

Fort Royal



Community Primary School

Play • Learn • Laugh • Succeed

ASSESSMENT POLICY

Review Date Summer 2025			
Statutory Policy? No	Governors Approval Yes	Responsibility of J. Dowling	Date first written 9/2/21

Date	Page	Details of Change	Amended by	To be Ratified
1/10/19		Full revision	J. Dowling	Yes
9/2/21	3/5	Progress and Standardised testing	J. Dowling	No
26/1/23	2 3 5	QR codes for assessment added Engagement model added Ends of key stage assessments added	J. Dowling	No

HISTORY OF POLICY REVIEW/CHANGES

1. Principles

Using the principles and processes of assessment, we aim to:

- Monitor progress and support learning by checking what a child understands and what they need to learn next
- Recognise the achievements of children and identify any areas of development
- Inform children of their progress and next steps
- Guide planning, teaching, additional support curriculum development and resources
- Inform parents of their child's achievement and how they can support their child's learning
- Enable the active involvement of children in their own learning
- Good assessment will drive improvement for pupils and teachers
- Good assessment will ensure that the school is keeping up with external best practice and innovation

1. In Practice

- At Fort Royal assessment is the process of identifying and analysing information about the children's learning to provide evidence of progress and achievement.
- Assessment is fundamental to be able to extend and challenge children's learning so they can reach their full potential.
- By its very nature assessment is cyclical; using formative and summative assessment to inform next steps in children's learning and plot progress, therefore our aim is to make our process of tracking and assessing children rigorous and consistent across school.
- Staff use a variety of strategies that help to inform them of their children's current level of understanding and progress at the outset of, throughout and at the end of a lesson/unit of work.
- In the front of the children's learning books will be a QR code linked to a copy of their assessment which is a working document to be annotated and dated at least at the end of every two week block of learning.

2. Fort Royal APP (Layers of Learning)

- At Fort Royal learning outcomes are determined following robust assessment using Layers of learning and National Curriculum end of year expectations using the school's own adapted and extended assessment system (Assessing Pupil Progress (APPs)).
- This enables us to set end of year and Key Stage target expectations that span levels into the National Curriculum end of year expectations and facilitates tracking of progress over a year and between Key Stages in one seamless and coherent system. (See Assessment Level Equivalence's diagrams below)

- Pre-Key Stage standards have been incorporated in the layers of learning and are used for assessment at the end of Key Stage 1 and 2.
- The engagement model is used to assess EHCP targets for pupils working at pre subject specific levels

3. Expected Progress

- The progress the Pupils are expected to make is calculated using the Quartile National Benchmarks found in Progression 2010-2011 published by the Department for education (advice on improving data to raise attainment and maximise the progress of learners with special educational needs) and the subsequent Primary School accountability data.
- We have integrated these National Benchmarks with our own extended assessment framework to encompass the end of year expectations of the revised National Curriculum (see Equivalences tables below).
- All pupils are set an Upper Quartile end of year and end of Key Stage progress target unless specifically agreed with a member of SLT (then a mid-quartile target is set).
- The particular amount of progress that a pupil is expected to make to achieve an Upper Quartile progress score will depend on their starting level at the beginning of the Key stage but will equate to between 0.4 of a level and 1.2 levels in each academic year.

Annual target setting tool			
start level		Progress needed per year for expected expectations	Progress needed per year for exceeds expectations
1i		0.2	0.2
1ii		0.2	0.4
2i		0.2	0.4
2ii		0.2	0.4
3i		0.2	0.4
3ii a/b		0.2	0.4
4		0.4	0.8
5		0.5	0.8
6		0.8	1.2
7 and above		0.8	1.2
Transposing FRS layers of learning onto Progression Guidance Quartile tables and relating to National Curriculum year expectations			
End of Key Stage target setting tool			
Attainment at end of KS1	LQ attainment at end of KS2	MQ attainment at end of KS2	UQ attainment at end of KS2
1i	1i	1ii	2i
1ii	1ii	2i	2ii
2i	2i	2i	3i
2ii	3i	3ii	4
3i	3i	4	4
3ii a/b	4	5	5
4	5	6	6
5	6	7	8
6	8	9	11
7	9	11	14
8	11	12	15

Fort Royal APP Assessment Level Equivalences

Bridge

1i	1ii	2i	2ii	3i	3iia	3iib	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
----	-----	----	-----	----	------	------	---	---	---	---	---	---	----	----	----	----	----	----	----	----	----

Fort Royal Assessment Levels (Layers of Learning)

Y1L	Y1S	Y1H	Y2L	Y2S	Y2H	Y3L	Y3S	Y3H
-----	-----	-----	-----	-----	-----	-----	-----	-----

New National Curriculum Year Expectations

0-11 months	8-20/16-26m	30-50/40-60m
-------------	-------------	--------------

Early Years Foundation Stage

L1C	L1B	L1A	L2C	L2B	L2A	L3C	L3B	L3A	L4C	L4B	L4A
-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----

Standard 1 Writing	Standard 2 Writing	Standard 3 Writing	Standard 4 Writing	Standard 5 Writing	Standard 6 Writing
Standard 1 Reading	Standard 2 Reading	Standard 3 Reading	Standard 4 Reading	Standard 5 Reading	Standard 6 Reading
Standard 1 Maths					
	Standard 2 Maths	S3 Maths	Standard 4 Maths	Standard 5 Maths	Standard 6 Maths

0-5 months	5-12 months	1-2 yrs.	3-4yrs	5yrs	6yrs	7yrs	8yrs
------------	-------------	----------	--------	------	------	------	------

Neuro typical age equivalences

4. Planning for Progress Within the Curriculum

- APP objectives will form the basis of planning for progress within the curriculum
- The statements have been broken down into smaller steps and this enables the pupils to demonstrate progress.
- To demonstrate smaller steps of progress we have created bridging levels (9 and 10) to 'close the gap' towards National curriculum end of year expectations and now represent national curriculum expectations as follows:

End of year 1 expectations: 11 (low), 12 (secure), 13 (high)

End of year 2 expectations: 14 (low), 15 (secure), 16 (high)

5. Standardisation and Moderation

- The process of moderation is an essential part of the assessment system.
- Teaching staff are involved in the moderation process to mutually agree on criteria for the children's attainment within school and through cross school moderation
- Where appropriate pupils will be entered for phonics screening, end of key stage assessments and multiplication tests.

6. Classroom Assessment

- Formative assessment (Assessment for Learning) is a powerful way of raising children's achievement. It is based on the principle that children will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim.
- Planning should focus on learning objectives, outcomes defined by success criteria and questioning designed to assess the progress of children through the lesson.
- Teaching and learning is differentiated to ensure progress. Questioning is used to stretch learning and continually assess the children's progress (as part of the differentiation)
- Children's responses to questioning can determine whether teaching needs to be reshaped during the lesson or additional, prompt intervention should be provided

7. Measuring Attainment and Progress Outcomes

- Summative assessment (Assessment of Learning) is important for informing both parents/carers and teachers of a child's attainment and progress.
- This will also inform whole school target setting and prediction of a cohort's future attainment.
- Books are key sources of evidence of children's progress. They must be kept up to date and marked according to the school policy
- QR codes will be kept in the front of children's books and annotated on the system to show progress, this may involve highlighting the objective if achieved or noted as emerging or developing depending on the skills observed
- Data will be collected termly at target setting meetings to provide an overview of attainment and progress and set new targets
- In order for an objective to be achieved the skill will need to be demonstrated with a range of adults, in a variety of situations, with a range of resources and ultimately independently