



A member of Hatton Academies Trust

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The academy views assessment as an integral part of the learning and teaching cycle. Formative and summative assessments are used to monitor and evaluate progress and attainment of individual, groups and cohorts.

Aims and objectives

Every child knows how they are doing, and understands what they need to do to improve and how to get there. They get the support they need to be motivated, independent learners on an ambitious trajectory of improvement

Every teacher is equipped to make well-founded judgements about pupils' attainment and progress, understands the concepts and principles of progression, and knows how to use their assessment judgements to forward plan, particularly for children who are not fulfilling their potential.

The academy has in place structured and systematic assessment systems for making regular, useful, manageable and accurate assessments of learners, and for tracking their progress.

Every parent and carer knows how their child is doing, what they need to do to improve, and how they can support the child and their teachers.

Oakway Assessment Policy and Practice

Assessment is the process of gathering and discussing information from a range of sources in order to develop a deep understanding of what our learners know, understand, and can do with their knowledge. The process culminates when these assessments are used to further learning.

The following sections summarize the content of our assessment system, this is also displayed as a table in appendix A.

Summative Assessment

Summative assessment will be used during the school year to inform judgments on progress and attainment. Question Level Analysis is completed for each summative assessment activity in all year groups, these are essential to understanding the progress and identifying gaps in knowledge and understanding.

- Children in Year 1 are assessed using the national phonics screening assessment tool. The score the children achieved and whether this is meeting the expected level or not, is reported to parents in end of year reports.
- Children in Year 2 are assessed against a national set of criteria for reading, writing, maths and science. Published test papers will support teacher's assessments of children against these criteria (this may change in 2018-2019). Results are reported to parents in the end of year.
- Children in year 2 who did not meet the expected standard for national phonics screening assessment tool in Year 1, are reassessed each year. Their mark is reported to parents.
- Children in Year 6 are assessed against the national SATs for; grammar punctuation and spelling, maths, reading and science. These take place in May each year. Writing and science are assessed against a set of nationally published criteria. The results for all subjects, which indicate if children are meeting age related expectations for attainment, are reported to parents in the end of year reports. Year 6 are also assessed at regular intervals throughout the year using a range of published summative assessments.
- Children in Years 3, 4 and 5 will be assessed using the published PIXL assessments for reading, maths and GPS in October and May, these will be. The results of these assessments will not be explicitly shared with parents but will inform teacher assessments which will be shared with parents.

Formative Assessment Years 1 – 6

Symphony Assessment (SAS) is the academy's main formative assessment tool for Key Stage one and Key Stage two, it is comprised of sets of criteria for core subjects across all year groups. Teachers use outcomes from teaching and learning to make ongoing formative assessments against this criteria which in turn informs planned future teaching and learning. Currently, each child is assessed individually using SAS for each core subject. A range of other formative assessments are used each term to inform this tool which is then used to produce summative assessments three times each year.

Progress and attainment for all core subjects is analysed three times each year. Alongside summative assessments for Year 6, this informs planned teaching and learning and identifies any children or groups who are not making expected progress.

All non-core curriculum subjects are also subject to formative assessments using the SAS tool, these take

place at the end of the academic year. The outcome of these assessments is analysed and informs planned teaching and learning for individuals and groups.

September Baselines

Relevant end of Key Stage assessments and end of year teacher assessments (SAS), are used to inform September baselines and end of year targets for all children in Years 2-6. For children entering Year 1, the outcome from the EYFS assessment tool is used to create a baseline using the SAS tool for all core subjects.

Phonics

Phonics progress and attainment for children in Year 1 and Year 2 is assessed each term. There are also children in Key Stage 2 who continue to access phonics and therefore have the same assessments. This assessment information is used to inform judgments against the assessment criteria for reading and informs planned teaching and learning..

Writing

Writing assessments, against SAS criteria or the national criteria for Years 2 and 6, are constant. A wide range of writing opportunities are used to inform these assessments for all year groups. These include 'hot writes' at the end of each unit of learning and other independent writing.

Reading

Reading assessments, against SAS criteria or the national criteria for Years 2 and 6, are constant. A wide range of evidence is used to inform these judgements for all year groups. Examples include the 'Accelerated Reader' data for Key Stage two and reading lessons for all year groups.

Maths

As with reading and writing; maths assessments, against SAS criteria or the national criteria for Years 2 and 6, are constant. A wide range of evidence is used to inform these judgements for all year groups. Examples includes the 'Times Table Rockstar' and regular arithmetic assessments for Years 2-6.

Science

The coverage of the science curriculum is tracked each term for every child in Years 1-6. Attainment is assessed for each SAS objective using an online tool enabling gaps in knowledge and understanding to be identified and planned teaching and learning adapted to ensure progress. This formative assessment information is used to inform a summative judgement each year for all year groups where children are judged against age related expectations as emerging, expected or exceeding.

Other subjects (*History, Geography, PE, Music, Art, design Technology, Religious Education and French*)

The coverage of the identified other subjects is also tracked each term for every child in Years 1-6. Attainment is assessed for each SAS objective using an online tool enabling gaps in knowledge and understanding to be identified and planned teaching and learning adapted to ensure progress. This formative assessment information is used to inform a summative judgement each year for all year groups where children are judged against age related expectations as emerging, expected or exceeding.

Assessment Evidence

All teachers collate reading, writing and maths SAS assessment files where a SAS record for each child is highlighted and dated for evidence. Teachers use a wide range of evidence to inform their assessments these include; children's recorded learning, practical activities, class books, homework, tests, monitoring of teaching and learning as well as discussions with children. Teachers pass on their SAS files to the next year group where there is a continuation of highlighting against appropriate SAS objectives and the cycle continues.

Evidence for the assessment of other subjects is presented as an online tool where teachers track the coverage and attainment of SAS objectives for each subject. A wide range of evidence is used to inform these judgements including; children's individual recorded learning, practical activities, class books, displays and artefacts, monitoring of teaching and learning and discussions with children. Subject Leaders use the assessment data to identify areas for continued focus for year groups at the start of each year.

Targets

Using relevant formative assessment information all children have individual end of year targets for all core subjects. All children are expected to make at least expected progress from their individual starting points and some children are identified to make more than expected progress in order to close the learning gap. Children who are identified as having a cognitive learning delay have adjusted targets which take their needs into account.

Other subjects have attainment and progress targets set for class groups. Subject Leaders use summative data to identify classes to target an increase in the percentage of children meeting age related expectations then support teachers to plan learning that increases progress.

Reporting to parents

Parents are provided with relevant information about their child's progress and attainment in core subjects. This is achieved through end of year reports as well as Parent Meetings, these occur twice in the academic year. Teachers clearly communicate age related expectations and where children are attaining against these criteria. Parents have access to the sets of criteria that are used for all year groups in all core subjects.

Appendix A: Summative and Formative Assessments

Summative Assessments

	Y1	Y2	Y3	Y4	Y5	Y6
Term 1	KS1 baseline		PIXL autumn	PIXL autumn	PIXL autumn	PIXL autumn
Term 2	Summative Teacher Assessments	Summative Teacher Assessments	Summative Teacher Assessments	Summative Teacher Assessments	Summative Teacher Assessments	2017 SATS Summative Teacher Assessments
Term 3		Summative Teacher Assessments				PIXL spring
Term 4	Summative Teacher Assessments	Summative Teacher Assessments	Summative Teacher Assessments	Summative Teacher Assessments	Summative Teacher Assessments	2018 SATS Summative Teacher Assessments
Term 5		Summative Teacher Assessments	PIXL summer	PIXL summer	PIXL summer	2019 SATS
Term 6	Phonics Screening Summative Teacher Assessments- Y2 baseline	Phonics Screening End of Key Stage teacher assessments - Y3 baseline	Summative Teacher Assessments- Y4 baseline	Summative Teacher Assessments- Y5 baseline	Summative Teacher Assessments- Y6 baseline	End of Key Stage Teacher Assessments

Formative Assessments

Formative, ongoing assessment, is used across all lessons in a wide variety of formats. This assessment is used to inform the planned teaching and learning as well as provide evidence to support Summative Teacher Assessments. Examples include:

- One Page Marking
- X-table baseline and ongoing assessments each term
- Regular spelling tests
- Letter and number formation ongoing assessments
- Hot Writes at the end of each unit of writing
- Phonics assessments

Appendix B: SAS Guidance

SAS Attainment

The following table is used to inform attainment expectations for bands of learners for reading, writing and maths.

Year	DP1		DP2		DP3	
	EXS	GDS	EXS	GDS	EXS	GDS
Y1	5-7	8+	7-9	10+	9-11	12+
Y2	11-13	14+	13-15	16+	15-17	18+
Y3	17-19	20+	19-21	22+	21-23	24+
Y4	23-25	26+	25-27	28+	27-29	30+
Y5	29-31	32+	31-33	34+	33-35	36+
Y6	35-37	38+	37-39	40+	39-41	42+

This approach acknowledges that attainment is measured within a range rather than as a definitive point/score. Regular analysis of attainment will identify groups and individuals who are at the lower end of the range at each data point, this will inform the focus for accelerated progress.

SAS Progress

The following table makes explicit the judgement bands for progress across the year for reading, writing and maths.

Progress Judgement	DP1 range	DP2 range	DP3 range
Outstanding	2.25+	4.51 +	6.76+
Good/Expected	1.75-2.25	3.51-4.5	5.26-6.75
Requires improvement	1-1.75	2.1-3.5	3.1-5.25
Inadequate	<1	0-2	0-3

SAS Folders

Each class will have SAS objective tracking for reading, writing and maths. These are currently kept for each child in a folder system determined by each class teacher. They are always made available for leaders to review. Within the folder system:

- Objectives will be highlighted (different colour to previous year), dated and clearly annotated with source of evidence.
- SAS sheets will be handed up to next teacher and continued until appropriate to change to higher sheet.
- SAS folders will be checked for accuracy by senior leaders at each of the three data point drops over the year.

