Assessment policy

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Statement of intent

ACE Derbyshire Trust believe that to facilitate teaching and learning, a comprehensive assessment strategy is essential.

The process of assessment is central to helping pupils progress and fulfil their potential. It is also necessary to provide a framework to ensure that learning objectives can be set and used to inform lesson planning, resources and support.

We use assessments to inform school priorities and Trust-wide training – we will ensure assessment is integrated methodically into teaching strategies, so that progress can be monitored and barriers to learning can be identified at pupil, group, class, or whole-school level.

The assessment process can only be successful if regular reviews take place and plans are communicated and actioned at all levels.

This policy should be read alongside latest STA guidance and DfE guidance on what schools should publish online.

Early Years Foundation Stage

Within 6 weeks of the children starting school, they will complete the 'Reception Baseline Assessment'. This is a statutory baseline assessment introduced by the government. This data will be used at the end of year 6 to form the school-level progress measure. An additional teacher baseline is also completed, through a range of observations in the classroom. Children are assessed as 'on track' or 'not on track', using Development Matters as a guidance.

At the end of the Reception Year summative judgements are made using the EYFS profile. These are submitted to the DfE. There are seven areas of learning split into three Prime Areas and four Specific Areas of learning, taken from the Statutory Framework.

Within these areas of learning, there are 17 ELGs that the children will be assessed on at the end of the year.

These are:

Prime Area 1: Communication and Language	Prime Area 2: Physical Development	Prime Area 3: Personal, Social and Emotional Development
- Listening, Attention and Understanding - Speaking	- Gross Motor Skills - Fine Motor Skills	- Self Regulation - Managing Self - Building Relationships

Specific Area 1: Literacy	Specific Area 2: Mathematics	Specific Area 3: Understanding the World	Specific Area 4: Expressive Arts and Design
- Comprehension - Word Reading - Writing	- Number - Numerical Patterns	- Past and Present - People, Culture and Communities - The Natural World	- Creating with Materials - Being imaginative and Expressive

In EYFS, the vast majority of assessments will be made through observation and focused interaction.

Children will be assessed throughout the year as ‘on track’ or ‘not on track’ to meet the ELG. Children who are ‘not on track’ will receive intervention to close the gap.

For children to be ‘on track’ they will be at the following stages at each assessment point.

Entry into Reception (baselined in Sept/Oct)	Beginning to work within the ‘reception age’ criteria in development matters
Assessment point 1 (December)	Working well within the ‘reception age’ criteria in development matters
Assessment point 2 (April)	Meeting all of the ‘reception age’ criteria in development matters and working towards the

	ELG
End of EYFS	Expected level of development assessment against ELGs

Frequency of assessments in KS1 and KS2

NFER tests will be used in reading, grammar and maths in year 3,4 and 5. Previous SATs papers will be Year 6. Writing will be assessed using Trust wide objectives. Combined scores will be gathered. In KS1, teacher assessments will be used via the Trust's Foundational Skills and Knowledge grids with NFER maths assessment used at the end of the year. The frequency of testing and moderation across the schools within the Trust can be shown in the table below:

	Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Phonics screening practise	Phonics screening practise Foundation skills assessment	Phonics screening practise	Phonics screening practise Foundation skills assessment	Phonics screening check	Foundation skills assessment Maths NFER
Year 2		Foundation skills assessment		Foundation skills assessment		Foundation skills assessment Year 2 phonics scores Maths NFER
Year 3		NFER reading, maths, grammar test, writing teacher assessed and combined score		NFER reading, maths, grammar test, writing teacher assessed and combined score		NFER reading, maths, grammar test, writing teacher assessed and combined score
Year 4		NFER reading, maths, grammar test, writing teacher assessed and combined score		NFER reading, maths, grammar test, writing teacher assessed and combined score		Multiplication check NFER reading, maths, grammar test, writing teacher assessed and combined score
Year 5		NFER reading, maths, grammar test, writing teacher assessed and combined score		NFER reading, maths, grammar test, writing teacher assessed and combined score		NFER reading, maths, grammar test, writing teacher assessed and combined score
Year 6	SATs paper from 4 years previous	SATs paper from 3 years previous	SATs paper from 2 years previous	Previous year paper	SATS week	

Schools may wish to add additional assessments such as reading ages. These are at the discretion of each school.

New pupils entering an ACE Derbyshire school in KS1 and KS2

It is necessary to assess any new pupils on entry. Pupils will be assessed using an NFER test in KS2 unless close to an assessment point. In KS1, pupils will be assess using the Foundational skills and knowledge grids.

Phonics screening in year 1

In June, all pupils in year 1 sit a phonics screening check. Pupils who do not achieve the required threshold at the end of year 1 repeat the check at the end of year 2.

Multiplication tables check in year 4

In June, all pupils in year 4 will sit the multiplication check. The purpose of the MTC is to determine whether pupils can recall their times tables fluently. Additional intervention will be provided to pupils who have not yet mastered their times tables.

Moderation

Moderation will take place internally across each school following an assessment point. Moderation across the Trust will take place for writing in KS1 and KS2, 3 times per year.

Following each round of assessments, data analysis of groups and pupil progress meetings will take place in each school. The Director of Education will undertake pupil progress meetings with senior leaders in each school every term.

Tracking progress

The following codes will be used for both attainment and progress. If pupils are working below or working towards National Expectations, the use of '**secure'** or '**developing'** and the year group will show where the children are working.

Codes	More information
B - Below	Which year group are they? E.g. Y1 secure
WTS – working towards	Which year group are they? E.g. Y1 secure
EXS – Expected	
GD – Greater Depth	

Expectations

Expected progress is outlined in the examples below:

Examples:

	July	Dec	Mar	July
Child Y2	EXS	EXS	EXS	EXS

Child has made expected progress

	July	Dec	Mar	July
Child Y2	WTS Developing Y1	WTS Secure Y1	WTS Developing Y2	WTS Developing Y2

Child has made expected progress

Reporting to parents

ACE Derbyshire schools provide a written report to parents at least annually. There will be two parents' evenings per year to share their child's progress and attainment.