



# **QUEEN VICTORIA PRIMARY SCHOOL**

## **Assessment and Timeline Procedure**

**2022-2023**

**Review Date: September 2023**

## **Rationale**

The objective of our assessment system is to improve pupils' development, progress and achievement. Children's progress is closely monitored at Queen Victoria Primary School in order that we can provide the best possible opportunities and highest levels of support for all children to reach age-related expectations of achievement. All assessment activities aim to ensure that the children are able to make progress in their learning, whilst taking into account the needs of individual children. We only assess what is required to ensure children's learning needs are met and to meet statutory obligations.

## **Assessment**

- Is a picture of personal development, academic progress and depth of learning
- Is an on-going, diagnostic process involving children receiving and responding to feedback
- Identifies what children can and can't yet do
- Informs teachers of learning needs, enabling them to adapt plans to close gaps and deepen Learning
- Supports informative and productive conversations with pupils and parents

## **EYFS Assessment**

- All children, when entering any stage of the EYFS will be baselined within the first 3 weeks. This will be done through play based observations of the child, against the 7 areas of learning. A child will be judged to be working WB (well below curriculum), BC (below curriculum), AC (at curriculum) and EC (exceeding curriculum).
- All children in Reception will complete the Statutory Reception Baseline Assessment (RBA) within the first 6 weeks of starting in September. The class teacher will administer this on a 1:1 basis with each child.
- Data is collected termly for all children in EYFS and inputted into Integris. Scholar is then used to analyse the data and termly reports produced.
- Evidence is collated from observations of independent and facilitated tasks during child initiated and adult led learning times.
- In Reception, children will have ongoing phonic assessments using Phonics Tracker to assess phoneme knowledge, blending and sight recognition of set words. These usually take place when the teaching of a phase within Letters and Sounds is complete. *During the 2021-22 academic year, school will be transitioning to Little Wandle.*
- At the end of the Reception year, judgements will be made for each child against the Early Learning Goals, set out in the EYFS Statutory Framework. Prior to this, at the end of every phase of the EYFS, judgements will be made at the end of the academic year against milestones appropriate to the age and expected developmental level for each child.

## **SATs & Summative Assessments**

- Children in Year 6 complete statutory assessments during May in reading, maths and GPS. A teacher assessment judgement is made for writing. The results of these assessments are reported annually to the parents. Pupil attainment and progress measures are recorded using a 'Scaled Score'.
- Children in Year 4 complete a statutory Multiplication Tables check in June – there is a 3-week window for children to access this.
- Children in Year 2 complete statutory assessments throughout the month of May in reading, maths and optional for GPS – the results are used to support a teacher assessment judgement for reading and maths. Writing is assessed through ongoing assessment of the children's work.

- Year 2 - children in Year 2 who did not meet the required standard in Phonics in Year 1, will participate in a phonics check in the Summer Term. This assessment will be administered by a Year 2 teacher. Results are reported to parents.
- Year 1 - all children in Year 1 will participate in a June phonics check. This assessment will be administered by the Year 1 teacher. Results are reported to parents in the end of year reports
- *Due to Covid 19, during Autumn term 2021, Year 2 children will sit a phonics screening check in November due to no assessments taking place during Summer term 2021.*
- In addition to this statutory assessment, teachers across the school assess regularly using our school tracking system, which is informed by a range of formative and diagnostic assessment tools.

### **On-going assessment practices at Queen Victoria in Years 1 - 6**

- Scholar (Integris) to be used as an on-going tool to provide overview of data. We operate a 4 code assessment system consisting of PKS (Pre-Key Stage), WTS (Working towards the expected standard), EXS (Working at the expected standard) and GDS (Greater depth standard).
- Data is collected termly for each year group. Each child is assessed for Reading, Writing and Maths using the 4 code assessment system.
- Achievement in Foundation Subjects are also recorded using the 4 code assessment system. This is ongoing and is usually completed once a topic has ended.
- Assessments in each term will be based on a range of formative and summative tests, including Rising Stars, previous SATs papers and White Rose to help support teacher judgements.
- Children produce ongoing pieces of writing, which are used to build up a range of their writing achievements. This includes writing from across the wider curriculum.
- Children in Year 1 and 2 will have ongoing phonic assessments using Phonics Tracker to assess phoneme knowledge, blending and sight recognition of set words. These usually take place when the teaching of a phase within Letters and Sounds is complete. *During the 2021-22 academic year, school will be transitioning to Little Wandle.*
- White Rose end of block quizzes are accessed by all year groups.
- A variety of AFL strategies are used within every lesson, ensuring retrieval of previous learning and immediate assessment of new learning.
- Class teachers use National Curriculum descriptors and key performance indicators to make judgements.
- Pupil Progress Meetings will be held each term, prior to data collection and are held as a year group.
- In addition, North Dudley Learning Partnership, in school year group and phase moderation dates will be commissioned to ensure a shared view of assessment expectations is robustly in place for all key aspects ie: EYFS, Reception baseline, end of year expectations.

### **Reporting**

Regular reports will be provided to the Governors.

Reporting not only fulfils legal requirements but is also a vital part of our relationship with parents and the wider community, serving to support and promote the child's learning. Reporting is seen as a whole school process with all staff working together to communicate with appropriate audiences.

The following are examples of on-going reporting:

- Annual written report at the end of the school year to parents and carers
- Mid-Year Health Check Short Report to parents in March
- Three Parents' Evenings a year
- Informal discussions with parents as needed
- Children sharing achievements
- Parents of children on the SEND register meet staff each term to review progress against their individual targets. Their ITP is updated at these meetings if required.
- SENCO report on SEN provision and data to Governors
- Tracking of LAC, EAL, PP, pupils and reporting to SLT
- Class teachers to report to SLT at Pupil Progress Meetings; a particular focus will be placed on those children not on track to achieve their end of year target.

### **Monitoring and review**

- Monitoring and review of the policy will take place in line with school monitoring cycles and collaborative reviews led by SLT.

### **Links**

- School Improvement Plan and Ofsted Action Plan
- English Policy
- Mathematics Policy
- Marking and feedback Policies
- SEND Policy

### **Staff Responsible**

Senior Leadership Team

### **GDPR – Personal Data**

This policy is collecting personal data and accordingly adheres to the principles of data protection law. Further information on the lawful basis of using personal data can be found in the school's privacy notices. The personal data obtained will also be managed in line with the school's data retention policy. For further information, please refer to the school's data protection policy."