



Ark John Keats
Academy

Primary Assessment Policy

POLICY INFORMATION

Named personnel with designated responsibility for Assessment Policy

Academic year	Designated Senior person	Deputy Designated Senior person	Nominated Governor	Chair of Governors
2015/2016		Amy Baird		L. Cole
2016/2017		Amy Baird		L. Cole
2017/2018		Amy Baird		L. Cole
2018/2019		Amy Baird		L. Cole
2019/2020		Amy Baird		L. Cole

Policy review dates

Review Date	Changes made	By whom
July 2014	Policy created	Lorraine Clarke
October 2015	Policy Updated	Natalie Rankin
November 2015	Policy Updated	Lorraine Clarke
April 2016	Policy updated	Daisy Christodoulou
September	Policy updated; target setting removed to	Daisy Christodoulou
March 2018	Policy updated	Tyrone Samuel / Daniel Unfield
May 2018	Policy updated; Spag test and ENR/MA TA now optional	Tyrone Samuel / Daniel Unfield
June 2018	Policy updated	Tyrone Samuel/Venessa Willms/Sarah Spink
October 2018	Policy updated – links to target setting rationale & guides have been updated	Tyrone Samuel
July 2019	Policy updates	Amie Barr

This policy should be read in conjunction with the 4 primary target setting guides:

[KS2 school improvement trajectories](#)

[KS2 aggregation model](#)

[Student target setting guide](#)

[School target setting guide](#)

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1 ARK'S MISSION

Our mission is to create a group of outstanding academies that radically improve our students' life chances. We want every student at an Ark academy to do well enough by age 18 to have real options to go to university or follow the career path of their choice.

Ark's assessment strategy must complement the specific assessment practices in schools and inform network strategy and resource planning, such as targeted support and sharing good practice. This policy, updated for 2019-20, aims to balance these two objectives.

Our approach is based on several core principles:

1. A clear understanding of the purpose of, and differences between, both formative and summative assessment
2. The need to ensure that marking and data entry is proportionate, to support manageable teacher workloads
3. Data should only be escalated to the level at which it remains meaningful and actionable

2 INTERNAL ASSESSMENTS

We use a number of formal assessments to check students learning and support teacher planning. These assessments are designed to complement the formative assessment that takes place in every classroom, every lesson. These formative assessments may include quizzes, mini whiteboards, traffic lights, targeted questioning, evaluative tasks etc.

This document sets out the formal assessments used by all schools as part of their assessment policies as well as the statutory assessments and optional assessments available.

Table 1: Summary of assessments by year group

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	EExAT Baseline	EExAT assessment		EExAT assessment		EExAT assessment
Reception	EExAT Baseline	EExAT assessment	GLD prediction	EExAT assessment		GLD submission EExAT assessment
Yr 1	RWI Phonics	RWI Phonics PUMA PIRA Writing TA	RWI Phonics	RWI Phonics	RWI Phonics	RWI Phonics Phonics screening PUMA PIRA Writing TA
Yr 2	RWI Phonics Reading age test Arithmetic	RWI Phonics PUMA PIRA Writing TA	RWI Phonics Arithmetic	RWI Phonics	RWI Phonics SATs	RWI Phonics Phonics screening *
Yr 3	Reading age test Arithmetic	PUMA PIRA	Arithmetic		Arithmetic	PUMA PIRA

	c	Writing TA				Writing TA
Yr 4	Reading age test Arithmetic	PUMA PIRA Writing TA	Arithmetic		Arithmetic	PUMA PIRA Writing TA MTC
Yr 5	Reading age test Arithmetic	PUMA PIRA Writing TA	Arithmetic		Arithmetic	PUMA PIRA Writing TA
Yr 6	Reading age test Arithmetic PUMA PIRA Writing TA			Arithmetic PUMA PIRA Writing TA	SATs	

*Phonics check in year 2 only applicable for students who did not pass in year 1

3 EARLY YEARS

At early years we focus on formative assessment and ask teachers to track the development of students in relation to their age related expectations. All schools are expected to report through EEXAT.

1. Early Excellence Assessment Tracker (EExAT) –

Purpose: To understand the development of individual students, identifying their strengths and areas for development. This should be an ongoing process taking place throughout the week. We use EExAT to support teachers in recording this information and to support planning and future interactions with children to best support their development.

Method: Teachers make a judgement against the secure fit statements within each strand of EExAT. Teachers use this information throughout their planning and interactions. There are three formal assessment points at which time teachers must ensure that the tracker is up to date for all students. Teachers are not required to do any further data entry at formal assessment points.

Year groups: Nursery and reception. Although teachers may choose to continue using this in year 1 for students with SEND needs who are unable to access the KS1 framework

Language: Tracking of early learning goals in 6-monthly developmental bands along with teacher observation notes.

2. GLD Prediction

Purpose: To identify students who may require extra support to meet the expected standard. This is particularly important for summer born students whose development may be on track in relation to their age but are not on track to meet the expectations of the GLD and therefore be ready to begin Year 1.

Method: Teachers make a holistic judgement predicting student's attainment at the end of reception against the 17 areas of development. Teachers record judgements on each of these areas on CCR in Spring 1.

Year groups: Reception only

Language: ELG1 (emerging), ELG2 (expected level) or ELG 3 (exceeding)

3. CEM Baseline

Purpose: To ratify and standardise the teacher assessment judgements in each school.

Method: A 10% sample of students will be centrally selected. These students will sit the CEM assessment at the start and end of the year.

Year groups: Reception only

Language: CEM provide results as a scaled score.

KS1 and KS2

4. Reading age tests

Purpose: In Ark Schools we believe it is essential for each student's reading age to match or exceed their chronological age. This ensures that they can fully access curriculum content, achieve their potential in assessments and be successful as they progress through their school career and beyond.

Method: Students will sit NGRT adaptive online reading age test during Autumn 1 each academic year.

a.

Year groups: Year 2 – 6

b. Language: A reading age and standardised score will be generated from these assessments.

5. Reading and maths

Purpose: These tests provide valuable question level data that can help teachers identify gaps in students' knowledge and understanding. This supports teachers in planning future lessons and in supporting individual students to close any gaps in understanding. These tests give us a summative judgement and allow us to monitor progress against national standards.

Method: PUMA and PIRA are standardised tests which are taken in standard test conditions (see assessment procedures document for details). Students in year 1, 3, 4, 5 and 6 will sit these assessments twice per year whilst students in year 2 will sit them once per year.

Year groups: Year 1 - 6

Language: These tests are reported as DfE scaled scores which run from 85-115 at KS1 and 80-120 at KS2.

6. Writing

Purpose: This supports teachers in focusing on students' progress in writing and ensuring that students' writing skills are progressing at the same rate as their reading and writing. This is a summative judgement which allows us to track progress against the national framework. In year 6 teachers also enter a predicted judgement for writing.

Method: Teachers use evidence from classwork to make a holistic judgement about student performance twice a year. This is an age related judgement and is moderated at network and regional moderation events. A bank of work for each year group which exemplifies each of the standards will be produced to support teachers in making decisions.

Year groups: Year 1 - 6

Language: Well Below, Below, At, Above (Secure At), Well Above (GDS). Please see the target setting guide [here](#) for more details of how these grades correspond to the underlying scaled scores.

7. Arithmetic

Purpose: Ark schools follow the Mathematics Mastery curriculum. This curriculum focuses on students developing a deep understanding of mathematical concepts. We also recognise that fluency in basic arithmetic is an important skill for students. Arithmetic tests allow teachers to identify gaps in students arithmetic skills which supports in planning for future lessons. This assessment also allows us to monitor arithmetic progress over time.

Method: Arithmetic tests are devised by Ark and are taken by students three times a year.

Year groups: Year 2 - 6

Language: Scores are recorded as raw marks.

8. Phonics

Method: Ark schools follow the Read, Write, Inc. programme to support students in developing their phonological knowledge and support them in becoming fluent readers. Assessment is used to monitor early reading progress.

Purpose: Teachers assess students using the built-in assessments every half-term.

Year groups: It is expected that students will complete the phonics programme by the end of year 2 but some students will require longer on this programme and should continue to be reported after year 2 if they have not passed the phonics check.

Language: Set 1A, Set 1B, Set 1C, Ditties, Red 1-5, Red 6-10, Green, Purple, Pink, Orange, Yellow, Blue, Grey, Off RWI.

4 OPTIONAL DATA COLLECTIONS

There are many additional assessments available to primary schools. Where schools choose to ask teachers to use these assessments they must ensure that they have a clear rationale for doing so. It must be clear how these assessments support students learning and teacher planning. An important consideration when selecting assessments is the workload involved for teachers. Leaders must be confident that the benefits gained outweigh the workload generated.

1. Teacher assessment (Optional data entry for ENR and MA on CCR)

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- d. Purpose: This is different from the PUMA and PIRA in that it is based on a holistic appraisal of a range of student work, rather than a one-off test. This may help teachers to understand students attainment at a broader level. This teacher assessment is not formally moderated and is not used in any Ark reports. This is a summative judgement which tracks progress against national standards. This may be particularly useful for schools at KS1 where teacher assessment judgements are used for statutory reporting.

Method: Teachers use evidence from classwork, tests and KPIs to make a judgement about student performance up to three times a year.

Language: Well Below, Below, At, Above (Secure At), Well Above (GDS). Please see the target-setting guide [here](#) for more details of how these grades correspond to the underlying scaled scores.

2. Spelling, punctuation and grammar (optional test data entry on CCR)

Purpose: These tests allow teachers to identify gaps in students understanding of SPAG. It also allows schools to monitor progress over time.

Method: Rising Stars SPAG tests, taken by students up to three times a year.

Language: Scores are recorded as raw marks.

3. Key Performance Indicators (optional data entry on CCR)

Purpose: The KPIs allow teachers to make formative judgements about what they have taught and what they need to reteach.

Method: The KPIs are a series of curriculum statements which teachers use to guide their teaching from lesson to lesson.

Language: KPIs are recorded as either ‘met’ or ‘not met’. They are not graded.

4. CEM (optional via CEM)

Purpose: To provide a baseline for all students as they start school.

e.

- f. Method: Teachers use the CEM baseline test to assess reception students at the start of the year, and follow up again at the end of the year.

Language: CEM provide results as a scaled score which does not correspond to the scaled score used by the DfE. We convert CEM’s scaled score to a DfE scaled score, running from 85-115, and can be divided into the following five grades: Well Below, Below, At, Above (Secure At), Well Above (GDS). Please see the CEM baseline data entry guide [here](#) for more details.

5 NATIONAL ASSESSMENTS

1. Administration

It is the responsibility of the Principal to be fully informed of, and ensure test practice is in line with, the administration requirements laid out in the DfE’s Assessment and Reporting Arrangements document ([KS1](#) and [KS2](#)).

2. Access Arrangements

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It is expected that academies keep a complete record of all student access arrangements employed throughout the year in all year groups. This will help to ensure that students receive consistent support and provide evidence for any external moderation regarding ‘normal classroom practice’. Full details of access arrangements can be found the DfE access arrangement guidance ([KS1](#) and [KS2](#)).

3. National exams

Early Years Foundation Stage Profile

- h. At the end of the Reception year, all teachers must report whether children have reached the Early Learning Goals. Teachers must report either ELG1 / ELG2 / ELG3 in each of the 17 areas of development. These judgements should be guided by the information on EExAT along with the EYFS profile.

Judgements must be recorded on the statutory section of the MIS (Bromcom or Scholarpack)

Schools must submit final EYFS profile data on each student to their local authority by the LA defined deadline or the Ark Deadline (see appendix), whichever comes first.

Language: Early Learning Goals, Good Level of Development.

Phonics

The phonics screening check week is typically the second week after the summer half term. It is taken by all students in year 1. Students who do not pass in year 1 retake it at the end of year 2. All newly arrived students in year 1 or year 2 should also participate in the check unless the school has confirmation of these students having passed the test at their previous school.

Language: Pass, Not Pass.

Key Stage 1 assessments

The Key Stage 1 assessment window is in May, with Ark Schools taking the assessments in the final week of May.

The government provides national assessments in reading and maths which produce a scaled score. These help to inform the teacher assessments. We use the following guidance when making the judgements in maths and reading:

All students who achieve 105 or above on the national assessments should be teacher assessed as 'EXS' or 'GDS'.

- All students who receive below 95 on the national assessment should be teacher assessed as 'WTS', Pre-Key Stage or Below.
- Students who score between 95 and 104 inclusive should be reviewed on an individual basis by the SMT and year 2 team, taking into account their results on the assessments completed throughout the year.

Language: Below, Pre-Key Stage, Working Towards, Expected Standard, Greater Depth.

Key Stage 2 assessments

The Key Stage 2 assessment window for reading and maths is in the second week of May. Teachers are no longer required to provide a teacher assessed judgement for reading and maths. Writing and Science teacher assessment judgements must be submitted at the end of June.

The government provides national assessments in reading and maths which produce a scaled score, and these are published in July.

- All students who achieve a scaled score of 100 – 109 are categorised as meeting the expected standard
- All students who achieve a scaled score of 110 or more or categorised as achieving a high score.
- All students who achieve a scaled score below 100 are categorised as working towards the expected standard.

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All students who fail to score enough raw marks to achieve a scaled score, will be given a nominal score from the relevant TA.

j.

Language: working towards the expected standard, at the expected standard,

greater depth.

Multiplication check

The multiplication check has a three-week window for completion in June. It is an online, onscreen check of students at the end of year 4 to test their fluency in multiplication tables up to 12×12 . Students will be given 25 multiplication questions and have 6 seconds to answer each one.

Schools will receive individual student results after the test window has closed.

6 AFTER THE ASSESSMENTS

1. Tracking and analysis

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Attainment data is recorded directly into CCR (except statutory data which is recorded on the MIS) and is 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 analysis. Individual teachers should use these tools to identify gaps in students' learning and to inform their planning.

2. Moderation

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We expect our academies to moderate assessment results regularly to ensure the data is robust and the information is accurate. We also hold regular network and regional 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.

3. Intervention

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It is the expectation that teachers and leaders respond to assessment analysis. At each assessment point, schools should use new data to put in place interventions across all year groups as required so that students with lower rates of attainment can catch up.

4. Student progress meetings

Our principals are expected to hold student progress meetings at least twice a year 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 should also attend. The purpose of these meetings is for the group to consider every student's progress and attainment relative to their targets; to identify all students at risk of not meeting their target; and to take co-ordinated action to ensure progress is accelerated. Written notes must be kept of these meetings to ensure that staff are held to account against the agreed actions. An updated template for pupil progress meetings will be provided in September.

5. Reporting to parents/carers

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It is expected that the academies will report to parents/carers regularly. Each

year academies hold at least two parents' evenings with an end of year report sent home to parents.

6. Tracking of SEND students working below the level of the test

There is ongoing work around assessing students working below the level of the test. Currently many schools use PUMA and PIRA tests from younger year groups and track on a centrally provided Excel spreadsheet. Further guidance will be provided on assessing students working below the level of the test as a result of the inclusion working group. We expect this guidance to be ready for September.

7 EQUALITY IMPACT AND WORKLOAD STATEMENT

Equality impact statement

We will do all we can to ensure that this policy does not discriminate, directly or indirectly. We shall do this through regular monitoring and evaluation of our policies. On review we shall assess and consult relevant stakeholders on the likely impact of our policies on the promotion of all aspects of equality, as laid down in the Equality Act (2010). This will include, but not necessarily be limited to: race; gender; sexual orientation; disability; ethnicity; religion; cultural beliefs and pregnancy/maternity. We will use an appropriate Equality Impact Assessment to monitor the impact of all our policies and the policy may be amended as a result of this assessment.

Teacher workload

We are keen to ensure that our assessment cycle strikes the right balance between providing meaningful data to inform teaching, alongside a manageable workload for teachers. This was a significant, but not only, factor in removing mandatory expectations for the submission of reading and maths teacher assessment judgements, GPS outcomes and reducing the number of PUMA and PIRA assessments mandated each year. [APPENDIX A: ARK TERMLY SCHEDULE OF ASSESSMENT](#)

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Internal assessment schedule

Event	Timing	Detail
Autumn 1		
Assessment week	Mon 30 th Sep – Fri 4 th Oct	Yr 2 – 6 Arithmetic Yr 6 PUMA and PIRA (Autumn)
Moderation	Mon 30 th Sep – Fri 11 th Oct	Yr 6 Writing moderation
Data entry deadline	Fri 11 th Oct 5pm	Yr 2 – 6 Arithmetic Yr 6 PUMA and PIRA Yr 6 Writing TA RWI phonics EYFS baseline on EExAT
Reading age test	Throughout Autumn 1 Deadline: Fri 18 th Oct	Year 1 - 6

Autumn 2		
Assessment week	Mon 2 nd Dec – Fri 6 th Dec	Yr 1 – 5 PUMA and PIRA (Autumn)
Moderation	Mon 2 nd Dec – Fri 13 th Dec	Yr 1 – 5 writing moderation
Data entry deadline	Fri 13 th Dec 5pm	Yr 1 – 5 PUMA and PIRA Yr 1 – 5 TA writing RWI phonics EExAT assessment point
Spring 1		
Assessment week	Mon 27 th Jan – Fri 31 st Jan	Yr 2 – 5 Arithmetic
Data entry deadline	Fri 7 th Feb 5pm	Yr 2 – 5 Arithmetic RWI phonics Yr R GLD prediction
Spring 2		
Assessment week	Monday 16 th Mar – Fri 20 th Mar	Yr 6 PUMA and PIRA (Summer) Yr 6 Arithmetic
Moderation	Monday 23 rd Mar – Fri 27 th Mar	Yr 6 writing moderation
Data entry deadline	Fri 27 th Mar	Yr 6 PUMA and PIRA Yr 6 TA writing RWI phonics EExAT assessment point
Summer 1		
Assessment week	Mon 4 th May – Fri 8 th May	Yr 3 – 5 Arithmetic
Data entry deadline	Fri 15 th May 5pm	Yr 3 – 5 Arithmetic RWI phonics
Summer 2		
Assessment week	Mon 29 th Jun – Fri 3 rd Jul	Yr 1, 3, 4, 5 PUMA and PIRA (Summer)
Moderation	Mon 29 th Jun – Fri 10 th Jul	Yr 1, 3, 4, 5 writing moderation

Data entry deadline	Fri 10 th Jul	Yr 1, 3, 4, 5 PUMA and PIRA Yr 1, 3, 4, 5 TA writing RWI phonics EExAT assessment point
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Statutory assessment (All statutory data is entered on your MIS)

Statutory assessment windows		
KS1 test period	May	Yr 2 SATs
KS2 SATs week	Mon 11 th May – Thu 14 th May	Yr 6 SATs
KS1 Phonics check	Mon 8 th Jun – Fri 12 th Jun	Yr 1 and 2 Phonics
Multiplication check	Mon 8 th Jun – Fri 26 th Jun	Yr 4 MTC
Statutory data entry deadlines		
Data entry deadline	Thu 25 th Jun	EYFS profile Yr 1 and 2 Phonics Yr 2 TA Yr 6 Writing and Science TA HDF
Science sample	Mon 8 th Jun – Fri 19 th Jun	Yr 6 Science (selected schools only)