

THE ROCHE SCHOOL
Assessment Policy

This policy which applies to the whole school is publicly available on the school website and upon request a copy (which can be made available in large print or other accessible format if required) may be obtained from the School Office.

Information Sharing Category	Public Domain
Date Published	March 2022
Authorised by (if required)	SLT team
Review/Update Date	March 2023
Responsible Area	Ricki Hamilton

The Roche School Assessment Policy applies to The Roche School Nursery, our Early Years Foundation Stage and Key Stage 1 and 2 at The Roche School.

The procedures described comply with the Independent Schools Standards Regulations (The Education [Independent School Standards, England] Regulations 2010, as amended from January 2013) also known as the ISSRs.

In accordance with, and beyond the requirements of these regulations, The Roche School makes its policies available to view on the public area of the school's website – www.therocheschool.com

Aims & Values

Aims of Assessment are:

- To gather information to inform teachers as to what should be taught next
- To track individual and group progress
- To compare against National expectations

Assessment should:

- Actively involve all children
- Be central to the learning process
- Identify needs, motivate children and celebrate success
- Provide information to measure attainment and progress
- Help plan 'next steps'

The Roche School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all children fulfil their potential

- Be utilised concurrently with the teachers' own judgment

Forms of Assessment

Formative Assessment

- Day-to-day Assessment for Learning (AFL)
- Observational/informal assessment through a variety of strategies
- Helps pupils measure their knowledge and understanding against learning objectives and identify personalised next steps
- Clear learning outcomes are shared with the children (L.O.)
- Teachers informally audit prior knowledge at the start of a unit
- In Maths: Initial assessment to ascertain what may need specific review
- In Foundation subjects: 'What I Know, What I Want to Find Out'
- Success Criteria and examples of good work are shared and discussed
- In some classes these are formally written in books
- Children are encouraged to peer and self-assess
- Through checking work and evaluating achievement of success criteria
- Constructive feedback is given both orally and through written comments that mark for improvement and extension, relating to the success criteria
- 'Feedback Marking' is given at set intervals for different subjects
- Teachers allow time for the discussion of homework and response to marking
- 'Feedback Friday' is specified as the day where children respond to marking but it realistically it can happen on any day

Summative Assessment

Early Years Foundation Stage

- Nursery and Reception Children are observed, assessed and tracked against the Seven Areas of Learning
- Nursery staff complete a Baseline assessment which is used in conjunction with information from home

- Nursery and Reception children complete a Baseline Assessment which is used to inform the initial planning of the child's curriculum and to assist in his/her transition into the new environment. This is recorded on Tapestry and used to support planning, 1:1 support and creating Phonics groupings
- Reception children complete further termly assessments:
- An in-house, paper-based test of Literacy & Maths including reading, writing and number
- A writing assessment in the spring term based on a picture

Formative assessment is carried out through daily observations (Nursery and Reception) and reflected in weekly targets (Nursery) and in booster and individual support session (Reception).

*Please see separate EYFS Assessment Policy for further details.

Key Stage 1

- Writing is assessed on a termly basis
- Using an in-house Writing task
- English (Spelling, Punctuation and Grammar & Comprehension) & Maths are assessed using standardised tests on a biannual basis
- In the Autumn & Summer Terms
- Using the GL Progress Tests for Maths & English
- Phonics is assessed in the Summer Term of Year 1
- Using the National Phonics Screening Test
- Children will be re-tested in Year 2 if needed

Key Stage 2

- Writing is assessed on a termly basis
- Using an in-house Writing task
- English (Spelling, Punctuation and Grammar & Comprehension) & Maths are assessed using standardised tests on a biannual basis
- In the Autumn & Summer Terms
- Using the GL Progress Tests for English & Maths
- Reasoning is assessed in Years 4, 5 & 6 on an annual basis
- Years 4 & 5 in the Spring Term, Year 6 in the Autumn Term
- Using the GL CAT 4

The Roche School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all children fulfil their potential

- 11+ Weekly Preparatory Assessments
- Year 6 in the Autumn Term in Maths, Reading, Writing & Reasoning
- Using ISEB, school-specific, GL Papers & in-house Writing Tasks

Additional Assessment

- Reading & Maths are also assessed in the Spring Term
- Reading – Assessments created by Head of English using Testbase for Years 2 - 5
- Maths – Assessments created by Head of Maths using White Rose for Years 1 & 2 and Testbase for Years 3 - 5
- Year 6 – Previous calendar year’s National SATs Papers (excluding SPaG)

Purposes of Summative Assessment

- To measure children’s ability as a baseline
- To record children’s attainment at scheduled points in the year
- To monitor children’s progress throughout the year
- To inform groupings and to assist with teacher judgements
- Data from summative assessments are considered during Progress Meetings
- To aid teacher judgment in planning appropriate content and interventions for children

Diagnostic Assessment

- Children who are deemed, by teacher judgement, to demonstrate particular difficulty in a specific area will consult the relevant member of staff for intervention advice
- Director of Studies
- Head of English
- Head of Maths
- SEN Team
- They will be provided with an informal intervention/plan to be utilised in class time
- Class and set teachers will be aware of these plans and put them into action
- We recognise the necessity of concrete learning aids & provide where appropriate
- If this does not have the desired impact the child will be referred directly to the SEN team for a formal intervention
- See SEN Policy

- Intervention Trackers:
- Record progress
- Identify underachieving pupils and groups
- Set targets in reading, writing and maths for individual children and groups
- Ensure that the progress of all children in reading, writing and maths is recorded
- Identify and support children who show exceptional ability and need additional challenge
- Give opportunities to extend their understanding through higher-level reasoning questions based on the objectives of their Year Group
- Mostly sourced from NRICH & Maths For The More Able
- On occasion, when a child achieves an exceptional score in a summative assessment – beyond the measurable score – they may then also sit a more advanced, supplemental paper
- This paper is provided or approved by the appropriate subject lead

Moderation

- We use a modified criterion scale from our Head of English to level children's writing
- Formal moderation across the whole year group occurs each term to ensure consistency
- From 2021 onwards it is our intention to conduct whole-school moderation of writing at least twice per year
- In the future (COVID dependant), we would like to moderate across schools in the local area

Ability Profile

It was our intention to utilise the newly purchased Baseline Test as a way of creating an informal Ability Profile for each new cohort coming up through the school. However, as this has now been discontinued we continue to rely on the comparative data for each Year Groups attainment which we can utilise to determine a rough, comparative Ability profile.

It is our deliberate intention to use this measure internally as a rough guide to differentiate between the ability levels and expected outcomes of the different cohorts moving through the school as well as to inform our recommendations for potential destination schools.

Attainment & Expectations

At The Roche School we have adapted the widely used categories of 'Emerging', 'Within' & 'Secure' and applied our own colour banding system. These categories loosely relate to different brackets of

The Roche School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all children fulfil their potential

Age Standardised Scores and are used, supplemental to teacher judgement, as a guide when assigning progress ticks on reports.

Towards: The child is secure in few end of year expectations (A.S.S. <90)

Emerging: The child is secure in some end of year expectation (A.S.S. 90 - 109)

Within: The child is secure in most end of year expectations (A.S.S. 110 - 124)

Secure: The child is secure in almost/all end of year expectations (A.S.S. 125 - 140)

Mastery: The child is working beyond end of year expectations (A.S.S. >140)

These categories roughly correspond to an Attainment Statement determined for each child each term. Again, it should be stressed that these scores are only a guide for ticks, with teacher judgement as the main factor in placement – a single assessment result is not sufficient to entirely determine where a child currently sits in their learning. These statements are:

- Working towards the expected standard with support
- Working towards the expected standard independently
- Working at the expected standard with support
- Working at the expected standard independently
- Working above the expected standard
- Working significantly above the expected standard

Again, it should be stressed that these scores are only a guide for the statement, with teacher judgement as the main factor – a single assessment result is not sufficient to entirely determine where a child currently sits in their learning.

The colour bandings are primarily used on our internal results sheets for the Progress Test in English (PTE), Progress Test in Maths (PTM) and Cognitive Abilities Test (CAT4) as a way of rapidly signposting attainment at each point of assessment.

In English Writing, attainment is measured by a combination of teacher judgement and moderated summative assessment. Termly writing assessments are marked using a tick list (see appendix) and considered alongside all other writing the children have produced that term. Subsequently, the year group is moderated in order to fairly categorise the attainment of each child into different bands.

The banding categories follow the same format as above but are also grouped into year groups.

E.g. Year 1 Emerging (1E), Year 1 Within (1W), Year 1 Secure (1S), Year 2 Emerging (2E) etc.

In place of 'Mastery', a child's attainment is categorised as in the next appropriate academic year.

E.g. A Year 1 child who is deemed, after moderation, to be writing at a Year 2 Spring Term level would receive a 2W.

Termly expectations relating to these bandings are determined on a sliding scale (see appendix).

Measures of Progress

In English Reading & Maths, progress is determined by a mixture of teacher judgement and a specific Progress Category generated for each child from their summative Progress Tests.

These categories are: Much lower (than expected), Lower, Expected, Higher & Much higher.

Teachers use these calculated categories to inform their own judgement on the level of progress each child has made that term which is then recorded against their results.

For English Writing, progress is determined as an interplay between children's bandings in consecutive terms using the same colour scheme as above:

Much lower than expected Progress:

A regression of one or more bands in two consecutive terms e.g. 3W in Autumn to 3E in Spring

Lower than expected Progress:

Progress of zero bands in two consecutive terms e.g. 3W in Autumn to 3W in Spring

Expected Progress:

Progress of one band in two consecutive terms e.g. 3W in Autumn to 3S in Spring

Higher than expected Progress:

Progress of two bands in two consecutive terms e.g. 3W in Autumn to 4E in Spring

Much higher than expected Progress:

Progress of more than two bands in two consecutive terms e.g. 3W in Autumn to 4W in Spring

Results Tracking

From Autumn 2020 we have used the GL Testwise online tracking and reporting systems to initially record and analyse any GL assessment results. These and most other summative assessment results are then transferred to SIMS.

Age Standardised Scores and Progress Categories (where available) for the following assessments are initially recorded and analysed on GL Testwise, then transferred to SIMS:

- Key Stage 1 & 2 Progress Test in English & Maths in the Autumn & Summer terms
- Years 4 - 6 Reasoning CAT4 in the Spring term (Autumn term for Year 6)

Results for the following assessments are recorded directly on SIMS:

- Years 1 - 5 Reading & Maths percentages in the Spring term
- Year 6 Reading & Maths SATs Scaled Scores
- Years 1 - 6 Writing bands and progress categories every term

EYFS

- Termly reports to parents (Nursery & Reception)
- Termly tracking of children's progress using Tapestry (Nursery & Reception)
- Termly writing assessment (Reception)
- End of EYFS scoring data sent to LEA (Reception)
- Baseline and end of year assessment (Nursery & Reception)

*Please see separate EYFS Assessment Policy for further details.

Scores from the National Phonics Screening Test are recorded and tracked on the school server with red highlighting denoting that they will retake in Year 2.

Percentages from Y6 11+ Weekly prep. assessments are recorded and tracked on Office 365.

The Roche School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all children fulfil their potential

Communication with Parents

Parents should expect to receive feedback on their child's progress at Parents' Evenings and in end of term Reports/Report Cards.

Teachers are expected to communicate with parents regarding incidental and emerging concerns about their progress – as well as particular success – as and when they happen. Some teachers may also choose to have enhanced communication with parents regarding school matters and particular learning instances, but this is at their discretion.

Parents themselves are invited to get in touch directly (all email addresses of teaching staff should be disseminated to parents at the start of the year via the curriculum talk) with their child's teacher should there be a perceived concern rather than feeling they must wait until Parent's Evening.

Page Break

Appendix:

Writing Assessment Tick List Exemplar (Reception)

Please tick each box if it has been achieved in most pieces of writing across the term.

Band R

<u>Letter formation</u>	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>

The Roche School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all children fulfil their potential

1. Can usually produce some recognisable letters			
2. Can write own name with a mix of upper and lower case letters.			
3. Is beginning to show some control over letter formation and size			
4. Can hold pencil effectively to form recognisable letters.			
5. Is beginning to leave finger spaces in words			

<u>Sentence writing</u>	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
1. Can use and enjoy mark making materials			
2. Can attempt writing and understands the purpose of it			
3. Can write single letters or groups of letters which represent writing			
4. Is beginning to write coherent statements			

<u>Structure and organisation</u>	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
1. Matches the task set to them			
2. Can write three or more simple statements that make sense			
3. Knows that print has meaning and understands that in English writing is read from left to right.			
4. Can say what they want to write			
5. Can produce own ideas for writing			

<u>Spelling and phonics</u>	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
1. Can apply phonic knowledge to new words			
2. Can spell some 'everyday' words			
3. Can usually spell some CVC words correctly			
4. Can spell some letter words correctly			

Total ticks =

The Roche School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all children fulfil their potential

Emerging 1-5 ticks	Working Within 6-11 ticks	Secure 12-18 ticks
------------------------------	-------------------------------------	------------------------------

If a child cannot reach their year group emerging, look at the band below.

If a child gets secure in the first or second term look at the band above.

Appendix:

Termly expectations for English Writing attainment by Year group

Autumn Term

	<u>Below</u>	<u>Meeting</u>	<u>Exceeding</u>
Year 1	<RW/RW	RS/1E	1W/>1W
Year 2	<1W/1W	1S/2E	2W/>2W
Year 3	<2W/2W	2S/3E	3W/>3W
Year 4	<3W/3W	3S/4E	4W/>4W
Year 5	<4W/4W	4S/5E	5W/>5W
Year 6	<5W/5W	5S/6E	6W/>6W

Spring Term

	<u>Below</u>	<u>Meeting</u>	<u>Exceeding</u>
Year 1	<RS/RS	1E/1W	1S/>1S
Year 2	<1S/1S	2E/2W	2S/>2S
Year 3	<2S/2S	3E/3W	3S/>3S
Year 4	<3S/3S	4E/4W	4S/>4S
Year 5	<4S/4S	5E/5W	5S/>5S
Year 6	<5S/5S	6E/6W	6S/>6S

Summer Term

	<u>Below</u>	<u>Meeting</u>	<u>Exceeding</u>
Year 1	<1E/1E	1W/1S	2E/>2E
Year 2	<2E/2E	2W/2S	3E/>3E
Year 3	<3E/3E	3W/3S	4E/>4E
Year 4	<4E/4E	4W/4S	5E/>5E
Year 5	<5E/5E	5W/5S	6E/>6E
Year 6	<6E/6E	6W/6S	7E/>7E

The Roche School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all children fulfil their potential