

How we Assess at Tudor School

TUDOR PRIMARY SCHOOL

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“The key features of effective learning environments are that they create student engagement and allow teachers, learners, and their peers to ensure that the learning is proceeding in the intended direction. The only way we can do this is through assessment. That is why assessment is, indeed, the bridge between teaching and learning.”

— Dylan William, Embedded Formative Assessment



Mission Statement

Together we create a happy and caring community where all our children love to learn and want to achieve

Rationale

The **Monitoring and Evaluation policy** outlines the bigger picture into which assessment and tracking fits.

This policy outlines how we implement a range of assessment strategies and tracking with the intent that the school can be very consistent in how it assesses the children and tracks their progress. This will show the impact of our teaching and also enable us to make adjustments to continue to support and enhance the progress of all children. It should also be used in conjunction with the **'How we provide feedback at Tudor School'** document.

How we Implement Formative Assessment

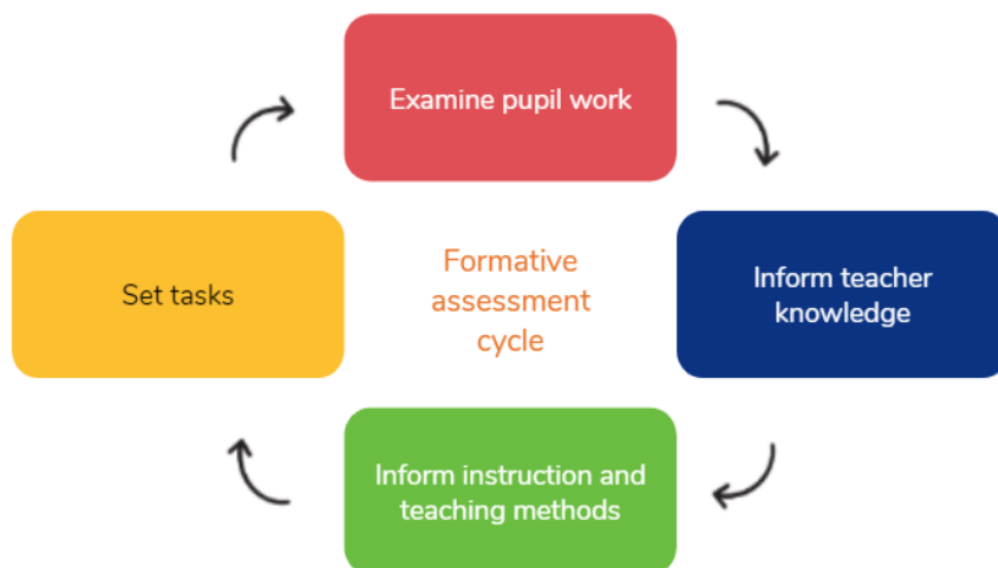
'When the cook tastes the soup, that's formative; when the guests taste the soup, that's summative.' Robert Stake

Formative assessment is the key tool that we use to judge how children are progressing and how we need to adapt our teaching to provide the best opportunities for sustained and substantial progress.

Most formative assessment strategies are quick to use and fit seamlessly into the teaching process. The information gathered is less formal but feedback is vital to supporting the students to identify how they can improve. These assessments are often recorded on the feedback sheets and feed into subsequent lessons. This process is outlined in the document '**How we provide feedback at Tudor School**'.

Formative assessment examples/opportunities:

- Pupils work
- Pupils engagement and answers in whole class/ group discussion
- Impromptu quizzes
- Key questions (such as destination questions in maths)
- Mini plenaries
- Plenaries to summarise/check what pupils have learnt
- Ask students to explain what they learnt
- Self or peer assessment (such as use of 3 differing faces or triangles to show how well they feel they have got on with the learning objective)



Source: University of California

In foundation subjects, these formative assessments are assessed against the national curriculum and are recorded on Target Tracker. This is done by highlighting the statement(s) that have applied to the that lesson. For each class it is highlighted as 'working towards', 'achieved' or 'mastered'. This indicates the overall general coverage and confidence of the class for the curriculum objectives and individual data is recorded on feedback sheets and seen within books.

Adding this data supports highlighting curriculum coverage as well as supporting the assessing of each subject.

How we implement Summative Assessment

Summative assessment aims to evaluate student learning and academic achievement at a specific point by comparing it against a benchmark. Summative assessments often have a point value, take place under controlled conditions, and therefore have more visibility. Additionally, these are sometimes used to judge the school performance. These help us measure the impact of our teaching and assessment policies.

Class teachers, subject leads and school leaders will use these to inform curriculum planning and needs as well as use them as comparative measures between settings.



Source: Chapman & King, *Differentiated Assessment Strategies*

At Tudor we implement summative assessments in a variety of ways. Some take place as official national data entry points. This includes the KS2 SATs, KS1 SATs, Year 1 Phonics Screening and The Early Learning Goals in EYFS. The school also partake in our own formal 'in house' assessments. These are usually carried out in assessment weeks, this process is outlined below.

Assessment in EYFS

Since the new framework has been implemented (Autumn 2021), assessment has changed in the EYFS. There is now a much clearer focus on adults within the area knowing the children and having 'Professional Conversations'. Knowing the children and having these conversations enables all staff to implement better strategies and next steps to ensure progress.

These formative assessments are made all the time and are fed back in daily morning meetings (where notes are kept about some of these professional discussions). Currently no other evidence is needed to be kept but the staff are trialling a few ideas before the end of Summer 2022.

Progress and summative assessments are recorded half termly on Target Tracker and the 'Good Level Of Development Predictor' (from HFL) in Reception and in Nursery they are recorded termly on Target Tracker. In Reception the outcomes of their Early Learning Goals (ELG) informs whether each child has achieved a Good Level of Development (GLD). These indicators help us track progress and adapt our strategies throughout each academic year.

Assessment weeks (KS1 and KS2)

Every term we formally assess the children to identify their current attainment and rates of progress since the previous assessment week. This is carried out for Reading, Writing and Mathematics. These weeks are in the monitoring and evaluation schedule for the whole academic year and therefore teachers must ensure that these are kept free.

These assessments form a crucial part of our ongoing evaluation of our effectiveness as they allow us to see the impact of teaching upon children's learning and progress.

KS1

Year 1 carry out numerous practice phonics checks throughout the year, with an official 'mock' in the first week of May.

Year 2 carry out practice SATs in the Spring Assessment week and have the option of an additional assessment practice later in the term. They do not carry assessments in Summer 1 assessment week as SATs are taken 2 weeks after.

KS2

Years 3, 4 and 5 undertake the following schedule of formal assessments.

Year Group	Autumn Term	Spring Term	Summer Term	Extra/alternate
3	NFER Autumn tests Reading and Maths (x3)	NFER Spring tests Reading and Maths (x3)	NFER Summer tests Reading, SPaG and Maths (x3)	Twinkl Assessments available for Maths, SPaG and Reading
4	NFER Autumn tests Reading and Maths (x3)	NFER Spring tests Reading and Maths (x3)	NFER Summer tests Reading, SPaG and Maths (x3)	Twinkl Assessments available for Maths, SPaG and Reading
5	NFER Autumn tests Reading and Maths (x3)	NFER Spring tests Reading, SPaG and Maths (x3)	NFER Summer tests Reading, SPaG and Maths (x3)	Past SATs Tests Twinkl Assessments available for Maths, SPaG and Reading

Year 6 follow this more regular assessment schedule in the lead up to the KS2 SATs.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Extra	Extra	Extra
Papers	CGP Pack 1 Paper 1 Maths (x3), Reading and SPaG	CGP Pack 1 Paper 2 Maths (x3), Reading and SPaG	CGP Pack 2 Paper 1 Maths (x3), Reading and SPaG	CGP Pack 2 Paper 2 Maths (x3), Reading and SPaG	Previous years SATs tests	CGP Pack 3 Paper 1 Maths (x3), Reading and SPaG	CGP Pack 3 Paper 2 Maths (x3), Reading and SPaG	Twinkl Assessments available for Maths, SPaG and Reading Previous SATs test

These assessments can be seen as summative but they are also used in a formative way at Tudor. With question analysis carried out which helps to inform future planning and teaching. This is why they are usually carried out in the first half of each term.

Additionally, all classes carry out regular (termly or half termly) Science assessment tasks that are planned into the teaching sequence of each term. These are used formatively and summatively.

How These Assessments are used to make Judgements

It is vital that all teachers understand that any assessment materials are there to support their teacher assessment. Teachers should be using a range of evidence (formative and summative) to arrive at their judgements and should not base any assessment solely on a single test or task. The use of the '**Tudor Assessment Handbook**' is also vital in supporting these judgements.

Secure and valid assessments

To ensure that analysis of assessment outcomes leads to the correct priorities for improvement, the whole workforce needs to have confidence that assessment results are both secure (i.e. accurate) and valid (trustworthy). To ensure this is the case assessments need moderating. This is conducted in the following ways:

- within meetings/ discussions with year group partners using relevant 'case studies' to ensure there is a consistent view across each year group
- within phase groups (led by phase leaders) so that there is a clear understanding of the learning journey through the programme of study
- using members of the SLT to quality assure processes across phases & Key Stages
- use of moderation clusters and visits to compare our judgments outside of our own setting

By implementing these range of quality assurances, the school is able to measure progress of individuals and groups accurately and confidently so they may take swift action where progress slows in any subject areas.

How Assessments Are Recorded

Assessment for core subjects (Reading, Writing and Maths) are officially entered into Target Tracker termly (during the first half term). These key data entry points have a clear deadline (usually a week after assessment weeks) which allows Pupil Progress Meetings to be conducted within published time frames. Within the monitoring and evaluation annual schedule the deadline for collated data is clearly indicated. Please note this is a deadline and therefore all data **must** be entered **before** this date so that year group leaders can carry out the analysis that has to take place before Pupil Progress Meetings (PPMs).

More informal data entries are be added to Target Tracker before the end of the term for the core subjects again and for all the foundation subjects. The assessments for the foundation subjects are lined up with the colours to ensure all children are

working within their year group in Summer 2 (unless gifted and talented where they are identified as working within the start of the next year group).

Please remember that many children will not have had much adult input with either Maths or aspects of English work over the summer break. Please do not assume that any slippage is due to 'over assessment' during the summer term by your colleagues.

PPMs

During PPMs each year group will report on the following:

- progress of each class group since the start of the academic year in the core subjects of reading, writing and maths, including analysis of the progress made by different groups of children. For example; by ethnicity, gender, ability or in receipt of the Pupil Premium
- as above but of the year group as a whole
- progress of the year group over the current year / term
- children who are making below average progress (measured using age related data) and recorded on the appropriate pro forma, with a specific focus upon disadvantaged pupils
- review of actions taken to date to improve progress and the impact of these
- specific actions to be taken in the light of strategies that have failed to have the desired impact and the success criteria that will define when successful outcomes have been achieved – this to include specific actions to gain accelerated progress to close gaps

As can be seen, PPMs are the main vehicle for tracking progress of individuals and groups. If at least good progress is to be maintained (6 steps per year is expected progress), it is vital that each individual member of the workforce takes responsibility for the progress of each child. Therefore, taking ownership of the outcomes of all forms of analysis is part of the professional culture of the school and is seen as a vital tool in shaping effective teaching and learning strategies.

Reporting outcomes of assessments to parents

The monitoring and evaluation schedule has been devised in a manner that ensures information regarding the impact of teaching and learning is current and accessible.

Parent consultation meetings are planned to occur at times within the cycle of monitoring and evaluation so that parents can be provided with the analysed information regarding the attainment and progress of their child.

At the mid year consultation (before February half term) they are provided with a mid year report that shows progress thus far and the target for the end of the academic year.

This mid-year report is then updated in the second half of the summer term to show progress and attainment over the whole year and a forecast of attainment and progress likely to be achieved at the end of the following academic year. In this way, parents are provided with a 'joined up' picture, over time, of attainment and progress across the whole of the primary age range.

Therefore, end of year reports that have traditionally contained a narrative of work covered over the year are replaced by a much more focused and meaningful report of progress and attainment.

The narrative of work covered and the theme for the term is communicated to parents via termly overviews and the school website.

The end of year report is given to parents at to the final consultation meeting toward the end of the academic year and forms the agenda and context of that meeting.

Assessing Impact and Improving Assessment Practices

As government and county guidance changes, these are reflected in our working practices. The Assessment lead also produces an action plan for the year, which includes reflection from SLT and new research, into areas of focus and ways to improve how assessment is carried out at Tudor School. These may include considerations such as workload, new resources and methods of recording.

Each subject lead also reflects upon assessment in their areas and this information is also is fed into the action plan.