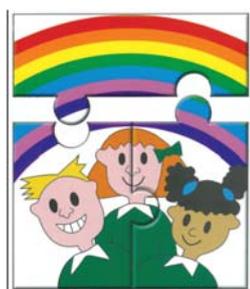




Emersons Green Primary School



Assessment Policy

Signed (Chair):	Name: Mike Beard	Date: 23 rd November 2015
Signed (Head):	Name: Adam Rider	Date: 23 rd November 2015
Draft to Governors – November 2015		Draft to staff- November 2015
Ratified:	Next Review: September 2017	



Equality Impact Assessment (EIA) Part 1: EIA Screening

Policies, Procedures or Practices:	Assessment	DATE:	October 2015
EIA CARRIED OUT BY:	A RIDER	EIA APPROVED BY:	A RIDER

Groups that may be affected:

Are there concerns that the policy could have a different impact on any of the following groups? (please tick the relevant boxes)	Existing or potential adverse impact	Existing or potential for a positive impact
Age (young people, the elderly; issues surrounding protection and welfare, recruitment, training, pay, promotion)		X
Disability (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication)		x
Gender reassignment (transsexual)		X
Marriage and civil partnership		X
Pregnancy and maternity		X
Racial groups (consider: language, culture, ethnicity including gypsy/traveller groups and asylum seekers)		X
Religion or belief (practices of worship, religious or cultural observance, including non-belief)		X
Sex (male, female)		X
Sexual orientation (gay, lesbian, bisexual; actual or perceived)		X

- Any adverse impacts are explored in a Full Impact Assessment.



NEXUS ASSESSMENT POLICY

1. Introduction

1.1 The NEXUS Learning Partnership consists of 7 schools: Blackhorse Primary School, Stanbridge Primary School, Emersons Green Primary School, Bromley Heath Junior School, Bromley Heath Infant School, Mangotsfield Primary School and Kings Forest Primary School. To allow effective benchmarking and moderation, the governors of these schools have agreed the following joint assessment policy.

1.2 Within the NEXUS Learning Partnership we believe that in order for all our children to be successful learners then assessment for learning must be at the heart of everything we do. The primary purpose of assessment is to inform the next steps in teaching and learning by doing this we aim to develop the right skills for all our children to reach their maximum potential. **In NEXUS** we have a robust, shared assessment system. It is a careful planned mix of both formative and summative assessment, together with an effective tracking system. As a result we are able to:

- a. Give reliable information to parents about how their child, and their child's school, is performing
- b. Help drive improvement for pupils and teachers by identifying gaps in learning and plan to meet the learning needs of each child
- c. Measure progress of individual children and cohorts, track underachievement and those falling behind by analysing and evaluating performance
- d. Celebrate progress and set ambitious targets for attainment and achievement
- e. Moderate outcomes between schools to ensure consistency
- f. Share summative data across the partnership to benchmark standards and raise aspirations
- g. Make sure that as a school we keeping up with external best practice and innovation through networking with other schools

1.3 This aligns with the South Gloucestershire Assessment Principles published on our school website.

2. Assessment of EYFS children.

2.1 Currently children in EYFS are assessed against the Foundation Stage Profile and the 17 Early Learning Goals. Children are reported as to whether they are 'emerging', 'expected' or 'exceeding' for each ELG and whether they have achieved a good level of development.

2.2 From September 2015, all children entering Reception undergo a baseline assessment. This will be used to assess the progress of children who enter reception year. The baseline assessment will score each pupil against the knowledge and understanding typical for children at the start of reception year. It will be linked to the learning and development requirements of the [early years foundation stage \(EYFS\)](#) and to the [key stage 1 national curriculum](#) in English and mathematics.

2.3 NEXUS uses the NFER Baseline Assessment for Reception. Information relating to this can be found at: www.nfer.ac.uk/schools/baseline-assessment

3. Phonics Screening Year 1.

In June all pupils in year 1 sit a phonics screening check. Pupils who do not achieve the required threshold at the end of year 1 repeat the check at the end of year 2.



4. Statutory Assessment at the end of Key stage 1 and 2 (Year 2 and Year 6).

4.1 From September 2015 Year 2 and Year 6 children will be assessed against the new end of key stage performance descriptors for the 2014 national curriculum. These performance descriptors will be published in the autumn of 2015. Children in year 2 and year 6 will still continue to sit test papers (see over). In Year 2, the test papers/tasks will be used to inform teacher assessment. Writing for both year 2 and year 6 will continue to teacher assessment.

4.2 National Curriculum Assessments in 2016 onwards will be as follows:

Year group	2016 Tests/tasks
Year 2 – all teacher assessment	<ol style="list-style-type: none"> 1. Reading test as part of the evidence base 2. Maths tests – arithmetic and problem solving as part of the evidence base 3. Spelling, punctuation and grammar test as part of the evidence base 4. Writing teacher assessment
Year 6 – mix of tests and teacher assessment	<ol style="list-style-type: none"> 1. Reading test 2. Maths tests – arithmetic , two problem solving papers 3. Spelling, punctuation and grammar test 4. Writing teacher assessment

5. Assessment in Years 1-6 (other than statutory end of Key Stage tests):

5.1 From September 2015 all children within NEXUS are being assessed against the new National Curriculum for reading, writing and mathematics. For each year group there is a set of Age Related Expectations (ARE's) for a child to meet. These are a set of statements which clearly outline the skills and knowledge which a child should achieve by the end of a particular year and are available on the schools' websites.

5.2 Within NEXUS we assess each child three times a year against the ARE's for reading, writing and mathematics. In order to make a judgment on the % of the ARE's a child has met each term we use a range of evidence – work in books, tests, mini assessments, observations, annotated planning. Over the year the % of ARE's a pupil has met will be tracked using Classroom Monitor software and stored on the school's SIMs Information Management System.

5.3 At the end of the academic year the total % of ARE's a child has met will then be converted into an end of year judgement. The end of year judgement will report as to whether a child is '**Emerging**', '**Developing**' or '**Secure**' the ARE's for their year group. For each end of year judgement a % of the ARE's must be met as shown below:

Judgement	% of AREs achieved	What this means
Emerging	10 – 24.9%	The child can demonstrate an understanding of less than half of the Age Related Expectations for their year group and so are working below the expected standard.
Emerging +	25% - 39.9%	
Developing	40% - 54.9%	The child can demonstrate an understanding of more than half of the Age Related Expectations for their year group and so are almost working at the expected standard.
Developing +	55% - 69.9%	
Secure	70% - 84.9%	The child has mastery of nearly all of the Age Related Expectations for their year group and so are securely working at or above the expected standard.
Secure+	85%+	



5.4 The AREs in Reading and Writing are equally weighted. However, the mathematics AREs are not equally weighted, with some named as 'key performance indicators' (usually linked to understanding of number and calculations) which have a higher weighting than those relating to shape, space, measures and statistics.

5.5 These % have been agreed between the majority of the schools in South Gloucestershire LA in order to ensure consistency.

5.6 In the NEXUS schools, digital records are kept for each child, using the Classroom Monitor software, indicating which ARE statements have been taught and the level of understanding independently demonstrated by the child when the statement is assessed. These records are kept for reading, writing and maths.

5.7 Each statement is RAG highlighted to show whether they have:

- ✓ RED – been taught the statement but have only limited understanding or recall;
- ✓ Amber – have demonstrated a satisfactory level of understanding but have not yet fully mastered the concept; or
- ✓ Green – demonstrated complete understanding and mastery of the concept.

5.8 Teachers will also attach photographic/ documentary evidence to these digital records for reference and moderation purposes if appropriate.

5.9 From September 2016, all year groups will be assessed against the ARE's .

6. Standardisation/Moderation

6.1 The process of moderation is an essential part of our school assessment system. As a school and as a member of the NEXUS Learning Partnership we ensure that time is set aside each term for moderation to take place. The purpose of which is to ensure that our data is accurate and consistent across the cohorts, school, and NEXUS. Teachers and support staff are involved in the moderation process to ensure agreement on the criteria for the ARE's in the following ways;

- I. With colleagues in school – key stage meetings, staff meetings, 1-1 with subject leaders,
- II. With colleagues from other NEXUS schools (led by a school-based LA moderator)
- III. By attending LA sessions to ensure our judgements are in line with other schools

6.2 Moderation will be organised as follows:

NEXUS Moderation	Autumn	Spring	Summer
Reading	Key stage/ school based moderation	Whole school staff meeting	School-based Moderation
Writing		Whole school staff meeting Y2 & Y6 NEXUS Moderation	Year specific NEXUS Moderation
Maths		Whole school staff meeting	Whole school staff meeting



7. Tracking pupil progress

- 7.1 As a Learning Partnership NEXUS use Classroom Monitor in order to record pupil data and track progress. We report 3 times a year for reading, writing and maths from Year 1 to Year 6.
- 7.2 Pupil data is reviewed termly at Pupil Progress meetings and used to target children who are not working at ARE and for plan/evaluating intervention.
- 7.3 Senior leaders, subject leaders and the SENCO all complete an analysis of the data to review progress for their specific area of responsibility.
- 7.4 NEXUS schools have agreed to allow headline summative data to be shared between schools via Classroom Monitor allowing schools to compare outcomes against other NEXUS schools throughout the year. This will allow standards to be benchmarked across the group.

8. Reports and sharing information with stakeholders

- 8.1 Each term the governors receive a data report from Classroom Monitor and comparative data from across NEXUS as appropriate.
- 8.2 Parents' evenings are held twice a year where teachers share progress data with parents.
- 8.3 Parents receive at least one written report a year. In the reports the teacher will refer to the progress a child has made and the areas for development.
- 8.4 Each school will publish statutory end of Key Stage data at the end of each academic year on the school website.

9. Assessment tests and tasks

Year groups	Autumn	Spring	Summer
EYFS	Baseline assessments In EYFS	Mid-Year Assessments	End of year assessments
Year 1,	Rising Stars Termly Reading, SPAG and Maths Progress Assessments Termly Writing Teacher Assessment	Rising Stars Reading, SPAG and Maths Progress Assessments Termly Writing Teacher Assessment	Year 1 – Rising Stars Reading, SPAG and Maths End of Year Assessments Year 1 Phonics Check End of Year Writing Teacher Assessment
Year 2	Rising Stars Termly Reading, SPAG and Maths Progress Assessments Termly Writing Teacher Assessment	Rising Stars Reading, SPAG and Maths Progress Assessments Termly Writing Teacher Assessment	SATs papers for Year 2 – reading and maths. Teacher assessment Year 2 – Phonics check for those who did not pass in Year 1.
Year 3,4,5	Rising Stars Termly Reading, SPAG and Maths Progress Assessments Termly Writing Teacher Assessment	Rising Stars Reading, SPAG and Maths Progress Assessments Termly Writing Teacher Assessment	Rising Stars: End of Year Maths, Reading & SPAG tests End of Year Writing Teacher Assessment
Year 6	Rising Stars Termly Reading, SPAG and Maths Progress Assessments	Rising Stars Termly Reading, SPAG and Maths Progress Assessments	SATS Year 6 – reading, maths, EGPS Teacher assessment for writing



	Termly Writing Teacher Assessment	Termly Writing Teacher Assessment	
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SEND

Some of our pupils with SEN/D (Special Educational Needs/Disability) may be working below the Age Related Expectations for their class. We monitor the progress of these pupils on an individual basis and set high expectations for their progress based on their starting point and an understanding of their individual needs.