

# Morville CE Primary School (Academy)



## Policy for Summative Assessment

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# MORVILLE CE PRIMARY SCHOOL (ACADEMY)

## Summative Assessment Policy

### Aims

We believe that the key aim of assessment is to **support pupil achievement**. This policy is about our summative assessment procedures and should be read in conjunction with our Marking and Feedback Policy which outlines our formative assessment procedures.

Through our assessment and reporting practice, we aim to:

- Allow teachers to determine what a child can/cannot do and to help them plan the next steps in learning as well as address and gaps in knowledge and understanding
- Help set realistic yet challenging targets and involve pupils in their own learning
- Give parents a clear idea of what their child can do and what they need to do to progress
- Provide information that can be used to evaluate teaching and learning practice
- Give pupils effective feedback so they know what they have done well and what they need to improve
- Enable all pupils (including pupils with SEND and those who are disadvantaged and those who are most able) to make good progress

### Principles

The principles that underpin our assessment processes are:

- An unwavering belief that every child can achieve. As a Church of England Primary School we aim to enable each child to achieve his/her full potential, whether their gifts be sporting, creative, academic, or otherwise, through a broad, balanced and relevant curriculum delivered through a variety of teaching approaches. Teachers are **constantly** evaluating: 'What do I need to do next to enable all children in my class to achieve?' The removal of levels has helped to improve pupils' mind-sets and all pupils have the opportunity to access more challenging aspects of the curriculum.
- The revised National Curriculum (2014 - 2015) Programmes of Study are used as the expectations for all pupils. Assessment of pupil's attainment and progress is directly linked to the curriculum followed by our school and evaluates pupils' knowledge and understanding of subject requirements.

- Both formative and summative assessment is used to ensure that all pupils make appropriate progress. (See also Marking and Feedback Policy – Formative Assessment)
- All children need to understand the learning objective in each of their lessons and what they need to achieve it. Success Criteria are shared, or formulated, during each teaching session and pupils’ work is assessed against this criteria.
- Strategies are used to ensure that pupils have a secure understanding of key ideas and concepts before moving onto the next phase of learning.

There are two main types of assessment used in our school:

### Formative Assessment

This is used by our teachers to evaluate pupils’ knowledge and understanding on a day-to-day basis and to tailor teaching accordingly. Further information about Formative Assessment can be found in our Marking and Feedback Policy.

### Summative assessment

This includes school level tests and national tests. The outcomes of statutory tests are used by the Government to hold schools to account and to provide information on how pupils are performing in comparison to pupils nationally.

## **Procedures –Summative Assessment**

### Tracking Pupil Progress

The school uses an electronic pupil tracking system to record pupil attainment and progress data.

At the beginning of every academic year, each pupil has a target set in Maths, Reading and Writing which we believe is realistic yet appropriately challenging for them to reach by the end of the academic year. Teachers agree their cohort’s targets for the year in September. No target is set below the minimum expectation for the National Curriculum year group expectations. Progress against this end of year target is a focus of each term’s pupil progress meeting (see appendix 2). Staff are held to account for the progress of individual pupils in respect of this target.

### End of Term Summative Tests (Years 1 to 6)

These standardised tests are used to help support the accuracy of teacher assessment. At the end of every term we use the Hodder standardised tests in Mathematics (PUMA) and Reading (PiRA). See appendix 1. A teacher assessment of a pupil’s attainment in Writing is also made – see English policy for more detail on ongoing writing assessment.

Assessment information is used to plan teaching and learning strategies, including the identification of pupils who are falling behind in their learning or who need additional support, enabling pupils to make good progress and achieve well. When tracking assessment information the Leadership Team and subject leaders carefully track the

progress of different groups within the school. Class teachers are involved in in-depth dialogue about individual pupils and groups within each cohort. They also compare the progress rate of different groups. This information is then used to help plan to raise standards in any group identified as not make adequate progress. This can include targeted in-class teaching, small group interventions, 1:1 support but most important is high quality teaching and specific feedback to pupils.

### Early Years

Throughout Early Years, practitioners use Development Matters and Early Learning Goals (ELGs) as part of their daily observation, assessment and planning. On-going formative assessment is at the heart of effective early years practice. Key workers make regular observations of how children act and interact and take photographs and make notes of what they can do to help identify where they may be in their own developmental pathway. Teachers collect this evidence to enable them to plan a child's next steps and make end of term judgments against the Early Learning Goals.

### Reception Baseline Test

During their first few weeks in Reception class, pupils are observed to formulate a baseline assessment. This comprises of the completion of 'The Trinity Baseline Booklet' through observations and adult initiated tasks on a 1:1 basis. This information is then transferred to the tracking grid, highlighting each child's entry level and attainment from which progress can be measured. Teaching is then planned to ensure children have a wealth of opportunities to develop their skills across the EYFS curriculum.

### EYFS Profile

Throughout a child's time in Reception the EYFS Profile is completed. This provides parents, carers and practitioners with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1. The profile reflects on ongoing observation, records, discussions with parents and carers and adults working with the child. Each child's level of development is assessed against the early learning goals (ELGs).

Practitioners must indicate whether pupils are:

- Meeting expected levels of development
- Exceeding expected levels
- Not yet reaching expected levels (emerging)

The Year 1 teacher is given a copy of the Profile together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning. The Reception teacher meets with the Year 1 teacher (as a part of our handover meeting at the end of the academic year) to discuss each child's stage of development and learning needs. This informs planning in the first term of Year 1 and beyond.

Parents are offered opportunities during a school year to formally meet with their child's class teacher to discuss their child's progress against the ELGs. At the end of the Reception year we give parents a written report which:

- States the child's attainment against the ELGs
- Summarises attainment in all areas of learning
- Comments on general progress including the characteristics of effective learning

Parents are invited into school at the end of Reception to discuss the Profile. The report is specific, concise and identifies appropriate next steps. The results are also sent to the Local Authority.

The EYFS profile data is used to measure Good Levels of Development within the Early Years setting:

- Levels of learning and development in each of the areas of learning for individual pupils and the class
- The attainment of children born in different months of the year
- The attainment of different groups of children e.g. SEN

### **Procedures - Nationally Standardised Summative Assessment**

Nationally standardised summative assessment provides information on how pupils are performing in comparison to pupils nationally:

#### Year 1 Phonics Screening Check

This check demonstrates how well a child can use the phonics skills they've learned up to the end of Year 1 and identifies pupils who need extra phonics help. It consists of 40 words and non-words that a child reads 1:1 with a teacher. Each child is scored against a national standard – children who do not meet the expected level in Year 1 are given extra phonics support and then repeat the test near the end of Year 2.

#### End of Key Stage 1 tests

All pupils will sit the following tests at the end of Year 2:

- Reading
- Grammar, Punctuation and Spelling (this test is available to schools but schools can determine whether they use it)
- Mathematics
- Writing (teacher assessment)

These papers are marked internally.

## End of Key Stage 2 tests

All pupils will take the following tests at the end of Year 6:

- Reading\*
- Grammar, Punctuation and Spelling\*
- Mathematics\*
- Writing (teacher assessment)

\*These papers are marked externally.

At the end of KS1 and KS2 pupils will be given a scaled score and a 'performance descriptor' against the expected standard.

As a school we use nationally standardised summative assessment to benchmark our school's performance against other schools locally and nationally. The Executive Leadership Team makes judgements about the school's effectiveness and analysis of data is used to inform the School Development Plan.

### **Assessing Pupils with SEND**

In each year group we teach the National Curriculum objectives for that year – therefore **all** children are learning the objectives for that year group and can be initially classed as 'Below' end of year expectation until they have covered the curriculum content sufficiently to build their knowledge and skills. The only time this may differ is for pupils currently on our SEND list. Depending on their need, they might be taught objectives from an earlier year group's curriculum or the P-scales, this will be appropriately matched to their cognitive level. They would then be assessed using P-scales, objectives or tests from a different year group.

Assessment methods are adapted for some pupils with SEN and disabilities. This includes adapting the use of questioning to give pupils with significant learning difficulties sufficient time to respond, using visual stimuli and alternative means of communication. It could be the use of verbal questions or observations rather than asking students to produce a written response. Adapted tests are often used with specific pupils. This could be the use of braille or larger print. Readers are used to read questions where appropriate and pupils are given extended time to complete papers. Scribes are used for pupils with particular gross/fine motor control difficulties.

High expectations apply equally to our pupils with SEND. Effort applied to learning is reflected in teacher marking, feedback and through evaluations of IEP targets. Pupils with SEND are expected to understand key concepts before moving onto the next phase of learning.

Assessment is used to diagnostically contribute to the early and accurate identification of pupil's special educational needs and any requirements for their support and intervention. Early intervention is provided promptly to address any concerns about pupils' progress (focused on very specific areas highlighted through assessments).

We use a 'graduated approach' for SEND pupils (Assess, Plan, Do and Review). During termly Pupil Progress Meetings teachers meet with the SENDCO to carry out a clear analysis of pupils' needs. This is based on formative/summative assessment, the views of parents and pupils and, where relevant, information from The Trinity Federation's Learning Support Advisory teacher (LSAT) who provides a service to the school or from other outside professionals such as an Educational Psychologist. Assessment offers next steps on each child's learning pathway and ensures a focus on longer term outcomes.

## **Reporting**

Reporting not only fulfils legal requirements but also is vital part of our relationship with parents and the wider community, serving to support and extend pupil progress.

### Reporting to Parents

- We provide parents with information at the start of every academic year which outlines the National Curriculum expectations and what their child should know and be able to do by the end of the academic year.
- Parent Consultation Meetings: these meetings focus on the curriculum – what pupils can do and what they need to do to improve (targets). We ensure parents are aware of individual targets so that they can support their child's learning at home. We offer at least two formal opportunities per academic year for parents to discuss their child's progress with the class teacher and also classes offer an 'open afternoon' towards the end of a school year as a celebration event.
- Annual Reports (including end of academic year assessment results)
- The results of statutory assessment

### Reporting to Governors

- The Executive Headteacher's Report to the local governing body (LGB) includes information on progress and attainment data for the end of the previous term. End of year outcomes of statutory tests are analysed and reported to the LGB in the autumn term.

### Pupils

- Through our formative assessment strategies pupils get instant feedback on a daily basis.
- Our next step marking informs pupils of what they have done well and what they need to do to improve. Pupils are encouraged to respond to teacher's comments, questions and commands in their marking.

### Diocese of Hereford Multi-Academy Trust

All statutory test and teacher assessment collated cohort data is sent to the trust. Termly data sheets also provide the trust with an overview of pupils' attainment and progress. Summative data is regularly reviewed with the external Academy Improvement Advisor.

## Government

All statutory information will be sent to the DfE as required.

### **Arrangements for the Governance, Management and Evaluation of Assessment**

The Executive Headteacher fulfils the role of Assessment Leader and has responsibility for maintaining this Assessment Policy and reviewing or updating it as necessary.

Termly lesson observations by the Executive and Senior Leadership Teams are used to monitor the effectiveness of formative assessment strategies used in class. This team also carries out termly Book Scrutiny with curriculum subject leaders to evaluate the effectiveness of feedback and target setting.

After every summative assessment round (termly), the ELT hold Pupil Progress Meetings with teachers to analyse the attainment and progress made by pupils. The main aim of these meetings is to identify any pupils who are underachieving and to put support in place to fill the gaps. Quality First Teaching (QFT) is at the heart of these conversations. Intervention includes adapting whole class planning, pre-learning, booster groups, catch-up programmes, and coaching programmes for quality first teaching. Teachers are asked to bring copies of their ongoing assessments and to show the progress made by vulnerable groups.

### Moderation and Standardisation

Moderation is important to ensure a consistent approach to assessment across the school. When teacher assessments are carried out, it is important that there is evidence recorded to justify judgments made.

Working in partnership with the schools within The Trinity Federation the following takes place:

- Termly Moderation of Reading, Writing or Mathematics assessments (Morville School staff join staff from the three schools within the federation)
- Early Years staff meet regularly with the Federation Foundation Stage Leaders to moderate work for the EYFS profiles
- When selected, external moderation also takes place through the DHMAT arrangements
- Subject leaders attend trust training, LA training and moderation sessions as appropriate
- Teachers in EYFS, Year 2 and Year 6 attend trust and/or LA training sessions with regards to moderation and statutory assessments.



## **Arrangements for ensuring teachers are able to conduct assessment competently and confidently**

All teachers are kept up to date with developments in assessment practice through staff meetings and PDMs. Directed time is given weekly for teachers to carry out and moderate their assessments (PPA time). Directed time is allocated for assessment updates and also to moderate work and termly tests. The ELT plan these termly in accordance with the School Development Plan. Outside training providers are also used. Key staff attend relevant training courses to stay up to date with current practice and lead CPD sessions across our schools to share good current practice.

### **Implementation of the Assessment Policy**

A copy of this policy is available on our school website.

All pupils are made aware of the curriculum objectives and targets they are expected to achieve by the end of the year. Pupils are involved in self-assessing their learning every lesson and they are actively involved in the target setting process.

This Policy is updated (at least) annually based on moderation and any changes made by government to national assessment policy.

APPENDIX 1:

**Summative Assessment procedures from summer term 2018/19– a brief overview**

**Autumn Term (Penultimate week of term):**

Assessment subject focus:	Test:	Year groups to do test:
Maths	Progress in Maths Assessment (PUMA)	Years 1-6
Reading	Progress in Reading Assessment (PIRA)	Years 1-6
Writing	A Ross Wilson Big Write	Year 1-6

**Spring Term (Penultimate week of term):**

Assessment subject focus:	Test:	Year groups to do test:
Maths	Progress in Maths Assessment (PUMA)	Years 1-6
Reading	Progress in Reading Assessment (PIRA)	Years 1-6
Writing	A Ross Wilson Big Write	Year 1-6

**Summer Term (Penultimate week of term):**

Assessment subject focus:	Test:	Year groups to do test:
Maths	Progress in Maths Assessment (PUMA)	Years Rec -6
Reading	Progress in Reading Assessment (PIRA)	Years Rec -6
Writing	A Ross Wilson Big Write	Year Rec -6

**Dates for Autumn Term testing:**

**Tests should be carried out with your pupils during the penultimate week of each term.** Tests will need to be marked using the teacher mark scheme in the teacher's manuals. Data should be submitted to the EHT promptly through the electronic mark sheets.

***PUMA (Progress in Understanding Mathematics Assessment) enables schools to assess, track and predict pupil progress in maths across the primary years.***

The PUMA test provides the following measures;

- A Standardised Score
- An age standardised score
- A percentile (a quick view about a pupil's score compared to a standardised sample)
- A maths age
- A score on the Hodder Scale – this is an important measure as it is the one which allows us to track progress.

***PiRA (Progress in Reading Assessment) enables schools to assess, monitor and predict pupil progress in reading across the primary years.***

The PIRA test provides the following measures:

- A Standardised Score
- An age standardised score
- A percentile (a quick view about a pupil's score compared to a standardised sample)
- A reading age
- A score on the Hodder Scale – this is an important measure as it is the one which allows us to track progress.

# Hodder Scales

Age related expectations by year group and term

Period		Trinity Hodder		
		Age Expected		
Year	Half-Term	Below Age Expected	Aged Expected	Above Age Expected
R	Au1	H0.3	H0.7	H0.9
R	Au2	H0.4	H0.8	H1.0
R	Sp1	H0.6	H0.9	H1.1
R	Sp2	H0.7	H1.0	H1.2
R	Su1	H0.9	H1.1	H1.3
R	Su2	H1.0	H1.2	H1.4
R	FSP	4	6	8
R	Maths FSP	12	18	24
R	EYFSP	1	2	3
1	Au1	H1.1	H1.3	H1.5
1	Au2	H1.2	H1.4	H1.6
1	Sp1	H1.3	H1.5	H1.7
1	Sp2	H1.4	H1.6	H1.8
1	Su1	H1.5	H1.7	H1.9
1	Su2	H1.6	H1.8	H2.0
2	Au1	H1.7	H1.9	H2.1
2	Au2	H1.8	H2.0	H2.2
2	Sp1	H1.9	H2.1	H2.3
2	Sp2	H2.0	H2.2	H2.4
2	Su1	H2.1	H2.3	H2.5
2	Su2	H2.2	H2.4	H2.6
3	Au1	H2.3	H2.5	H2.7

3	Au2	H2.4	H2.6	H2.8
3	Sp1	H2.5	H2.7	H2.9
3	Sp2	H2.6	H2.8	H3.0
3	Su1	H2.7	H2.9	H3.1
3	Su2	H2.8	H3.0	H3.2
4	Au1	H2.9	H3.1	H3.3
4	Au2	H3.0	H3.2	H3.4
4	Sp1	H3.1	H3.3	H3.5
4	Sp2	H3.2	H3.4	H3.6
4	Su1	H3.3	H3.5	H3.7
4	Su2	H3.4	H3.6	H3.8
5	Au1	H3.5	H3.7	H3.9
5	Au2	H3.6	H3.8	H4.0
5	Sp1	H3.7	H3.9	H4.1
5	Sp2	H3.8	H4.0	H4.2
5	Su1	H3.9	H4.1	H4.3
5	Su2	H4.0	H4.2	H4.4
6	Au1	H4.1	H4.3	H4.5
6	Au2	H4.2	H4.4	H4.6
6	Sp1	H4.3	H4.5	H4.7
6	Sp2	H4.4	H4.6	H4.8
6	Su1	H4.5	H4.7	H4.9
6	Su2	H4.6	H4.8	H5.0

## Converting Hodder scale into points.

Trinity Hodder	Points
U	0
H0.3	1
H0.4	2
H0.5	3
H0.6	4
H0.7	5
H0.8	6
H0.9	7
H1.0	8
H1.1	9
H1.2	10
H1.3	11
H1.4	12
H1.5	13
H1.6	14
H1.7	15
H1.8	16
H1.9	17
H2.0	18
H2.1	19
H2.2	20
H2.3	21
H2.4	22
H2.5	23
H2.6	24
H2.7	25
H2.8	26
H2.9	27

H3.0	28
H3.1	29
H3.2	30
H3.3	31
H3.4	32
H3.5	33
H3.6	34
H3.7	35
H3.8	36
H3.9	37
H4.0	38
H4.1	39
H4.2	40
H4.3	41
H4.4	42
H4.5	43
H4.6	44
H4.7	45
H4.8	46
H4.9	47
H5.0	48
H5.1	49
H5.2	50
H5.3	51
H5.4	52
H5.5	53
H5.6	54
H5.7	55
H5.8	56
H5.9	57

H6.0	58
H6.1	59
H6.2	60