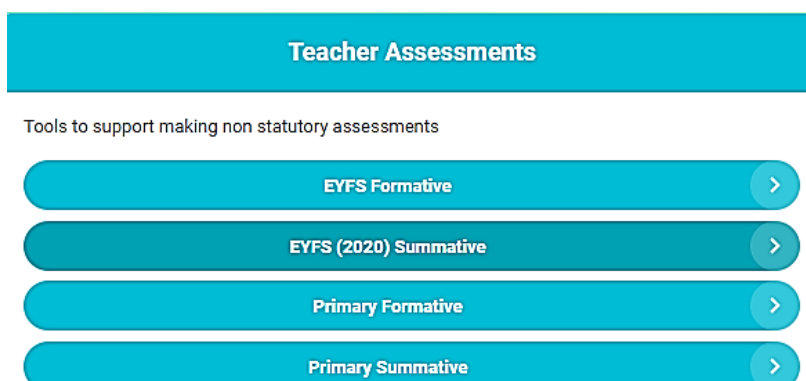


Using the Assess Tab, will bring up both the Formative and Summative assessment options for staff.

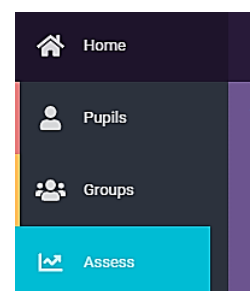
Both are required to be updated every half-term.

The Reports Tab allows staff to view the overall progress of their children and identify who is and who is not on track. This information is used during Pupil Progress meetings to target next steps and interventions.

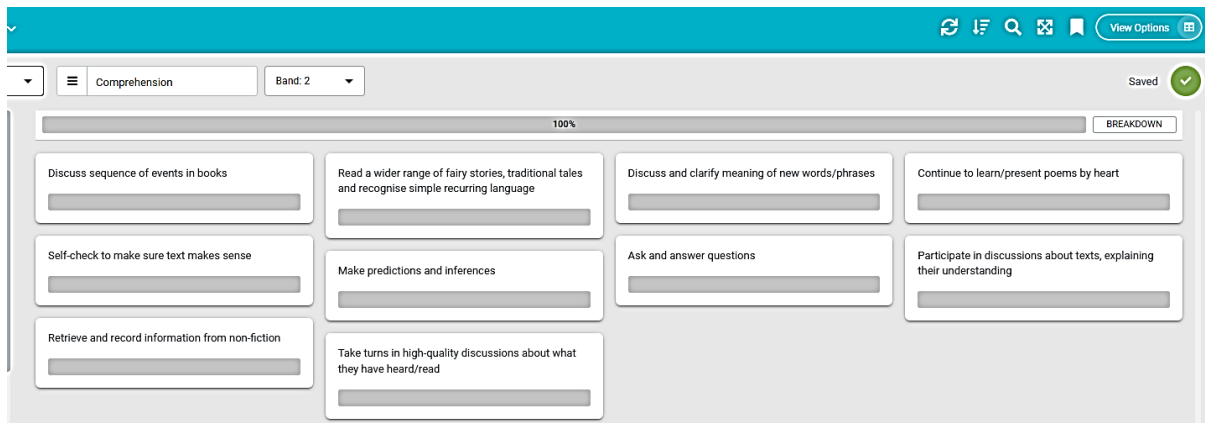
Formative



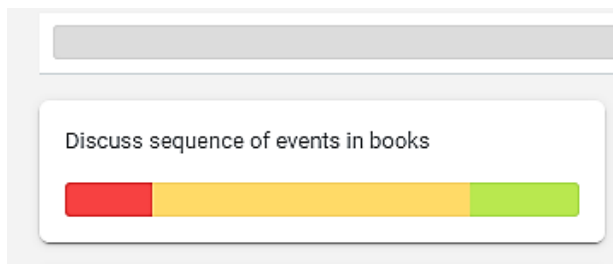
Assessment



Each term, teachers are required to update the objectives met by their classes using formative assessment. Each step which has been covered in the curriculum must be updated to track the progress and attainment of their classes.



By selecting pupils, staff are able to assign which children have met, have partially met or have not met specific steps. This is then highlighted by *Sonar*.



This is done for each subject, each half-term, to provide consistent, up to date information.

Summative Assessment

Each term, Summative Assessment is used by teachers to provide an overall picture of their classes. Age Related Outcomes are used to identify children who are making good or accelerated progress, as well as those children who are not yet making age related progress.

Reading	Writing	Mathematics
3 GD	3 EXPS	3 GD
3 EXPS	3 EXPS	3 EXPS
3 GD	3 GD	3 GD
3 GD	3 GD	3 EXPS
3 EXPS	3 EXPS	3 EXPS
3 GD	3 GD	3 GD
3 EXPL	3 EXPL	3 EXPL
3 EXPL	3 EXPS	3 EXPL
R B	R B	R B

By selecting an individual band, staff can select from a drop-down box to give children an accurate overall assessment for a particular subject area.

Choose Code

Below
Expected Low
Expected Secure
Greater Depth

✖ Clear Result
👁 Show All Codes

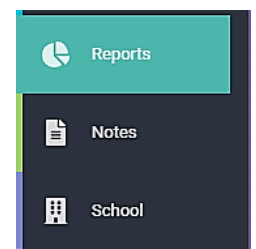
Choose Code				
Engagement Model	EM			
Nursery 1	B	1	2	3
Nursery 2	B	1	2	3
Rec	B	1	2	3
Band 1	B	EXPL	EXPS	GD
Band 2	B	EXPL	EXPS	GD
Band 3	B	EXPL	EXPS	GD
Band 4	B	EXPL	EXPS	GD
Band 5	B	EXPL	EXPS	GD
Band 6	B	EXPL	EXPS	GD
Band 7	B	EXPL	EXPS	GD
Band 8	B	EXPL	EXPS	GD
Band 9	B	EXPL	EXPS	GD

Children who may not be working at their year group's level can be given a different band from the Show All Codes tab.

In this tab, teachers can assign the appropriate age-related band for a particular child.

This is done for each child and each subject, once per half term.

Reports



End of Key Stage 1 Outcomes

Outcome report for end of Key Stage 1

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End of Key Stage 2 Outcomes

Outcome report for end of Key Stage 2

⋮

Primary Age Related Overview

Pupil performance against Age Related Expectations

⋮

Primary Age Related Progress

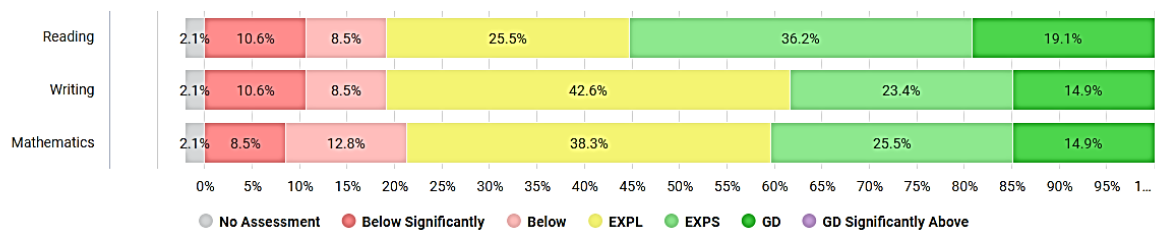
Multi-term view of attainment, measured using Age Related Expectations

⋮

Once this information is gathered, Sonar will generate a report which is used in Pupil Progress Meetings to target next steps and interventions for individual children based off the assessment from the teachers.



	No Assessment	Below Significantly	Below	EXPL	EXPS	GD	GD Significantly Above
Reading	2.1% (1)	10.6% (5)	8.5% (4)	25.5% (12)	36.2% (17)	19.1% (9)	
Writing	2.1% (1)	10.6% (5)	8.5% (4)	42.6% (20)	23.4% (11)	14.9% (7)	
Mathematics	2.1% (1)	8.5% (4)	12.8% (6)	38.3% (18)	25.5% (12)	14.9% (7)	



We can further ensure reliability by:

- Consistently using a shared language of assessment across APAT.
- Quality Assurance model including lesson observations, drop-ins and book walks, to support Phase, Year Group and Senior Leadership discussions and Pupil Progress Meetings.
- Pupil Progress meetings should be held termly with all teachers and recorded as per Trust agreement.
- Shared formatted data points across the Trust must be met with systems followed to ensure all data is correct and available for Trust / National comparison.
- Internal moderation within and across year groups (See Moderation Policy)
- Moderation across the Trust (See Moderation Policy)
- Continuing to develop our LEA Moderator Group providing opportunities for staff from all Trust Schools to develop in this area, ensuring that the Trust Team update the Moderation policy yearly in-line with changes to Y2 / Y6 national approaches.
- The CEO and Trust Head of School Improvement will support and challenge the six primaries within Amadeus Primary Academies Trust.
- All Trust schools will ensure attendance of relevant Parties at PIXL events and communicate regularly with their PiXL Associate to develop their practice further.

Attainment

Agreed age-related expectations for the EYFS are:

During the final term of EYFS a summative assessment is made for pupils using the Early Learning Goal statement for each strand. Pupils achieving at least the expected level in the prime areas of learning and in the specific areas of literacy and mathematics are reported as gaining a ‘*Good Level of Development*’ (GLD)

EYFS:

	Baseline	Autumn	Spring	Summer
Reception	Secure	Beginning	Within	Secure
	30-50mths	40-60 mths	40-60mths	40-60mths

The attainment of pupils in EYFS is assessed and tracked against the age-related criteria within “*Development Matters*”. Observations and evidence are continually gathered to make recorded judgements at the end of the Autumn, Spring and Summer term.

The Year 1 Phonics Screening Check and the Year 2 Phonics Screening Check Resits

The purpose of the Phonics Screening Check is to confirm that all children have learned phonic decoding to an age-appropriate standard. Children who have not reached this level will receive extra support to ensure they can improve their decoding skills, and will then have the opportunity to retake the Phonics Screening Check. It will identify the children who need extra help so they are given support to improve their reading skills. They will then be able to retake the check in Y2 so that the school can track children until they are able to decode.

The Phonics Screening Check contains 40 words divided into two sections of 20 words. Both sections contain a mixture of real words and pseudo-words. Pseudo-words are words that are phonically decodable but are not actual words with an associated meaning. Pseudo-words are included in the check specifically to assess whether your child can decode a word using their phonics skills.

The Y4 Multiplication Check

The purpose of the check is to determine whether a child can fluently recall their times tables up to 12, which is essential for future success in mathematics. It will also help teachers to identify if a child may need additional support.

The Y4 Multiplication Check is an on-screen check consisting of 25 times table questions. Each Y4 child will be able to answer 3 practice questions before taking the actual check. They will then have 6 seconds to answer each question. On average, the check should take no longer than 5 minutes to complete.

Entry and Exit to Primary Schools Assessment

The RBA (Reception Baseline Assessment) became statutory in schools in September 2021. It is an activity-based assessment of pupils' starting points in:

- language, communication and literacy
- mathematics

The RBA is a short, task-based assessment. It is not used to label or track individual pupils.

Schools are required to carry out the assessment within the first 6 weeks of pupils starting reception. No numerical score is shared and the data will only be used at the end of year 6 to form the school-level progress measure. However, teachers will receive a series of short, narrative statements that tell them how their pupils performed in the assessment. These can be used to inform teaching within the first term.

KS2 SATs (Statutory Attainment Tests)

Children in their final year of primary education will take national curriculum assessments in English grammar, punctuation and spelling, English reading and mathematics. The tests help measure the progress pupils have made, and identify if they need additional support in a certain area. The tests are also used to assess schools' performance and to produce national performance data. At the end of the summer term, you should receive test results for:

- English grammar, punctuation, and spelling
- English reading
- Mathematics

First Date Policy Agreed: September 2023	Review Date for Policy:
Signed CEO:	
Signed Chair Of Trustees:	