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Academy

# Primary Assessment Policy

Date of last review:	December 2021	Review period:	Every year
Date of next review:	September 2022	Owner:	Mide Ola-Said
Type of policy:	Statutory/network	LGB or Board approval:	LGB

## **PURPOSE**

We use several different types of assessments for different internal purposes. The document below is an explanation of each of these assessments.

### **Our Internal Assessments**

We use a variety of assessments for different internal purposes. Below is an explanation of each of these assessments.

#### **Reading**

##### ***Head-Start Reading***

*Method:* Scaled score tests which are taken in standard test conditions three times a year.

*Purpose:* These tests give us a summative judgement and allow us to monitor progress against network and national standards.

*Language:* These tests produce question level analysis which are correlated to the reading content domains used by the STA.

##### ***NGRT***

*Method:* Digital reading age tests which measure accuracy in sentence completion and comprehension tasks.

*Purpose:* The tests provide snapshot of a child's reading age in line with their chronological age at the beginning and end of a year.

*Language:* They produce reading ages (R.A) in a Years:Months format.

##### ***PM Benchmark***

*Method:* Reading fluency and comprehension tests which are conducted 1:1 with each child.

*Purpose:* A diagnostic assessment used for all Year 1 children and those reading below chronological age to assess gaps and misconceptions.

*Language:* These tests assign a level to each reader as well as a fluency accuracy percentage.

#### **Maths**

##### ***Maths Mastery Assessments***

*Method:* Tests taken in standard conditions formatted like end of KS2 assessments.

*Purpose:* To assess mastery of taught concepts.

*Language:* Produce a question level analysis which is standardized and comparable across the Ark Network.

##### ***NTS Maths Assessments (Rising Stars)***

*Method:* Standardized scaled score tests in the format of end of KS2 assessments.

*Purpose: Assess mastery of taught concepts and track progress over time.*

*Language: It will produce a question level analysis which allows for analysis of areas of strength in pupils.*

### **Arithmetic Assessments**

*Method: Arithmetic tests are taken by pupils six times a year. Formatted in the style of end of KS2 Arithmetic papers.*

*Purpose: These tests allow teachers to monitor arithmetic progress over time and to identify gaps*

*Language: These produce a question level analysis which is standardized and comparable across the Ark Network.*

### **Writing**

*Method: Writing is assessed against a teacher assessment framework (TAF) for each year group. Evidence is found from independent writing and used to make a summative judgment.*

*Purpose: This is a summative judgment which allows us to track progress against national standards. This judgment is moderated at training days.*

*Language: Pupils are assessed as working towards expected standards (WTS), working at expected standards (EXS) or working at greater depth within expected standards (GDS).*

### **Science**

*Method: Pupils sit the *Head-Start Science Assessment* in the Summer Term. These are standardized scaled score assessments.*

*Purpose: The summative assessments allow teachers to assess whether pupils have retained core knowledge and identify gaps.*

### **Read Write Inc**

*Method: Teachers assess pupils using the built-in RWI assessments every half-term.*

*Purpose: To monitor early reading progress and mastery of known GPCs.*

### **Early Years Foundation Stage Profile**

*Method: Teachers make a judgment against each of the 17 learning areas. They make a baseline judgment at the start of the year, and then a judgment at the end of every term after that.*

*Purpose: To monitor progress against the early learning goals*

### **National Assessments**

#### **Early Years Foundation Stage Profile**

Schools must submit final EYFS profile data on each pupil to their local authority by June.

#### **Phonics**

The phonics screening check week is typically the second week after the summer half term. It is taken by all pupils in year 1. Pupils who do not pass in year 1 retake it at the end of year 2.

### **Key Stage 1 assessments**

The Key Stage 1 assessment window is in May. Schools take the assessments in the final week of May. Pupils are to be teacher assessed as one of the following five grades: Below (using the engagement model), Pre-Key Stage, Working Towards, Expected Standard, Greater Depth.

### **Key Stage 2 assessments**

- Reading and maths assessments are taken in the second week of May.
- Writing teacher assessments should be made by the end of May.

### **After the assessments**

#### **Tracking and analysis**

Attainment data is recorded and available for analysis in Ark's data system, Click Click Report (CCR). This data is available to the central network team, school SLTs and teachers. CCR also provides a variety of tools to support this analysis, such as school and network-level dashboards and question-level trackers. Individual teachers should use these data and tools to identify gaps in pupils' learning and to inform their planning.

#### **Moderation**

As a school, we internally moderate our writing judgements against the teacher assessment frameworks and using the Ark exemplification materials. We expect our academies to moderate assessment results internally and regularly to ensure the data is robust and the information is accurate. We also hold regular network moderation meetings for each year group, which all our academies participate in. Academies are also moderated by Local Authorities as part of their duty to check local schools on an annual basis.

#### **Intervention**

After each assessment point, teachers use new data to put in place interventions across all year groups as required so that pupils with lower rates of attainment can catch up straight away. These interventions could be in the form of a 'same day intervention' with their class teacher or with another adult who has been given appropriate training to deliver the sessions. We have a range of interventions designed to address particular gaps that pupils have exhibited.

#### **Pupil progress meetings**

Termly pupil progress meetings are held for all year groups. These meetings are chaired by the Principal or senior leader in charge of assessment. The class teacher and Inclusion Manager/SENCO attend. The purpose of these meetings is for the group to consider every pupil's progress and attainment relative to their targets; to identify all pupils at risk of not meeting their target; and to take co-ordinated action to ensure progress is accelerated. Staff create analysis notes and derive actions from them for their teaching for the upcoming term.

#### **Reporting to parents/ carers**

The school reports to parents/ carers regularly. It holds at least two parents/ evenings with an end of year report sent home to parent

## Assessment Calendar

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>N</b>	EExAT Baseline	EExAT		EExAT		EExAT
<b>R</b>	<ul style="list-style-type: none"> <li>EExAT Baseline</li> <li>RWI</li> <li>Reception Baseline</li> </ul>	<ul style="list-style-type: none"> <li>EExAT</li> <li>RWI</li> </ul>	<ul style="list-style-type: none"> <li>GLD prediction</li> <li>RWI</li> </ul>	<ul style="list-style-type: none"> <li>EExAT</li> <li>RWI</li> </ul>	<ul style="list-style-type: none"> <li>RWI</li> </ul>	<ul style="list-style-type: none"> <li>EExAT</li> <li>RWI</li> <li>EYFS Profile</li> </ul>
<b>Y1</b>	<ul style="list-style-type: none"> <li>RWI</li> <li>PM (all) / YARC (below level 1)</li> <li>Simple View of Reading</li> </ul>	<ul style="list-style-type: none"> <li>RWI</li> <li>Maths Mastery</li> <li>Writing TA</li> </ul>	<ul style="list-style-type: none"> <li>RWI</li> <li>PM (all) / YARC (below level 1)</li> <li>Simple View of Reading</li> </ul>	<ul style="list-style-type: none"> <li>RWI</li> <li>Maths Mastery</li> <li>Writing TA</li> </ul>	<ul style="list-style-type: none"> <li>RWI</li> <li>PM (all) / YARC (below level 1)</li> <li>Simple View of Reading</li> </ul>	<ul style="list-style-type: none"> <li>RWI</li> <li>Phonics Screening</li> <li>Headstart Reading</li> <li>NTS Maths</li> <li>Headstart Science</li> <li>Writing TA</li> </ul>
<b>Y2</b>	<ul style="list-style-type: none"> <li>RWI</li> <li>NGRT</li> <li>Arithmetic</li> <li>PM (below CA)</li> <li>Simple View of Reading</li> </ul>	<ul style="list-style-type: none"> <li>RWI</li> <li>Arithmetic</li> <li>Phonics Screening</li> <li>Maths Mastery</li> <li>Headstart Reading</li> <li>Writing TA</li> </ul>	<ul style="list-style-type: none"> <li>RWI</li> <li>Arithmetic</li> <li>PM (below CA)</li> <li>Simple View of Reading</li> </ul>	<ul style="list-style-type: none"> <li>RWI</li> <li>Arithmetic</li> <li>Maths Mastery</li> <li>Headstart Reading</li> <li>Writing TA</li> </ul>	<ul style="list-style-type: none"> <li>RWI</li> <li>Arithmetic</li> <li>PM (below CA)</li> <li>Simple View of Reading</li> </ul>	<ul style="list-style-type: none"> <li>RWI</li> <li>NGRT</li> <li>KS1 TA Judgements</li> <li>Headstart Science</li> </ul>
<b>Y3</b>	<ul style="list-style-type: none"> <li>RWI</li> <li>NGRT</li> <li>Arithmetic</li> <li>PM (below CA)</li> <li>Simple View of Reading</li> </ul>	<ul style="list-style-type: none"> <li>RWI</li> <li>Arithmetic</li> <li>Maths Mastery</li> <li>Headstart Reading</li> <li>Writing TA</li> </ul>	<ul style="list-style-type: none"> <li>RWI</li> <li>Arithmetic</li> <li>PM (below CA)</li> <li>Simple View of Reading</li> </ul>	<ul style="list-style-type: none"> <li>RWI</li> <li>Arithmetic</li> <li>Maths Mastery</li> <li>Headstart Reading</li> <li>Writing TA</li> </ul>	<ul style="list-style-type: none"> <li>RWI</li> <li>Arithmetic</li> <li>PM (below CA)</li> <li>Simple View of Reading</li> </ul>	<ul style="list-style-type: none"> <li>RWI</li> <li>NGRT</li> <li>NTS Maths</li> <li>Headstart Reading</li> <li>Writing TA</li> <li>Headstart Science</li> </ul>
<b>Y4</b>	<ul style="list-style-type: none"> <li>NGRT</li> <li>Arithmetic</li> <li>PM Benchmarking (below CA)</li> <li>Simple View of Reading</li> </ul>	<ul style="list-style-type: none"> <li>Arithmetic</li> <li>Maths Mastery</li> <li>Headstart Reading</li> <li>Writing TA</li> </ul>	<ul style="list-style-type: none"> <li>Arithmetic</li> <li>PM Benchmarking (below CA)</li> <li>Simple View of Reading</li> </ul>	<ul style="list-style-type: none"> <li>Arithmetic</li> <li>Maths Mastery</li> <li>Headstart Reading</li> <li>Writing TA</li> </ul>	<ul style="list-style-type: none"> <li>Arithmetic</li> <li>PM Benchmarking (below CA)</li> <li>Simple View of Reading</li> </ul>	<ul style="list-style-type: none"> <li>NGRT</li> <li>NTS Maths</li> <li>Headstart Reading</li> <li>Writing TA</li> <li>Multiplication Check</li> <li>Headstart Science</li> </ul>
<b>Y5</b>	<ul style="list-style-type: none"> <li>NGRT</li> <li>Arithmetic</li> <li>PM (below CA)</li> <li>Simple View of Reading</li> </ul>	<ul style="list-style-type: none"> <li>Arithmetic</li> <li>Maths Mastery</li> <li>Headstart Reading</li> <li>Writing TA</li> </ul>	<ul style="list-style-type: none"> <li>Arithmetic</li> <li>PM (below CA)</li> <li>Simple View of Reading</li> </ul>	<ul style="list-style-type: none"> <li>Arithmetic</li> <li>Maths Mastery</li> <li>Headstart Reading</li> <li>Writing TA</li> </ul>	<ul style="list-style-type: none"> <li>Arithmetic</li> <li>PM (below CA)</li> <li>Simple View of Reading</li> </ul>	<ul style="list-style-type: none"> <li>NGRT</li> <li>NTS Maths</li> <li>Headstart Reading</li> <li>Writing TA</li> <li>Headstart Science</li> </ul>
<b>Y6</b>	<ul style="list-style-type: none"> <li>NGRT</li> <li>PM (below CA)</li> <li>Simple View of Reading</li> <li>Mock SATs</li> <li>Writing TA</li> </ul>	<ul style="list-style-type: none"> <li>Mock SATs</li> <li>Writing TA</li> </ul>	<ul style="list-style-type: none"> <li>PM (below CA)</li> <li>Simple View of Reading</li> </ul>	<ul style="list-style-type: none"> <li>Mock SATs</li> <li>Writing TA</li> </ul>	<ul style="list-style-type: none"> <li>KS2 SATs</li> <li>PM (below CA)</li> <li>Simple View of Reading</li> </ul>	<ul style="list-style-type: none"> <li>NGRT</li> </ul>

