

# Tyneview Primary School

## Primary Assessment Policy

Last updated Spring term 2021

**Please read alongside Assessment Addendum (Spring 2021)**

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## Statement of intent

At Tyneview Primary School, we believe that in order to facilitate teaching and learning, a comprehensive assessment strategy is essential.

We are committed to:

- Ensuring early and accurate identification of individual needs.
- Understanding children accurately in terms of learning needs.
- Involving all staff, pupils and parents/carers in the assessment process.
- Ensuring pupils have individual targets.
- KS2 targets are set and reviewed alongside pupils.
- Regularly monitoring progress and attainment.
- Using suitable assessment systems (Learning Ladders, SCERTS, PIVATs, 2Simple) in order to set individual pupil targets which are SMART:
  - Specific
  - Measurable
  - Achievable
  - Realistic/relevant
  - Time bound
- Acknowledge and celebrate progress and attainment of individuals.
- Working with other agencies as needed.

## Principles

Using the principles and processes of assessment, our aim is to:

- Ensure curriculum needs of the pupils are met.
- Monitor progress and support learning.
- Recognise and celebrate the achievements of pupils and identify areas for development.
- Work alongside pupils to share their progress and give guidance and targets on how to improve.
- Guide planning, teaching, additional support, curriculum development and the creation of resources.
- Work with parents/carers to share their children's progress and attainment through use of Pupil Planners in KS1 and KS2.
- Work alongside Trust and Governors to share pupil attainment and progress.
- Provide information to ensure continuity when a pupil changes year group or leaves the school.
- Comply with statutory requirements.
- Ensure that appropriate links are made with behaviour policy to support social and emotional needs.

## Rationale

The process of assessment is central to helping pupils to progress and fulfil their potential. It is also necessary to provide a framework to ensure that learning objectives can be set and used to inform lesson planning, resources and support.

Schemes of assessment also inform whole-school objectives and training. Assessment should be integrated methodically into teaching strategies, so that progress can be monitored and barriers to learning can be identified at pupil, group, class or whole-school level.

The assessment process can only be successful if regular reviews take place and plans are communicated and actioned at all levels. Our chosen assessment systems are free from bias, stereotyping and generalisation in relation to gender, class and race.

Our assessment procedures are compliant with the SEND Code of Practice; however, we do analyse the progress of different cohorts of pupils, to ensure that we meet the needs of individuals and specific groups.

This policy also complies with the recommendations proposed in the Assessment Without Levels Commission Report<sup>1</sup> and DfE guidance on assessment and accountability reforms for primary schools.<sup>2</sup>

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<sup>1</sup> DfE and Standards and Testing Agency (2015) 'Commission on Assessment Without Levels: Final Report'

<sup>2</sup> DfE (2014) 'Reforming assessment and accountability for primary schools'

## NEAT

### Assessment process overview

#### Rationale

As a Trust, our vision is to *'belong to an innovative, sustainable trust, working collaboratively to enable all learners to be well prepared for the next stage of their lives in a changing world.'*

We are working in collaboration as a trust to reduce teacher workload and all decisions are informed by these principles. To that end, we take the following in consideration for all data collections:

- There must be a clear purpose to the data collection.
- Specific data will only be requested once, it is then the responsibility of the trust central team to ensure that the data is presented appropriately to meet the needs of various audiences.
- The frequency and amount of data requested is proportionate and realistic and will take into account teacher workload, impact and outcomes
- We will continuously review our use of data to ensure effective and efficient use of all data.

#### Process

##### Annually

End of key stage data is collected (making use of external data sources) for **all** and **PP** pupils. The data is then used to populate a whole trust overview of school performance enabling national, local and school-to-school comparisons. This data enables the identification of key trust and school trends, which then feed in to whole trust and school improvement plans. This data set is further used to support the development of school targets. The targets are moderated using internal school data and predictions are set based on prior attainment of pupils. Schools are realistic in their target setting and take into consideration previous school performance and existing school support. This process then feeds in to the development of school and trust improvement plans.

##### Termly

Schools populate a termly report, which captures a range of school data including: attendance, exclusions, staff absence and attainment data (all year groups- reading, writing maths **PP** and **all** KS1 to 2 and all subjects for **all** and **PP** pupil groups for KS3 to 5)

The data is used to populate a number of school, Local Governing Committee and trust specific reports, considering audience. This information in turn, is used to highlight key strengths and inform key priorities.

Strategic groups including: learning and teaching, attendance and safeguarding, make effective use of the termly data report to identify themes, strengths, priorities and actions.

#### Moderation

##### Early Years, KS1, KS2 and year 7

Moderation of reading, writing and maths takes place termly for end of Key Stage and twice yearly for all other year groups. PIXL assessments support teacher judgements and identify key skills and knowledge gaps. Thresholds are set across the trust to support the assessment of learners working **below, at or above age related expectations** and this data is used to support termly teacher assessment. Teachers upload end of term data into Learning Ladders at KS1 and 2 and this information is then used to populate the termly data report. Tracking of foundation subjects is developing. Teachers have identified assessment opportunities to assess learner's application of key skills on an annual basis. The focus will be on exception reporting (learners working below or above age related)

Teacher assessments have a focus on identifying learners working below, at or above age related expectations. Teachers are then encouraged to use the assessment information to inform next steps in teaching. School leaders make effective use of this internal data to support the deployment of support and intervention as appropriate.

##### Year 8 and 9, KS4 and 5

Teacher assessment is captured termly with teachers using both tests and ongoing teacher assessment to identify learners working- below at or above age related expectations with external moderation across all subjects timetabled twice annually for year 11 and year 13.

SISRA is used to track progress and attainment across KS4 and 5 with an internal data tracker in use across KS3 for English and Maths. Teachers are then encouraged to use the assessment information to inform next steps in teaching. School leaders make effective use of this internal data to support the deployment of support and intervention as appropriate.

Data relating to attendance and safeguarding is moderated through the deployment of central support team ensuring consistency of identification and reporting.

Finance and HR data is compiled through the Trust central support service and used to populate part of the termly data report.

### **Formative assessment**

All trust schools have their own formative assessment policy reflecting individual school policy and practice. All schools have considered *Eliminating unnecessary workload* around marking (DFE March 2016) and *Making data work* (DFE November 2018) as part of a whole trust commitment to supporting teacher workload.

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## **1. Legal framework**

1.1. This policy has been created with regard to the following DfE guidance:

- DfE (2014) 'Reforming assessment and accountability for primary schools'
- DfE (2017) 'Primary assessment in England'
- DfE (2017) 'Statutory framework for the early years foundation stage'

## **2. Key roles and responsibilities**

- 2.1. The **governing body** has overall responsibility for the implementation of the Assessment Policy and procedures.
- 2.2. The **governing body** has overall responsibility for ensuring that the Assessment Policy, as written, does not discriminate on any grounds including, but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- 2.3. The **headteacher** has responsibility for handling complaints regarding this policy as outlined in the school's Complaints Procedure Policy.
- 2.4. The **headteacher** is responsible for the day-to-day implementation and management of the Assessment Policy and procedures.
- 2.5. The **assessment leader** is responsible for collecting and interpreting assessment data, implementing systems for identifying, assessing and reviewing Individual Learning Plans (ILPs) for all pupils, and updating the senior leadership team on the effectiveness of the provision, using local, national and school level assessment data.
- 2.6. The SENCO is responsible for maintaining the SEND register, coordinating individual support, handling pupil records received from mainstream schools, reviewing ILPs and managing statutory assessment.
- 2.7. **Class teachers** are responsible for setting individual targets, maintaining accurate pupil records, reporting progress to parents/carers, and contributing to ILPs.
- 2.8. All staff, including teachers, support staff and volunteers, are responsible for following the Assessment Policy. They are also responsible for ensuring the policy is implemented fairly and consistently, and for sharing relevant information with the SENCO and headteacher.
- 2.9. Pupils are expected to engage fully in the assessment process by always trying their hardest in both formative and summative assessments, and by following exam regulations specified by examination boards.

- 2.10. Parents/carers are expected to engage with the school in the assessment process by attending consultation evenings and meetings, and by encouraging pupils to do their best in their day-to-day schooling and in summative assessments.

### 3. Training of staff

- 3.1. We recognise that early intervention can improve both achievement and self-worth. As such, teachers will receive training in identifying pupils potentially at risk of not meeting targets.
- 3.2. Teachers and support staff will receive training on the Assessment Policy as part of their new starter induction.
- 3.3. Teachers and support staff will receive training as part of their development when appropriate.

### 4. Definitions

- 4.1. Tyneview Primary School accepts the following definitions for the purpose of this policy:

“**Assessment**” is defined as:

- Activities undertaken by teachers, and/or by pupils assessing themselves, which provide information to use as feedback.
- Activities which enable modification of teaching and learning activities to improve achievement.
- Activities which lead to formative or summative feedback.

**Diagnostic assessment:** Any activity which aims to quantify what pupils already know about a topic and gives teachers initial data to measure progress from.

**Formative assessment:** Any activity which assesses progress throughout the school term and guides teachers in how to modify their teaching to help their pupils achieve.

**Summative assessment:** Activities which assess final achievement at the end of the year.

**Individual Learning Plan (ILP):** An individualised plan which shows how a learner will get from their starting point on a learning journey, to the desired end point.

### 5. Types of assessment

- 5.1. Tyneview Primary School acknowledges that assessment will take place in a range of different ways for different subjects; however, all assessment will embrace the principles outlined in this policy, and therefore, assessment in some form will be evident in every lesson.
- 5.2. Types of assessment carried out include (but are not restricted to):
- oral feedback,
  - whiteboard work,
  - self-assessment,
  - peer assessment,
  - group assessment,
  - targeted questioning,
  - written feedback that links to assessment criteria,
  - use of Pixl strategies across KS2, beginning to be implemented KS1.
- 5.3. Teachers will provide regular opportunities for pupils to assess their own work through the use of Learning Journeys in KS2. This supports pupils to be actively involved in their learning and to be able to identify their own targets for improvement.

### 6. Scheme of assessment

- 6.1. National curriculum levels have been removed and replaced with national curriculum descriptors. Tyneview Primary School has implemented the following scheme of assessment which addresses assessment without levels:

Please consult the scheme of assessment and assessment cycle documents in Appendices B, C, D and E for further information.

- 6.2. Summative assessments are used to assess what a pupil can do at a particular point in the learning journey. Performance in summative assessments will also be measured against age-related expectations. We utilise the following formal summative assessments:
- 6.3. SCERTS is used for children with a diagnosed Social Communication Difficulty such as Autistic Spectrum Disorder (ASD). The SENCO alongside the ARC manager, parents and class teacher will decide when this is an appropriate method of assessment.
- 6.4. PIVATs is used when children have an identified Learning Difficulty and are not making expected progress using Learning Ladders expectations. This is used in order to assess smaller steps of progress and to plan to enhance learning. The SENCO alongside the ARC manager, parents and class teacher will decide when this is an appropriate method of assessment.
- 6.5. Learning Ladders is an online system used for ALL children across KS1 and KS2 unless PIVATs has been identified as the most appropriate form of assessment.
- 6.6. Pixl is a tool used across KS2 (and some aspects across KS1) in order to identify specific gaps in learning through the use of assessments and Question Level Analysis.

## 7. Formal tests

- 7.1. At Tyneview Primary School we aim to produce independent learners; encouraging our pupils to be creative and develop a lifetime love for learning.
- 7.2. To ensure that pupils are ready for the next stage in their education, we will continually monitor the progress of pupils through teacher-led assessments and statutory formal assessments.
- 7.3. Pupils in Year 2 and 6 will undertake national curriculum tests, commonly called SATs. The results give an opportunity to compare pupils nationally, which will ensure that schools are helping pupils to learn, understand and make progress in English and mathematics.

### Early years foundation stage (EYFS)

- 7.4. A progress check will be completed for every pupil between two-years-old within playgroup. Parents and carers will be supplied with a short written summary of their child's development in the three prime learning and development areas of the EYFS: Personal, Social and Emotional Development; Physical Development; and Communication and Language; when the child is aged between 24-36 months.
- 7.5. Children are continually assessed throughout EYFS using 2 Simple and the Development Matters documentation. This information is passed on to Parents and carers on a termly basis through parents meetings, reports or emails directly from 2 simple.
- 7.6. In reception, an Early Years Foundation Stage Profile (EYFSP) will be completed for each pupil. The EYFSP summarises and describes pupil attainment at the end of the EYFS.
- 7.7. Each child's level of development will be assessed against the early learning goals. The EYFSP will indicate whether a pupil is meeting expected standards of development, if they are exceeding the expected levels, or if they are not yet meeting the expected levels ('emerging').

- 7.8. The school's Year 1 teachers will be provided with a copy of the EYFSP, along with a short commentary on each pupil's characteristics of learning; this copy will help to inform a dialogue between Reception and Year 1 teachers regarding each pupil's stage of development.
- 7.9. Parents will also receive the results of the EYFSP, and will be given an opportunity to discuss any concerns with the teacher who completed the profile.
- 7.10. Early years providers will supply a copy of the EYFSP to the LA on request. LAs are required to return the profile to the relevant Government department.
- 7.11. The EYFSP will reflect:
- Ongoing observations
  - All relevant records held by the setting
  - Discussions with parents
  - Discussions with any other adults whom the teacher or parents of the pupil judge to offer a useful contribution to a pupil's attainment.

#### **KS1**

- 7.12. Towards the end of Year 1, pupils will complete a phonics screening check. Any pupils who do not meet the required standard will repeat a phonics screening check in Year 2.
- 7.13. At the end of KS1, pupils will undergo teacher assessments in mathematics and reading which will be informed by externally-set, internally-marked tests. Additionally, there is an option to complete externally-set test in English grammar, punctuation and spelling.
- 7.14. The proportion of pupils achieving the expected standard in English reading, English writing, mathematics and science will be published at a national and local authority level but not at a school level.

#### **KS2**

- 7.15. At the end of KS2, formal externally-marked tests, for mathematics, English reading, and an English grammar, punctuation and spelling test, will be taken.
- 7.16. Teacher assessment judgements are made in English reading, English writing, mathematics and science.

### **8. Target setting**

- 8.1. Pupils complete diagnostic assessments at the start of the Autumn term, which inform long-term national curriculum-based learning goals. Using the results of the diagnostic assessments, pupils' mastery of the subject will be judged as 'below expected standard, 'at expected standard, or 'above expected standard.
- 8.2. Pupils with SEND may follow national curriculum objectives from a younger year group's curriculum depending on their need and cognitive ability. Pupils will then be assessed using the associated criteria. Children who are on the SEN register will have targets set twice yearly on Passports which will be reviewed during SEN reviews or Parents' Evening.
- 8.3. Learners who have English as an additional language (EAL), who are at the initial stages of learning English, are assessed using the Northern Association of Support Services for Equality and Achievement (NASSEA) assessment system for EAL learners.
- 8.4. Half termly targets are set for groups of children and displayed within Pupil Planners for children and parents to see. These are reviewed half termly.

## 9. Tracking and reviewing progress

9.1. Formative and summative assessment milestones are recorded electronically using Learning Ladders. Learning Ladders gives three opportunities to achieve each objective (see appendix H and I for further details). In order to master an objective, pupils must be able to demonstrate that they have:

- Learned the skill/concept
- Practised the skill
- Applied the skill
- Applied the skill/knowledge in a different context

9.2. Pupil progress meetings for each year group are scheduled termly and focus on:

9.2.1. Reviewing the progress of all pupils.

9.2.2. Identifying and monitoring cohorts of pupils that are underperforming.

9.2.3. Pinpointing barriers to learning that occur across classes, e.g. attendance, punctuality, behaviour, EAL and SEND factors.

9.2.4. Selecting intervention strategies to implement as a team to tackle barriers to learning.

9.2.5. Creating an action plan for each class – factors affecting underachievement and the steps that will be taken to combat this.

## 10. Homework

10.1. Depending on the year group, homework is given daily and/or weekly. An outline of typical tasks and the frequency of homework is outlined below. Further detail of homework arrangements can be found in the school's Homework Policy.

Year group	Typical task	Frequency
Nursery	Parent/carer is expected to read a book from nursery to child and encourage child to tell a story using the pictures within a book.	Weekly
Reception	Flashcard of High frequency words are given to practise at home.	As new words are learned.
	Pupils will also take home a piece of Numeracy/Literacy work each week linked to their learning.	Weekly
	Parent/carer is expected to read a book with their child at least 3 times a week. At the start of the year this may just be telling a story using the pictures. As phonics progress' this will become the parent/carer listening to their child read.	Weekly
	Parent/carer is expected to read a book from nursery to child and encourage child to tell a story using the pictures within a book.	Weekly

<b>Year 1 and 2</b>	Reading for 10-15 minutes.	Three times per week.
	Spellings are given to learn.	Three times per week.
	Appropriate maths/number facts or times tables to learn.	Weekly
	Additional targeted task in English and Maths	Twice per half term.
<b>Year 3 and 4</b>	Reading for 20-25 minutes.	Three times per week.
	Spellings are given to learn.	Three times per week.
	Appropriate maths/number facts or times tables are given to learn.	Weekly
	Additional targeted task in English and Maths	Twice per half term.
<b>Year 5 and 6</b>	Reading for 20-30 minutes.	Three times per week.
	Spellings to learn.	Three times per week.
	Appropriate maths/number facts or times tables are given to learn.	Weekly
	Additional targeted task in English and Maths	Twice per half term.

- 10.2. Homework tasks are set in line with curriculum objectives and age-related expectations for each year group, and are used to formatively assess pupils' ability to practise and apply skills/knowledge learned in class.

## 11. Marking and feedback

- 11.1. Marking of pupils' work will follow the [Marking and Feedback Policy](#). Effective marking of pupils' work is fundamental to ensuring that a personalised learning journey for all pupils is achieved.
- 11.2. Marking and feedback will directly relate to subject specific assessment criteria and individual learning targets. The primary aims of marking are to ensure that each pupil can progress and teachers are aware of knowledge gaps, so that they can adjust lesson planning accordingly.
- 11.3. Dedicated time will be allotted during lessons for pupils to review and respond to feedback (Orange boxes) and make improvements/corrections to work.

- 11.4. Feedback can take a variety of forms, depending on the age of the pupil, the activity undertaken and the teacher's judgement. Our aim is for pupils to have full ownership of their work and to be able to review their progress and identify their own 'next steps' (sometimes with guidance from the class teacher).
- 11.5. Marking and feedback strategies include:
- 11.5.1. Green marks for correct use of Learning Objective
  - 11.5.2. Orange marks for incorrect answers/ use of Learning objective
  - 11.5.3. Orange boxes for challenges
  - 11.5.4. Orange boxes for corrections
  - 11.5.5. Regular comments in child-appropriate language
- 11.6. The quality of pupils' work is rewarded and sanctioned in line with the Rewards and Sanctions Policy.
- 11.7. Achievement is rewarded in the following ways:
- House Points
  - Raffle tickets
  - Achievement and writing awards in assembly.

## **12. Records and record keeping**

- 12.1. Teachers use records to review pupils' progress, set appropriate targets for the future and form the basis of reports to parents/carers. Records are kept in the following formats:
- 12.2. Learning Ladders (KS1 and KS1);
- 12.3. 2Simple (FS)
- 12.4. Weekly homework records;
- 12.5. Learning intentions;
- 12.6. Learning Journeys (KS2);
- 12.7. Pupil progress meeting records;
- 12.8. Pupil planners (KS1 and KS2);
- 12.9. PIVATs (for identified children);
- 12.10. Learning Journeys (Foundation Stage).
- 12.11. At the EYFS, each child's developments and achievements are recorded in [\[the EYFSP \(optional from September 2016\)\]](#), which is based on teachers' ongoing observations and assessments.
- 12.12. Copies of all EYFS data are also kept via 2simple online.
- 12.13. Summative assessment records, such as KS1 and KS2 examination results, are kept [electronically](#) and held for [six years](#) after the year of the examination.
- 12.14. Formative assessment records, such as pupil work, are held for [one year](#), with a selection from each year group being held for three years.

### **13. Standardisation and moderation**

13.1. The process of moderation is an essential part of the assessment system. Teachers are involved in the moderation process to ensure agreement on criteria for progress in the following ways:

- Collaboration with colleagues;
- Partnership with colleagues from other schools within NEAT and wider Walker community;
- Attendance at LA sessions to ensure judgements are in line with other schools/academies;
- Staff meetings and cross-moderation between year groups.

### **14. Reporting**

14.1. Records promote and ensure the following:

- Positive home/school relationships
- Information for parents/carers
- Opportunities for discussion with parents/carers
- In some cases, information for partnership agencies
- Targets for pupils

14.2. Within KS1 and KS2, targets are set half-termly within the Pupil Planner in relation to English and Maths. These are reviewed half termly and the Target page updated within the Pupil Planner noting Progress and effort in each target in addition to reading age and attendance. This is then reviewed by SLT and PSA to identify and target children and parents who may need additional support and where necessary, parents/carers may be invited in to school to discuss their child's progress.

14.3. A written report for each pupil is sent to parents/carers annually. Reports outline pupils' progress in the core and foundation subjects of the national curriculum. Teachers make comments on the attainment of each pupil in terms of national age-related expectations. Targets for literacy and numeracy are also set for the next academic year.

14.4. Copies of children's observations and developmental progress are sent to EYFS parents via 2simple software. Written reports are also sent Termly more formally.

14.5. For pupils at the end of key stages 1 and 2, annual reports will be sent to parents containing additional information, including the results of national curriculum tests, along with information about scaled scores and whether or not their child met the national expected standard.

14.6. Parents are invited to attend formal consultations (parent/carer evenings) with the teacher during the Autumn, Spring and Summer terms. Parents/carers are also welcome to discuss the progress of their child with class teachers or the headteacher at other times.

14.7. The headteacher reports progress to governors on a termly basis, in the form of a headteacher's report.

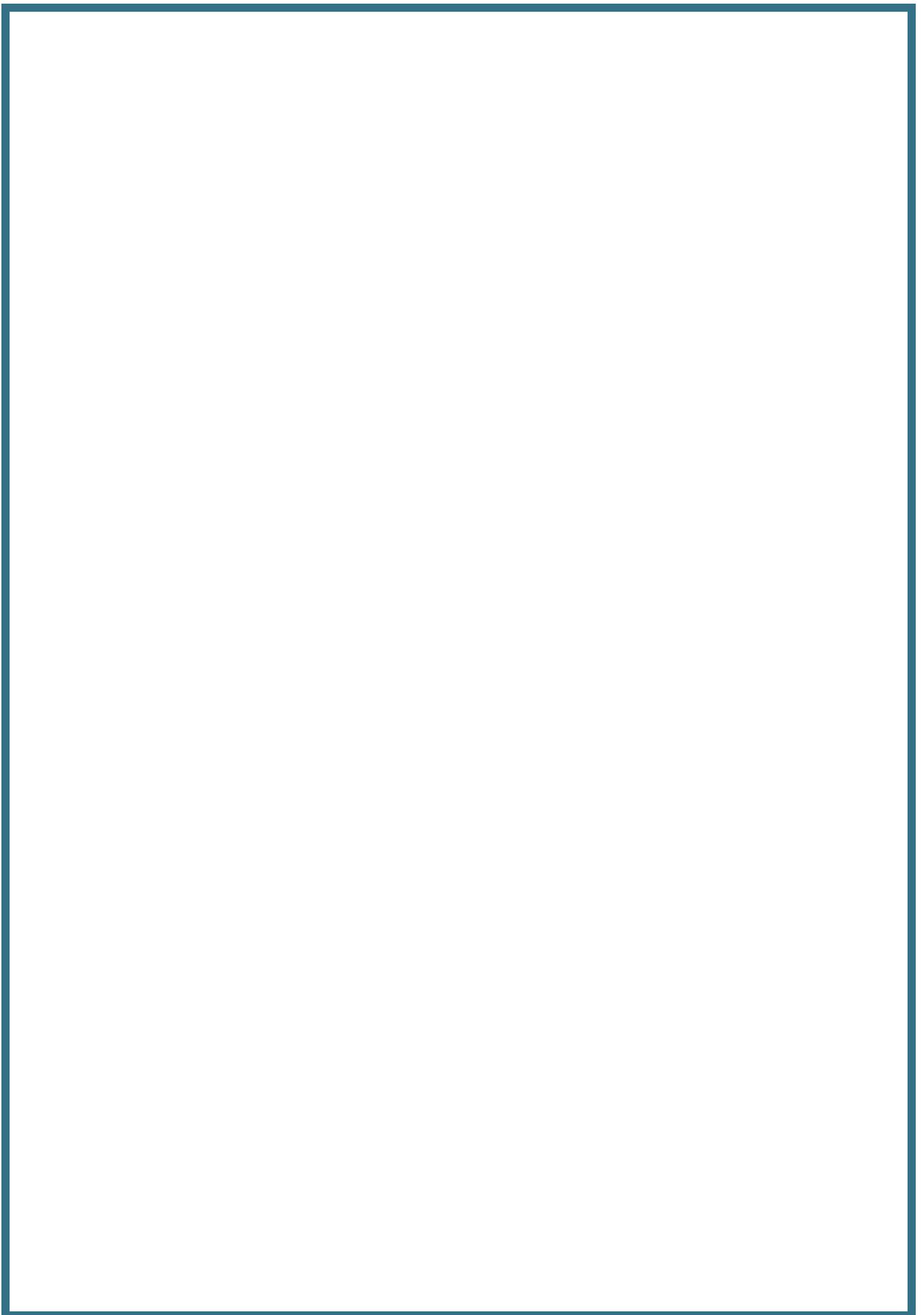
### **15. Relevant policies**

15.1. This policy also links to the Homework Policy, Attendance Policy, Behaviour Policy and Marking and Feedback Policy.

### **16. Policy review**

16.1. This policy is reviewed annually by the senior leadership team in partnership with school governors and curriculum leaders. Any necessary changes are made and communicated to all members of staff.

16.2. The scheduled review date for this policy is September 2021.



## **Appendix A – Marking guidance**

This guidance on marking forms part of the whole-school policy for assessment and is directly linked to curriculum planning. The school is committed to using formative assessment, through assessment for learning, and uses focussed marking as the principle method for providing feedback to pupils in order to raise standards of attainment.

### **Formative assessment and focussed marking:**

Formative assessment is based on the principle that, in order to make good progress, pupils need to be clear about the next steps in their learning.

Teachers use focussed marking to assess pupils' progress in relation to planned learning objectives and to identify pupils' strengths and gaps in their skills/knowledge. Next steps should be shared with the child, in an age-appropriate way, in order to provide feedback to the child about where they are in relation to this aim and the steps necessary to achieve the aim.

'Next steps' information is used to inform planning for subsequent lessons and to facilitate the setting of appropriate targets for the class, group or individual. Grouping or setting should be flexible in order for teachers to effectively address the needs of pupils with similar gaps in learning.

### **Writing**

Focussed marking of pupils' writing should relate to either the specific learning objective communicated through Learning Journeys (KS2), or the next step target for each pupil.

Teachers should not correct every spelling and grammatical mistake in a piece of written work, as this can be overwhelming for pupils and will rarely lead to an improvement. Up to three spelling/grammatical errors may be corrected, provided that pupils are given an opportunity to make corrections and practise spelling/grammar rules.

### **Maths**

The main purpose for marking maths work is to identify whether pupils have grasped a mathematical concept or method and to ensure that pupils demonstrate the way calculations are worked out. Teachers should assess the steps needed to enable pupils to make further progress.

### **Other subject books**

Marking should be judged against the learning objective and teachers should be mindful of the child's ability in literacy to ensure high standards are maintained in all subjects.

### **Self-assessment**

Teachers should provide regular opportunities for pupils to assess their own work and the learning of their peers. This supports pupils to be actively involved in their learning and to be able to identify their own targets for improvement. This may include:

- Peer marking against the learning objective (assessing and/or marking another pupil's work).
- Self-evaluation (e.g. traffic lights or smiley faces to indicate how the child views their work in relation to the learning objective).
- Highlighting and annotating their own or a peer's work to demonstrate appropriate use of text features.

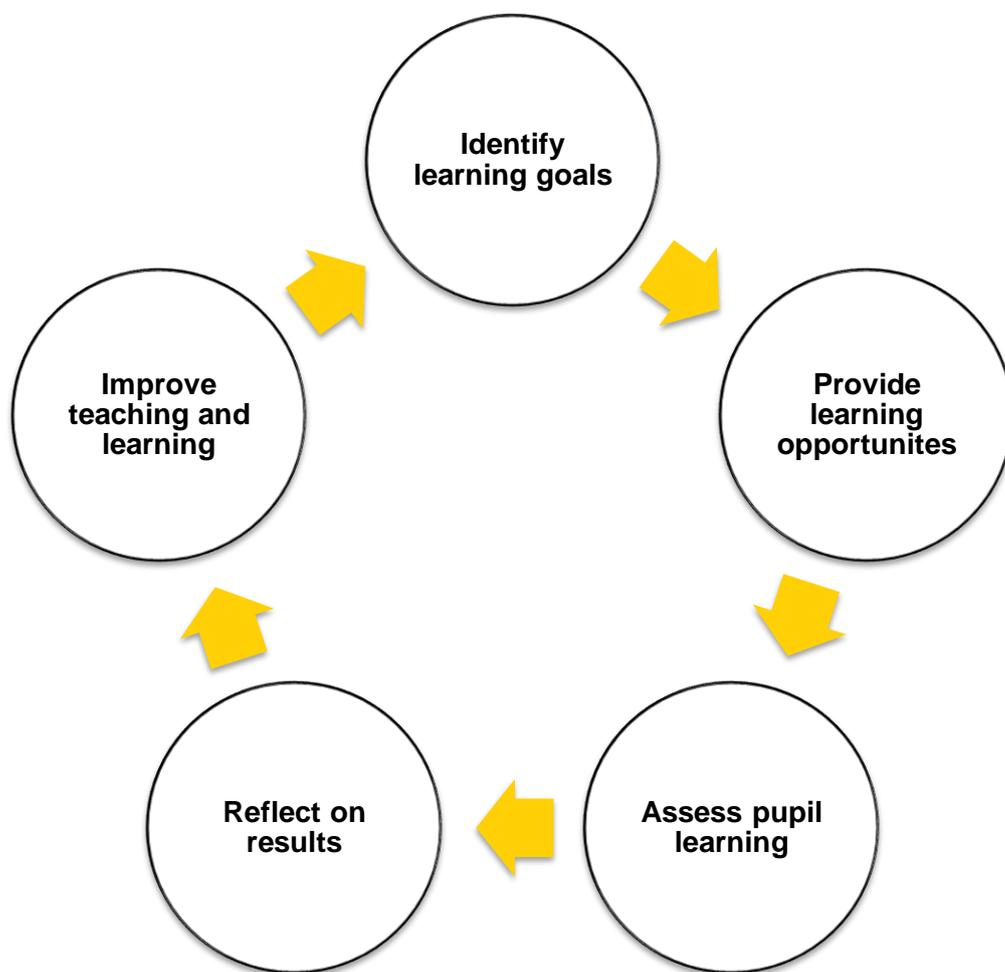
## Appendix B – Assessment materials, tools and tests

Reading	<ul style="list-style-type: none"><li>• Focussed marking</li><li>• Pupil observations</li><li>• Book/work scrutiny</li><li>• Guided reading records</li><li>• Summative tests</li><li>• Teacher-planned comprehension tests/activities</li><li>• Phonic phase assessments (including flashcards)</li></ul>
Writing	<ul style="list-style-type: none"><li>• Focussed marking</li><li>• Pupil observations</li><li>• Book/work scrutiny</li><li>• Writing samples (independent where possible)</li><li>• Phonics assessment (spelling of high frequency words, 'best bet' assessment activities, observation of spelling of graphemes/alternative graphemes)</li><li>• Results of class tests (weekly spelling tests)</li><li>• Summative tests</li></ul>
Maths	<ul style="list-style-type: none"><li>• Focussed marking</li><li>• Pupil observations</li><li>• Book/work scrutiny</li><li>• Results of weekly mental maths tests</li><li>• Summative tests</li></ul>

## Appendix C – School assessment schedule

Autumn one	<ul style="list-style-type: none"> <li>• On entry data for EYFSP in nursery and reception (non-statutory).</li> <li>• Parents’ consultation meetings.</li> <li>• Phase group assessment moderation meetings.</li> <li>• Class assessment folder updated (on-going).</li> <li>• Pupil progress meeting.</li> <li>• Learning Ladders analysis and priorities.</li> </ul>
Autumn two	<ul style="list-style-type: none"> <li>• Data ‘snap-shots’ (class, phase, subject level).</li> <li>• Individual and class intervention trackers produced.</li> <li>• Phase group assessment moderation meetings.</li> <li>• Class assessment folder updated (on-going).</li> <li>• Learning Ladders analysis and priorities.</li> </ul>
Spring one	<ul style="list-style-type: none"> <li>• Parents’ consultation meetings.</li> <li>• Pupil progress meeting.</li> <li>• Phase group assessment moderation meetings.</li> <li>• Class assessment folder updated (on-going).</li> <li>• Learning Ladders analysis and priorities.</li> </ul>
Spring two	<ul style="list-style-type: none"> <li>• Class profiles updated.</li> <li>• Data snap-shots (class, phase, subject level).</li> <li>• Individual and class intervention trackers produced.</li> <li>• Phase group assessment moderation meetings.</li> <li>• Class assessment folder updated (on-going).</li> <li>• Learning Ladders analysis and priorities.</li> </ul>
Summer one	<ul style="list-style-type: none"> <li>• Phase group and cross phase assessment moderation meetings.</li> <li>• Year 6 SATs.</li> <li>• Year 2 SATs.</li> <li>• LA SATs moderation meetings for Reception, Year 2 and Year 6.</li> <li>• Class assessment folder updated (on-going).</li> </ul>
Summer two	<ul style="list-style-type: none"> <li>• Year 1 phonics test.</li> <li>• Pupil progress meeting.</li> <li>• Report EYFSP to LA (non-statutory after September 2016).</li> <li>• Report Year 1 phonics assessment results to LA.</li> <li>• Report Years 2 and 6 SATs results to LA.</li> <li>• Report all results of statutory assessments to parents/carers.</li> <li>• Annual reports sent to parents/carers.</li> <li>• End of year parent transition meetings.</li> <li>• Class assessment folder updated in preparation for class handover meeting (on-going).</li> <li>• Class transition meetings (current teacher meets receiving teacher to share information).</li> </ul>

## Appendix D – The assessment cycle





## APPENDIX F

### Learning Ladders

ne6-tyneview.learningladders.info

As a school, Tyneview uses Learning Ladders to support assessment and to demonstrate progress and attainment.

<u>Year group</u>	<u>Start of Year</u>	<u>End of Autumn</u>	<u>End of Spring</u>	<u>End of Summer</u>
<u>Year 1</u>	100	133	166	200
<u>Year 2</u>	200	233	266	300
<u>Year 3</u>	300	333	366	400
<u>Year 4</u>	400	433	466	500
<u>Year 5</u>	500	533	566	600
<u>Year 6</u>	600	633	666	700

Teachers are expected to update learning ladders **weekly** for reading, writing and numeracy. All teaching staff have been provided with iPads to support them in doing this. During weekly Learning Intentions analysis, Learning Ladders will be used to identify which objectives have been taught and how well groups of children have achieved.

There will be regular training and updates on using Learning Ladders when required.

### Updating learning ladders

<b>Attainment</b>	85% of cohort meets each stage of year group that they are working in at appropriate time of year (i.e. 85% of Year 1 to be at 133 by end of Autumn Term)
<b>Progress</b>	<p><b>Expected</b> – three steps a full years progress which is 100 points (for example if a child was working at Y5 emerging at the start of the year, they would be expected for be Y6 emerging by the end of the year)</p> <p><b>More than expected</b> – four steps or more which is 132 or more points (e.g. In September if a child is Year 5 emerging, more than expected progress would be Year 6 secure)</p>

Every half term, data will be collated and dates are in the diary. This will be done during the penultimate week of each half term so learning ladders MUST be completed for the half term by this point. This is essential as it provides evidence for teaching over time and must feed in to planning and next steps of teaching.

### Learning Ladders – three opportunities

For each objective, there are three opportunities for children to achieve:

**Support/ coverage**– children are beginning to understand and can complete some work sometimes with support

**Independent**– Children can access the objective more independently and are beginning to apply skills

**Apply**– children can apply the skills from objective in different contexts and demonstrate a secure understanding

**Master** – children have mastered the skill and can apply in any context.

A child may be secure in an objective after a few opportunities – this is fine and you do not need to complete the objective three times.

## APPENDIX G

### What does progress and attainment look like?

## APPENDIX H

### **Reporting to parents**

Parents will be kept up to date with any changes regarding Assessment without levels and the National Curriculum. These opportunities will include:

Aut 1: An informal parent's afternoon where parents are shown examples of work and given information relevant to their child's current year group

Aut 2: A formal parents evening to discuss current progress and attainment

Spring 1: An informal parent's afternoon where parents are shown examples of work and given information relevant to their child's current year group

Spring 2: A formal parents evening to discuss current progress and attainment

Sum 1: An informal parent's afternoon where parents are shown examples of work and given information relevant to their child's current year group

Sum 2: Formal reports and opportunity to discuss at parents evening