



Assessment and Target Setting Policy (Primary)

PURPOSE

We use a number of different types of assessments for different internal purposes. The document below is an explanation of each of these assessments.

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|----------------------|---|--------------------|---------------------|
| Date of last review: | September 2016 | Author: | Education Directors |
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| Type of policy: | <input type="checkbox"/> Network-wide <input checked="" type="checkbox"/> Tailored by school | Approval: | Management Team |
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POSITIONING WITHIN ARK OPERATIONAL MODEL

1. Ark's Mission

| Component | Element |
|--|------------------------|
| <input type="checkbox"/> Strategic Leadership & Planning <input type="checkbox"/> Monitoring, Reporting & Data <input type="checkbox"/> Governance & Accountabilities <input type="checkbox"/> Teaching & Learning <input checked="" type="checkbox"/> Curriculum & Assessment <input type="checkbox"/> Culture, Ethos & Wellbeing <input type="checkbox"/> Pathways & Enrichment <input type="checkbox"/> Parents & Community <input type="checkbox"/> Finance, IT & Estates <input type="checkbox"/> Our People | Assessing & responding |

1. Introduction

Our mission is to create a group of outstanding academies that radically improve our pupils' life chances. We want every pupil at an Ark academy to do well enough by age 18 to have real options to: go to university or follow the career path of their choice. This policy should be read in conjunction with the [Primary Target Setting Guide](#).

2. Our Internal Assessments

We use a number of different types of assessments for different internal purposes. Below is an explanation of each of these assessments. Appendix A outlines the order in which they are used.

Reading and maths

Hodder Puma and Pira

Method: Puma and Pira are standardised tests which are taken in standard test conditions three times a year.

Purpose: These tests give us a summative judgment and allow us to monitor progress against national standards.

Language: These tests are reported as DfE scaled scores which run from 85-115 at KS1, and 80-120 at KS2.

Teacher assessments

Method: Teachers use evidence from classwork to make a judgement about pupil performance three times a year in reading and maths. Teachers can also use information from other assessments (Puma and Pira, arithmetic tests and KPIs) to help inform these judgments.

Purpose: This is a summative judgment which allows us to track progress against national standards. This is different from the Puma and Pira in that it is based on a holistic appraisal of a range of pupil work, not a one-off test. This teacher assessment is not formally moderated.

Language: WTS-, WTS+, EXS_, EXS+, GDS. Please see the target setting guide [here](#) for more details of how these grades correspond to the underlying scaled scores.

Writing

Method: Teachers use evidence from classwork to make a judgment about pupil performance three times a year

Purpose: This is a summative judgment which allows us to track progress against national standards. This judgment is moderated at training days.

Language: WTS-, WTS+, EXS_, EXS+, GDS. Please see the target setting guide here for more details of how these grades correspond to the underlying scaled scores.

Arithmetic

Method: Arithmetic tests are devised by us and are taken by pupils six times a year

Purpose: These tests allow teachers to monitor arithmetic progress over time and to identify gaps

Language: Scores are recorded as raw marks

Spelling, punctuation and grammar

Method: Rising Stars spag tests, taken by pupils six times a year

Purpose: These tests allow teachers to monitor Spag progress over time and to identify gaps

Language: Scores are recorded as raw marks

Key Performance Indicators

Method: The KPIs are a series of curriculum statements which teachers use to guide their teaching from lesson to lesson

Purpose: The KPIs allow teachers to make formative judgments about what they have already taught and what they need to reteach

Language: KPIs are recorded as either 'met' or 'not met'. They are not aggregated up to a grade.

Read Write Inc

Method: Teachers assess pupils using the built-in RWI assessments every half-term.

Purpose: To monitor early reading progress

Language: A, B, C, D, E, F, G, H, I, J

CEM baseline

Method: Teachers use the CEM baseline test to assess reception pupils at the start of the year, and follow up again at the end of the year.

Purpose: To provide an accurate baseline for all pupils as they start school

Language: CEM provide results as a scaled score which does not correspond to the scaled score used by the DfE. We convert CEM's scaled score to a DfE scaled score, which therefore runs from 85-115, and can be subdivided into the following five grades: Well above, above, at, below and well below. Please see the CEM baseline data entry guide here for more details.

Early Years Foundation Stage Profile

Method: Teachers make a judgment against each of the 17 learning areas. They make a baseline judgment at the start of the year, and then a judgment at the end of every term after that.

Purpose: To monitor progress against the early learning goals.

Language: 0-11, 8-20, 16-26; 22-36

Emerging/Expected/Exceeding; 30-50 Emerging/Expected/Exceeding; 40-60

Emerging/Expected/Exceeding; ELG1/ELG2/ELG3

3. National Assessments

Early Years Foundation Stage Profile

Schools must submit final EYFS profile data on each pupil to their local authority by June 30 2017.

Phonics

The phonics screening check week is typically the second week after the summer half term. It is taken by all pupils in year 1. Pupils who do not pass in year 1 retake it at the end of year 2.

Key Stage 1 assessments

The Key Stage 1 assessment window is in May. Schools take the assessments in the final week of May. Pupils are to be teacher assessed as one of the following five grades: Below, Pre-Key Stage, Working Towards, Expected Standard, Greater Depth.

The government provide national assessments in reading and maths which produce a scaled score. These help to inform the teacher assessments. We use the following guidance when making the judgments in maths and reading.

- All pupils who receive 105 or above on the national assessments should be teacher assessed as 'EXS' or 'GDS'
- All pupils who receive below 95 on the national assessment should be teacher assessed as 'WTS', Pre-Key Stage or Below.
- Pupils who score between 95 and 104 inclusive should be reviewed on an individual basis by the SMT and year 2 team, taking into account their results on the assessments completed throughout the year.

Key Stage 2 assessments

- Reading and maths assessments are taken in the second week of May.
- Writing teacher assessments should be made by the end of May.

4. After the assessments

Tracking and analysis

Attainment data is recorded in the academy's Management Information System (MIS) and is available for analysis in Ark's data system, Click Click Report (CCR). This data is available to the central network team, school SLTs and teachers. CCR also provides a variety of tools to support this analysis, such as school and network-level dashboards and question-level trackers. Individual teachers should use these data and tools to identify gaps in pupils' learning and to inform their planning.

Moderation

We expect our academies to moderate assessment results internally and regularly to ensure the data is robust and the information is accurate. We also hold regular network moderation meetings for each year group, which all our academies participate in. Academies are also moderated by Local Authorities as part of their duty to check local schools on an annual basis.

Intervention

It is the expectation that teachers and leaders respond to assessment analysis. At each assessment point, schools should use new data to put in place interventions across all year groups as required so that pupils with lower rates of attainment can catch up straight away. These interventions could be in the form of a 'same day intervention' with their class teacher or with another adult who has been given appropriate training to deliver the sessions.

Pupil progress meetings

Our academies are expected to hold half termly pupil progress meetings for all year groups. These meetings are chaired by the Principal or senior leader in charge of assessment. The class teacher and Inclusion Manager/SENCO attend. The purpose of these meetings is for the group to consider every pupil's progress and attainment relative to their targets; to identify all pupils at risk of not meeting their target; and to take co-ordinated action to ensure progress is accelerated. Written notes must be kept of these meetings to ensure that staff are held to account against the agreed actions.

Reporting to parents/ carers

It is expected that the academies will report to parents/ carers regularly. Each year academies hold at least two parents/ evenings with an end of year report sent home to parents.

APPENDIX A TERMLY SCHEDULE OF ASSESSMENT

| AUTUMN ASSESSMENT | Aut 1 Year 2 & Year 6 – | Aut 1 Years R, 1,3,4,& 5 | Aut 2 Year 2 & Year 6 | Aut 2 Years R, 1,3,4,& 5 |
|------------------------------|---|---|---|---|
| CEM | N/A | Online CEM test – early September | N/A | N/A |
| EYFS | N/A | Enter TA into CCR via your MIS - mid-October | N/A | Enter ELG data into CCR via your MIS – early December |
| Maths | Take PUMA mid-October and enter into CCR markbook in penultimate week of term. Also enter evidence informed TA judgement into CCR in penultimate week of term | Take PUMA baseline for Y1 early-mid-September. (Use Reception summer test) | Take PUMA and enter into CCR - early December. Also enter evidence informed TA judgement into CCR - early December | Take PUMA and enter into CCR markbook – early December. Also enter evidence informed TA judgement into CCR – early December |
| Maths – arithmetic | Baseline Y2 - early-mid-September. Also take Y2/Y6 and enter data directly into CCR – mid-October | Take wand enter data directly into CCR – mid-October. (no test in YR or 1) | Take wand enter data directly into CCR – early September | Take and enter data directly into CCR – early December. (no test in YR or 1) |
| Maths – KPI tracker | Ongoing, formative assessment: updating KPIs as and when taught. Enter data directly into CCR | Ongoing, formative assessment: updating KPIs as and when taught. Enter data directly into CCR | Ongoing, formative assessment: updating KPIs as and when taught. Enter data directly into CCR. | Ongoing, formative assessment: updating KPIs as and when taught. Enter data directly into CCR |
| Reading | Take PIRA and enter into online CCR markbook – mid-October. Also enter evidence informed TA judgement into – mid-October | Take PIRA baseline for Y1 – early September. (Use Reception summer test) | Take PIRA and enter into CCR markbook – early December. Also enter evidence informed TA judgement into CCR – early December | Take PIRA and enter into CCR markbook – early December. Also enter evidence informed TA judgement into CCR – early December |
| Reading – KPI tracker | Ongoing, formative assessment: updating KPIs as and when taught. Enter data directly into CCR. | Ongoing, formative assessment: updating KPIs as and when taught. Enter data directly into CCR. | Ongoing, formative assessment: updating KPIs as and when taught. Enter data directly into CCR | Ongoing, formative assessment: updating KPIs as and when taught. Enter data directly into CCR |
| Writing | Enter evidence informed TA judgement into CCR – mid-October | Baseline Y1 pupils, taking into account previous phonics and EYFS profile judgment. Enter into CCR – late September | Enter evidence informed TA judgement into CCR – early December | Enter evidence informed TA judgement into CCR – early December |
| Writing – KPI tracker | Ongoing, formative assessment: updating KPIs as and when taught. Enter data directly into CCR | Ongoing, formative assessment: updating KPIs as and when taught. Enter data directly into CCR | Ongoing, formative assessment: updating KPIs as and when taught. Enter data directly into CCR | Ongoing, formative assessment: updating KPIs as and when taught. Enter data directly into CCR |
| Spag rising stars | Take and enter data directly into CCR – mid-October | Take and enter data directly into – mid-October | Take and enter data directly into CCR – early December | Take and enter data directly into CCR – early December |
| Phonics | RWI assessment for all pupils on the RWI programme (typically all in R & 1; some in 2-4) | RWI assessment for all pupils on the RWI programme (typically all in R & 1; some in 2-4) | RWI assessment for all pupils on the RWI programme (typically all in R & 1; some in 2-4) | RWI assessment for all pupils on the RWI programme (typically all in R & 1; some in 2-4) |

| SPRING ASSESSMENT | Spr 1 Year 2 & Year 6 – | Spr 1 Years R, 1,3,4,& 5 | Spr 2 Year 2 & Year 6 | Spr 2 Years R, 1,3,4,& 5 |
|------------------------------|---|---|--|---|
| CEM | N/A | N/A | N/A | N/A |
| EYFS | N/A | N/A | N/A | Enter ELG data into CCR via your MIS w/c 13.03.2017. |
| Maths | N/A | N/A | Take PUMA and enter into online CCR markbook – mid-March. Also enter evidence informed TA judgement into CCR – mid-March | Take PUMA and enter into online CCR markbook - mid-March. Also enter evidence informed TA judgement into CCR - mid-March |
| Maths – arithmetic | Take and enter data directly into CCR – end of January | Take and enter data directly into CCR – end of January (no test in YR or 1) | Take and enter data directly into CCR - mid-March | Take and enter data directly into CCR - mid-March (no test in YR or 1) |
| Maths – KPI tracker | Ongoing, formative assessment: updating KPIs as and when taught. Enter data directly into CCR | Ongoing, formative assessment: updating KPIs as and when taught. Enter data directly into CCR | Ongoing, formative assessment: updating KPIs as and when taught. Enter data directly into CCR | Ongoing, formative assessment: updating KPIs as and when taught. Enter data directly into CCR |
| Reading | N/A | N/A | Take PIRA and enter into online CCR markbook - mid-March. Also enter evidence informed TA judgement into CCR - mid-March | Take PIRA and enter into online CCR markbook in - mid-March. Also enter evidence informed TA judgement into CCR - mid-March |
| Reading – KPI tracker | Ongoing, formative assessment: updating KPIs as and when taught. Enter data directly into CCR | Ongoing, formative assessment: updating KPIs as and when taught. Enter data directly into CCR | Ongoing, formative assessment: updating KPIs as and when taught. Enter data directly into CCR | Ongoing, formative assessment: updating KPIs as and when taught. Enter data directly into CCR |
| Writing | N/A | N/A | Enter evidence informed TA judgement into CCR - mid-March | Enter evidence informed TA judgement into CCR - mid-March |
| Writing – KPI tracker | Ongoing, formative assessment: updating KPIs as and when taught. Enter data directly into CCR | Ongoing, formative assessment: updating KPIs as and when taught. Enter data directly into CCR | Ongoing, formative assessment: updating KPIs as and when taught. Enter data directly into CCR | Ongoing, formative assessment: updating KPIs as and when taught. Enter data directly into CCR |
| Spag rising stars | Take and enter data directly into CCR – end January | Take and enter data directly into CCR – end January | Take and enter data directly into CCR - mid-March | Take and enter data directly into CCR - mid-March |
| Phonics | RWI assessment for all pupils on the RWI programme (typically all in R & 1; some in 2-4) | RWI assessment for all pupils on the RWI programme (typically all in R & 1; some in 2-4) | RWI assessment for all pupils on the RWI programme (typically all in R & 1; some in 2-4) | RWI assessment for all pupils on the RWI programme (typically all in R & 1; some in 2-4) |

| SUMMER ASSESSMENT | Sum 1 Year 2 & Year 6 – | Sum 1 Years R, 1,3,4,& 5 | Sum 2 Year 2 & Year 6 | Sum 2 Years R, 1,3,4,& 5 |
|-----------------------|---|---|--|--|
| CEM | N/A | N/A | N/A | N/A |
| EYFS | N/A | EYFS – early – mid-May | N/A | Enter KS1 data into official MIS template. Import KS2 Sats into MIS from NCA tools. Enter KS1/2 TA data into official MIS template for submission to LA/NCA tools. (Entry deadlines tbc) |
| Maths | KS2 Sats – early May. KS1 Sats - mid-May | N/A | Enter KS1 data into official MIS template. Import KS2 Sats into MIS from NCA tools. Enter KS1/2 TA data into official MIS template for submission to LA/NCA tools | Take PUMA and enter into online CCR markbook – early July. Also enter evidence informed TA judgement into CCR – early July |
| Maths – arithmetic | N/A | Take w/c and enter data directly into CCR – mid-May. (no test in YR or 1) | N/A – data for this period will be taken from Sats submitted in summer 1 | Take and enter data directly into CCR – early July. (no test in YR or 1) |
| Maths – KPI tracker | Ongoing, formative assessment: updating KPIs as and when taught. Enter data directly into CCR | Ongoing, formative assessment: updating KPIs as and when taught. Enter data directly into CCR | Ongoing, formative assessment: updating KPIs as and when taught. Enter data directly into CCR | Ongoing, formative assessment: updating KPIs as and when taught. Enter data directly into CCR |
| Reading | KS2 Sats – early May. KS1 Sats – mid-May | N/A | Enter KS1 data into official MIS template. Import KS2 Sats into MIS from NCA tools. Enter KS1/2 TA data into official MIS template for submission to LA/NCA tools | Take PIRA and enter into online CCR markbook - early July. Also enter evidence informed TA judgement into CCR – early July |
| Reading – KPI tracker | Ongoing, formative assessment: updating KPIs as and when taught. Enter data directly into CCR | Ongoing, formative assessment: updating KPIs as and when taught. Enter data directly into CCR | Ongoing, formative assessment: updating KPIs as and when taught. Enter data directly into CCR | Ongoing, formative assessment: updating KPIs as and when taught. Enter data directly into CCR |
| Writing | KS2 Sats - early May. KS1 Sats w/c mid-May | N/A | Enter KS1 data into official MIS template. Import KS2 Sats into MIS from NCA tools. Enter KS1/2 TA data into official MIS template for submission to LA/NCA tools. (Entry deadlines tbc) | Enter evidence informed TA judgement into CCR – early July |
| Writing – KPI tracker | Ongoing, formative assessment: updating KPIs as and when taught. Enter data directly into CCR | Ongoing, formative assessment: updating KPIs as and when taught. Enter data directly into CCR | Ongoing, formative assessment: updating KPIs as and when taught. Enter data directly into CCR | Ongoing, formative assessment: updating KPIs as and when taught. Enter data directly into CCR |
| Spag rising stars | KS2 Sats – early May. KS1 Sats – mid-May | Take and enter data directly into CCR – mid-May | Enter KS1 data into official MIS template. Import KS2 Sats into MIS from NCA tools. Enter KS1/2 TA data into official MIS template for submission to LA/NCA tools. (Entry deadlines tbc) | Take and enter data directly into CCR in – early July |
| Phonics | RWI assessment for all pupils on the RWI programme (typically all in R & 1; some in 2-4) | RWI assessment for all pupils on the RWI programme (typically all in R & 1; some in 2-4) | Phonics Screening Check – mid-June. Enter Phonics Screening Check score and outcome data into official MIS template for submission to LA (Entry deadlines tbc). | Phonics Screening Check – mid-June. Enter Phonics Screening Check score and outcome data into official MIS template for submission to LA (Entry deadlines tbc). |