



# **Cornerstones Assessment Policy**

**Mount Pleasant Primary School**

March 2017

Our assessment policy is aligned to our curriculum and is an integral part of the learning process. The curriculum is mapped out against end of year, age-related expectations (AREs), ensuring quality in-depth teaching and learning. Central to this is a focus on formative assessment as a tool to guide learning. Assessment in our school generates continuous improvement and supports achievement. It takes place in all year groups and across all subject areas. All assessment in our school is meaningful and avoids unnecessary recording or tracking. The purpose of any assessment is to improve learning. Assessments can take the form of observations, discussions, formal assessment of written work and tests. Our approach is inclusive and we strive for children of all abilities to achieve.

The assessment policy is a live document, reviewed regularly to improve assessment practice in school and to remain up to date with government guidance. Evaluation of teaching and learning is linked to the continual professional development of all staff to ensure teacher expertise in curriculum, pedagogy and assessment.

## Aims

- Ensure that all children make good progress and achieve.
- Track children's attainment and progress, against age-related expectations, to inform teaching and learning.
- Provide a consistent approach across all subject areas and age phases.
- Ensure formative assessments are an integral part of day-to-day teaching and learning, in every classroom, enabling us to identify children who are falling behind in their learning or who need additional support, including the most able.
- Ensure assessment contributes to the early and accurate identification of children with special educational needs and any requirements for support and intervention.
- Share meaningful feedback (written and oral) with children, highlighting their strengths and helping them to understand what they need to do to improve.
- Set children challenging goals, given their starting points, and ensure they make good progress towards meeting or exceeding them.
- Provide comprehensible information to parents and carers on how well their children are doing in relation to expected standards.
- Hold informative and productive conversations with parents and carers on supporting their children's learning effectively.
- Ensure as many children as possible are ready for their next steps in learning at key transition points.

## Arrangements for the governance, management and evaluation of assessment: Roles and responsibilities

### Governors

- Monitor whole school data.
- Monitor assessment practices in school.

### Senior Leadership Team

- Moderate teacher assessments and tests.
- Set realistic whole school targets.
- Analyse data for school improvement and reporting.
- Lead and monitor whole school assessment practices.
- Provide training for teachers to ensure a good understanding of assessment and assessment practice.

### Teachers

- Regularly use ongoing formative assessment.
- Make summative judgements at defined points in time.
- Provide feedback to pupils and set realistic targets for individual pupils.
- Provide assessment information to the senior leadership team, parents and pupils.

### Teaching assistants

- Provide feedback to teachers on pupil progress and attainment.

### Parents and carers

- Attend meetings with teachers to discuss their children's attainment and progress.
- Support children with their homework.

### Pupils

- Take ownership of their learning, working hard to achieve their targets.

## How assessment outcomes are collected and used

### We use 3 key forms of assessment:

- in-school formative
- in-school summative
- nationally standardised summative.

### In-school formative assessment

#### Formative assessment takes place during learning:

- assessing knowledge, skills and understanding
- identifying children's strengths
- highlighting gaps in learning
- tackling children's misconceptions
- identifying the next steps in learning

- diagnosing need for support or intervention
- informing teacher planning and reporting.

**Types of formative assessment include:**

- rich question and answer sessions during lessons
- marking of pupils’ work
- observational assessment (e.g. during the Innovate stage)
- regular short re-cap quizzes
- scanning work, from across the curriculum, for pupil attainment and development
- adult and peer feedback and response partners
- child self-assessment and reflection on learning (e.g. during the Express stage).

We use Cornerstones Assessment to support our formative assessment methods.

Essential Skills, based on end of year age-related expectations, are used to inform planning in all subjects. They break the programmes of study into end of year group expectations to show a clear progression. For each subject the skills are organised into aspects, allowing teachers to monitor children’s breadth of understanding.

**We use the Essential Skills in two formats:**

- a subject-specific format, showing annual progression. This is used by subject leaders to track progression across school in particular subjects.
- a year group format, showing all subjects for each year group. This is used by teachers to support planning and target-setting.

**Cornerstones Developmental Skills** provide a learning progression through the national curriculum with end of term age-related expectations (AREs) for English and mathematics. Teachers use the Developmental Skills to support differentiation during lessons and to plan the next learning steps for individual pupils/groups. The Developmental Skills are organised into aspects within each subject area which ensure the children have the opportunity to acquire a breadth of skills. ‘Depth of learning’ is achieved once a child has demonstrated an ability to confidently apply these skills in a range of contexts and across other subjects.

**Assessment and Moderation Grids (AMGs)** are used to assess and record attainment in reading, writing and mathematics. The grids contain Key Developmental Skills and enable teachers to measure, track and share children’s attainment. We use them to record formative and summative assessment and provide the supporting evidence necessary to make age-related judgements on children’s attainment. If a child has achieved the **vast majority** of skills on a grid, they can be judged to be working at that age-related expectation. If a child is working below the age-related statements on a grid, they are assessed using the previous grid. A child showing that they can use and apply the vast majority of skills from a higher ARE can be judged as working at greater depth within the expected standard or working above the expected standard.

	Working towards the expected standard	Expected standard			Above the expected standard
		Working at the expected standard	Working at greater depth within the expected standard		
End of KS1 ARE	6 years 10 months	7 years 2 months	7 years 6 months	7 years 10 months	8 years 2 months
End of KS2 ARE	10 years 10 months	11 years 2 months	11 years 6 months	11 years 10 months	12 years 2 months

Teachers moderate work at similar levels across school and with other schools to ensure that their judgements are sound. Summative assessment judgements are based on professional judgement and a variety of evidence.

Our teachers ensure that children are not accelerated too quickly through narrow strands of the curriculum but ensure that they are fluent in all aspects of the age-related expectation before moving them on. The Cornerstones progression of Developmental Skills allows for children’s learning to be extended at an appropriate pace.

### In-school summative assessment

In-school summative assessment sums up what a child has achieved over a period of time, relative to learning aims. The outcomes of in-school summative assessments support teachers in making rounded professional judgements on the attainment of a child at a particular time in specific subjects/subject areas. In-school summative assessments inform teachers and senior leaders on attainment and progress within specific groups, classes, year groups and across school.

Summative assessments are carried out at the end of a project, term or year and provide further evidence and ratification of formative assessment. They take the form of written tests, observations, assessment tasks, photographs or learning journals.

As national curriculum levels have been phased out, our approach is to map children’s progress against age-related expectations. These are based on the average age of pupils at the end of each term.

	Autumn Term		Spring Term		Summer Term	
	Years	Months	Years	Months	Years	Months
Y1	5	10	6	2	6	6
Y2	6	10	7	2	7	6
Y3	7	10	8	2	8	6
Y4	8	10	9	2	9	6
Y5	9	10	10	2	10	6
Y6	10	10	11	2	11	6

Pupil’s progress is measured in years and months, with 12 months being the expected progress in one year.

We are currently waiting to see if the government issues guidance on the weighting of subject areas. In the old national curriculum in mathematics, number carried approximately a 70% weighting. English composition was also highly weighted compared to spelling, vocabulary, punctuation and grammar. Our current approach is to bear the old 'weighting' in mind when making professional judgements of in-year attainment. We will review this if government guidance becomes available.

### Use of maths tests in school

#### Arithmetic and Number Progress tests

Cornerstones Arithmetic and Number Progress Tests have been created to help prepare children for the end of key stage SATs and test the children against the age-related expectations outlined in the statutory curriculum for maths. The tests are used to assess and establish a baseline and moderation of the previous year’s judgements for children from Y1 to Y6 at the beginning of each academic year and at half-termly intervals thereafter. The tests include a range of non-contextualised questions relating to number and calculation, fractions, decimals and percentages, and basic algebra. The Cornerstones Attainment and Gap Analysis spreadsheet helps teachers to use the results from the tests to inform planning and make summative judgements.

## **Summative tests**

Cornerstones Summative Tests are used to ascertain what pupils have learned, on a termly basis, in relation to the programmes of study outlined in the national curriculum for mathematics. The tests are based on the statutory programmes of study for key stage 1 and key stage 2.

The Summative Tests comprise of three papers, which are presented to pupils as three separate test papers. The papers present a range of mathematical arithmetic, reasoning and problem-solving questions. There are nine tests in each year group set - one arithmetic and two reasoning tests per term (papers 1, 2 and 3). The relevant Cornerstones Attainment and Gap Analysis spreadsheet helps teachers to use the results from the tests to inform planning and make summative judgements.

### **How results of summative assessments are tracked through school**

We use the Cornerstones Progress and Attainment Tracker to set targets, track pupil progress and attainment, and create and filter tables to ensure assessment is an integral part of classroom practice and school improvement. Data from teacher assessments and judgements are entered. This is ratified termly for English and mathematics and annually for foundation subjects. The senior leadership team use the Progress and Attainment Tracker to monitor the progress and attainment of individual pupils, groups, classes or year groups and school as a whole. The tracker highlights children whose progress is below the expected level and who may need additional support or intervention. Progress and attainment data is communicated to all stakeholders, including parents, governors and Ofsted.

### **Nationally standardised summative assessment**

We ensure all statutory assessments are administered in accordance with guidance and reported to all stakeholders as appropriate. Nationally standardised summative assessment provides information on how pupils are performing in comparison to pupils nationally and how the school is performing in comparison to schools nationally.

Results from national tests are used to inform in school summative assessment and in-school assessment practice.

#### **The nationally standardised assessments are:**

- Reception baseline check (statutory from September 2016)
- Year 1 phonics screening test
- end of KS1 SATs in English and maths (end of Year 2)
- end of KS2 SATs in English, maths and science (end of Year 6).

## **Assessing children with SEND**

Our school has high aspirations for the achievements of pupils with SEND. We use information from teacher assessments and testing to support the diagnosis of learning difficulties and highlight any requirements for support or intervention. Progress for all children is measured in the most appropriate way for the individual child. Progress in communication or social skills may be considered as well as alternative methods of recording, such as learning journals and photographs.

## **Assessing the most able children**

Children who achieve all age-related statements early in a term will be judged to have shown depth of learning in that subject/subject area. They can then be judged against the statements in a subsequent grid.

Teachers can also refer to the Cornerstones 'Problem solving, depth and fluency' Essential Skills document which allows children to demonstrate their mastery of mathematical concepts through problem solving.

For children working above Year 6 ARE, we use the Cornerstones Higher Order Essential Skills for English and mathematics. These have been created with reference to the national curriculum programmes of study for KS3. We are able to assess children against age-related expectations up to 14 years 6 months.

### **Year Group Progress**

In order to meet year group expectations, children are required to learn new knowledge, skills and understanding each year. Our aim is that the vast majority of children will achieve year group expectations and therefore the thrust of the planning and the delivery of lessons will be geared towards this.

For our most able children, we would expect them to acquire the new year group skills, knowledge and understanding very quickly, mastering these in greater depth.

They would leave their current year group working at 4 months above the year group age related expectations, for example, a child in Year 2 who is working at greater depth would leave at 8 years 2 months, exceeding their year group expectations. As they start the new academic year, and given that they would have new learning to acquire, they would begin at the new year group expectations initially. In order to ensure they stay on track and make good progress, they would be given an end of year target exceeding the new year group expectations. For example, the same child who left Year 2 at 8 years and 2 months would be expected to leave Year 3 at 9 years and 2 month. This would mean that they would be exceeding their year group expectations every year.

### **Assessing children in EYFS**

Our EYFS practitioners base their assessments on their knowledge of the child through observation and interaction in a range of daily activities and events. The EYFS provision enables each child to demonstrate their learning and development fully. Embedded learning is identified by assessing what a child can do consistently and independently in a range of everyday situations. An effective EYFS assessment presents an holistic view of a child's learning and development. Accurate assessments take account of contributions from a range of perspectives including the child, their parents and other relevant adults.

Teachers use the Cornerstones EYFS Tracking Booklet to record children's progress in the typical behaviours for 22–36 months, 30–50 months and 40–60+ months.

Teachers use the EYFS to Year 1 Transition Skills document to assess Year 1 children working below age-related expectations and to assess children in Reception whose achievement exceeds the ELG statements.

## School year assessment overview

September		<ul style="list-style-type: none"> <li>- ratify/moderate summer data using Assessment and Moderation Grids (AMGs)</li> <li>- report to governors/other required bodies</li> <li>- Y1 –Y6 baseline testing (including Arithmetic and Number Progress Test 1 and Attainment and Gap Analysis (AGA))</li> <li>- nursery and reception baseline</li> <li>- teacher performance management</li> <li>- pupil progress/target-setting meetings.</li> </ul>
October	end of Autumn half-term 1	<ul style="list-style-type: none"> <li>- Y1 –Y6 Arithmetic and Number Progress Test 2 and AGA</li> <li>- English moderation in year groups utilising AMGs</li> </ul>
December		<ul style="list-style-type: none"> <li>- Mathematics summative tests (including Y2 –Y6 Autumn Arithmetic Test Paper 1 and Autumn Mathematics Reasoning Papers 2 and 3 and AGA)</li> <li>- summative tests for reading and SPaG</li> <li>- writing assessment using AMGs</li> <li>- reading assessment using AMGs</li> </ul>
December	end of Autumn half-term 2	<ul style="list-style-type: none"> <li>- Y1 Arithmetic and Number Progress Test 3 and AGA</li> <li>- input data to tracker</li> <li>- analyse data/moderation</li> </ul>
January		<ul style="list-style-type: none"> <li>- pupil progress meetings</li> <li>- teacher performance management reviews</li> </ul>
February	end of Spring half-term 1	<ul style="list-style-type: none"> <li>- Y1 –Y6 Arithmetic and Number Progress Test 4 and AGA</li> <li>- English moderation in year groups utilising AMGs</li> </ul>
March/April	end of Spring half term 2	<ul style="list-style-type: none"> <li>- Mathematics summative tests (including Y1 –Y6 Spring Arithmetic Test Paper 1 and Spring Mathematics Reasoning papers 2 and 3 and AGA)</li> <li>- Y1 –Y6 Arithmetic and Number Progress Test 5 and AGA</li> <li>- summative tests for reading and SPaG</li> <li>- writing assessment using AMGs</li> <li>- reading assessment using AMGs</li> <li>- input data into tracker</li> <li>- analyse data/moderation</li> <li>- pupil progress meetings (including a review of interventions)</li> </ul>
May	end of Summer half-term 1	<p><u>National testing in Y2 and Y6</u></p> <ul style="list-style-type: none"> <li>- Y1 –Y6 Arithmetic and Number Progress Test 6 and AGA</li> <li>- data review meetings</li> <li>- English moderation in year groups utilising AMGs</li> </ul>
June/July	end of Summer half term 2	<ul style="list-style-type: none"> <li>- Y1 phonics test</li> <li>- Mathematics summative tests (including Y1–Y6 Summer Arithmetic Test Paper 1 and Summer Mathematics Reasoning Papers 2 and 3 and AGA)</li> <li>- Y1 –Y6 Arithmetic and Number Progress Test 7 and AGA</li> <li>- summative tests for reading and SPaG</li> <li>- writing assessment using AMGs</li> <li>- reading assessment using AMGs</li> <li>- Y2 and Y6 teacher assessment against interim frameworks</li> <li>- transition meetings and class information handover</li> <li>- finalise teacher assessments – input into tracker</li> <li>- data analysis</li> </ul>