Framework for Assessment

(Measuring of and Reporting on Pupil Performance at The Manor)

Date Policy Reviewed:	1 September 2023
Date of Next Review:	1 September 2024
Person(s) Responsible for Review:	SLT (DHA and Head of Pre-Prep)

This document is designed to provide clear guidelines on our approach to formative and summative assessment, to describe the consistent and coherent approach to recording summative assessment outcomes, to give timings for the reporting to parents and to set out how and when assessment will take place. Please also see the Assessment, Recording and Reporting Policy and the Marking Policy which can be found on the school's website.

Measuring Pupils' Performance in relation to the school's Aims and Ethos

Assessment is a vital tool that helps us to achieve, in particular, two of The Manor's aims. Namely these are to:

- Enthuse children with a love of learning and the desire to make the very most of their abilities and opportunities
- Promote the intellectual, social, mental, emotional, economic and physical development of pupils.

Whilst a robust process of assessment is in place at The Manor and the pupils are encouraged to engage with their own progress, our monitoring of pupils' performance is low key from the pupils' perspective. Pupils are regularly encouraged to work hard, play hard, have fun and be kind.

Purpose of Assessment

The Manor is a broadly non-selective school. Our aim is for each and every child to achieve their academic potential, through a robust framework of timely assessments and appropriate interventions, as well as to experience positive outcomes in terms of both their mental health and wellbeing and their development of extra-curricular interests. When children are in a positive state of mind they feel safe, motivated, productive and calm. At The Manor, we support children through our teaching, differentiation, scaffolding and pastoral care to ensure that they are able to access their learning, feel success, understand their challenges and therefore have increased positive mental health and wellbeing.

Assessment Approaches

At The Manor we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum. We use four broad, overarching forms of assessment: day-to-day formative assessment, nationally standardised formative assessment, internal summative assessment and nationally standardised summative assessment. The purpose of formative assessment is to monitor pupil learning and provide ongoing feedback to staff and

pupils. The goal of summative assessment is to evaluate student learning at the end of a topic or a period of time by comparing it against a standard or benchmark.

<u>Effective formative assessment enables:</u>

- Teachers to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons
- Pupils to measure their knowledge and understanding against challenges set and identify areas in which they need to develop
- Parents to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

Formative assessment includes marking and feedback, questioning in class, self and peer assessment and/or observations as well as nationally standardised tests. Formative assessment will be used to assess knowledge, skills and understanding, inform planning, identify gaps and misconceptions and engage pupils in their own learning. Appropriate support is put in place where needed by classroom teachers and the SENCO (Special Educational Needs Coordinator).

<u>Effective internal summative assessment enables:</u>

- The Senior Leadership Team, Heads of Subject, Pre-Prep Subject Coordinators and the SENCO to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve progress and attainment
- Individual teachers to evaluate learning at the end of a unit or period and the impact of their own teaching
- Pupils to understand how well they have learned and understood a topic or course of work taught over a period of time. Whilst the results are not always given to the children, summative assessment is used to provide feedback on how they can improve and encouragement to build confidence and ownership of their own learning
- Parents stay informed about the achievement, progress and wider outcomes of their child across a period of time.

Internal summative assessment approaches used at The Manor include end-of-topic or unit tests, termly writing assessments and reviews for pupils with special educational needs or disabilities. Summative assessment provides vital information for improving future learning and demonstrating improvement over a period of time. Specific external commercial tests work alongside internally produced tests to create an assessment process which is moderated internally where necessary for standardisation and validation.

The outcomes, in terms of strengths, areas for developments and next steps, of both formative and internal summative assessments are shared with parents at Parents' Evenings and in the form of reports over the course of the year.

<u>Nationally standardised summative assessment enables</u>:

- The Senior Leadership Team, Heads of Subject, Pre-Prep Subject Coordinators and the SENCO to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve progress and attainment
- Individual teachers and Departments to understand national expectations and assess their own performance in the broader national context, to develop appropriate schemes of work and to regularly review resources used to ensure the progress, positives outcomes and engagement of the pupils
- The Head to advise parents on future schools

GL Assessment is a leading provider of assessment materials to UK schools and is used widely at The Manor. It offers standardised tests which allow us to compare our pupils' performance against national norms through age-standardised scores. A standardised score of 100 represents the national average mark in each assessment. Age-standardised scores convert a pupil's actual score in the test (the 'raw score') to a standardised score. This score takes into account the pupil's age in years and months, giving an indication of how the pupil is performing relative to other pupils of the same age across the country.

GL Assessment represents a 'whole pupil' approach to assessment, one that covers ability, attitude and attainment to provide a holistic view of each pupil. This approach provides teachers and senior leaders with the data and insights to:

- Inform teaching and learning
- Track progress effectively
- Provide evidence of progress and 'value added'
- Identify barriers to learning and motivate students
- Diagnose and monitor additional educational needs
- Facilitate whole school improvement.

Tracking Assessment

Early Years Foundation Stage / EYFS (Nursery and Reception)

Target Tracker is used as a method of recording progress from Nursery throughout the Early Years. It is the most widely used English curriculum pupil progress tracking and assessment software, helping schools to improve assessment effectiveness. It is updated at least three times a year. This data is used to track attainment and performance. The Target Tracker data is regularly checked to see which children are at risk of falling below the expected level and so need support and which children need challenging and extending. During the termly work scrutiny, findings are moderated and compared with the data on Target Tracker. Target Tracker grids enable the EYFS Curriculum Coordinator to monitor progress. The document is a working document where pupils across the continuum are monitored in terms of the support and help given.

KS1 (Y1 and Y2) and KS2 (Y3-6)

The Manor Tracker is a specially created computer program which gives us the following information:

Individual Pupil Tracker

This creates, on a single sheet for each pupil, all his or her marks in every standardised test so that we can follow their progress, area by area. A graph is created which displays progress in each area - e.g. Reading, Spelling, Maths and Science (from Y3) - for each individual child. A table is created which makes clear in a colour-coded fashion whether the child is above or below the average for the year group and by what margin.

Cohort Tracker

We are also able to track cohorts of children – by year group; class within the year group; gender; EAL; Learning Support; More Able. This is used by Heads of Subject and Pre-Prep Subject Coordinators to analyse the progress of a chosen cohort, and to look at these particular sub-groups, to ensure that our planning enables progress by all pupils. It also supports our analysis of groups receiving support (for EAL or Learning Support) to ensure that these pupils are achieving the expected progress.

GL Assessment

GL Assessment is able to create comparison graphs to compare progress between years. In the summaries given by *GL Assessment* for each assessment, individual expectations are given. It is then possible to see if an individual has exceeded expectations, is meeting expectations or is under performing.

Transfer meetings, where staff from one year group meet with staff from the following year group, take place throughout the school in September. Over the course of the year, observations about pupils' performance are raised in weekly Section Meetings with the SENCO present. Interventions are discussed and implemented.

Assessment Analysis

At The Manor there is an ongoing programme of assessment analysis and tracking of pupil progress. We are delighted with the progress shown by our Year 6 leavers since they joined the school in Reception. To see the results achieved by our Year 6 children then please visit the school website where you will find explanatory graphs and references to Scholarships and Awards to Senior Schools.

Assessment results are followed up by subject/pupil analysis. The Deputy Head Academic, the Head of Pre-Prep, EYFS Curriculum Coordinator, Heads of English, Maths, Science and their Pre-Prep Coordinators, EAL, SEND/Learning Support and More Able Coordinators discuss interventions in Weekly Section and Planning Meetings and review and analyse data regularly.

The More Able Register is updated on a termly basis as a result of assessments (both internal and nationally standardised) and teacher observations, as are the Learning Support Individual Support Plans.

Types of Assessment across the School

Early Years Foundation Stage

We measure pupils' performance in a number of ways:
- Throughout the Early Years, internal baselines are used to provide starting points for the pupils regularly throughout the year. We continually informally assess the children through observations. Evidence is collated through short written observations, photos and samples of child initiated work. There are various checkpoints within the curriculum guidance to ensure children are on track in reaching their milestones.This information is used to update Target Tracker and to track progress.
- The Two Year Old Check which also involves the pupil's Health Visitor. The check is used as a baseline and to track 'value added' at the end of the EYFS when the EYFS Profile is completed. It is also added to the Manor Tracker which is used from Year 1 onwards.
- At the start of Reception the CEM Baseline is completed as well as teacher baselines to add to Target Tracker. This provides a starting point for Reception and is analysed to identify more able and less able groups. This is used for groupings and extra support.
- The Early Years Foundation Stage Profile (EYFSP) is a statutory requirement to be finalised in the final term of Reception. This is currently based on teacher assessments and observations and knowledge of each child. The profile consists of 17 areas of learning. Each child is assessed as 'emerging', 'exceeding' or 'expected' in each of the areas.

The table below indicates the range of assessments and evidence in the Early Years.

	Autumn	Spring	Summer
Pre-Nursery	Learning Journey Observations 2 Year Old Checks, WellComm Toolkit		
Nursery	WellComm Toolkit Learning Journey Observations Writing assessments Target Tracker including check points Ongoing Informal Assessments		
Reception	CEM* BASE, Writing	Writing	EYFS Profile data CEM Baseline Progress Writing
	Learning Journey Observations, Target Tracker Ongoing Informal Assessments WellComm Toolkit where applicable		

*Centre for Evaluation and Monitoring

KS1 and KS2

The table below indicates when we formally assess pupil performance and in which areas. In KS1 the tests are, for the most part, administered on paper and those in KS2, for the most part, online. Diagnostic Maths assessments take place throughout the year to inform grouping and planning. The Reading Assessment Programme will take place throughout the year to assess GPC Accuracy, Decoding Accuracy and Fluency Levels (Word Correct Per Minute).

	Autumn	Spring	Summer
Y1	Single Word Reading Test (SWRT A) Writing Assessment	Writing Assessment	Phonics Screener Progress Test in English Progress Test in Maths Writing Assessment
Y2	Progress Test in English Single Word Spelling Test (SWST A) Writing Assessment	Writing Assessment	Progress Test in English Progress Test in Maths Writing Assessment
Y3	Progress Test in English Single Word Spelling Test (SWST B) Writing Assessment Dyslexia Screener	Writing Assessment	Progress Test in English Progress Test in Maths Progress Test in Science Writing Assessment
Y4	Progress Test in English Single Word Spelling Test (SWST C) Writing Assessment	CATs Writing Assessment	Progress Test in English Progress Test in Maths Progress Test in Science Writing Assessment

Y5	Progress Test in English Single Word Spelling Test (SWST D) Writing Assessment Dyslexia Screener	CATs Writing Assessment	Progress Test in English Progress Test in Maths Progress Test in Science Writing Assessment
Y6	Progress Test in English Single Word Spelling Test (SWST E) Writing Assessment	Progress Test in English Progress Test in Maths Progress Test in Science Writing Assessment	Writing Assessment

These tests are written to comply with the National Curriculum (2014) and assess the following skills:

New Group Reading Test (NGRT)* *This will be replaced by the Progress Test in English in 2023 - 2024	Reading Comprehension, looking at fiction and non-fiction texts. The NGRT is a screening and monitoring test for groups of pupils. NGRT scores can be brought to life through a variety of diagnostic reports, enabling staff to build a comprehensive picture of a pupil and their reading ability.
SWRT	This is a test of word recognition out-of-context: i.e. reading accuracy.
Single Word Spelling Test (SWST)	Spelling.
Dyslexia Screener	Identifies dyslexic tendencies in pupils aged 5–16+ years and recommends intervention strategies to help them achieve their potential.
CEM Base	Adaptive Baseline Curriculum assessment in Literacy, Numeracy, Communication and Language and Personal, Social and Emotional Development.

CoPs	CoPS is a child friendly assessment, for those aged 4-7 years, to identify cognitive strengths and weaknesses, and dyslexia.
CATs (Cognitive Abilities Tests)	The Cognitive Abilities Test is an online, diagnostic assessment which is designed to help the children and their teachers understand how the children learn and what their academic **potential** might be.
Progress Test in English	All areas of English except writing – spelling, grammar and comprehension.
Progress Test in Maths	All areas of the Maths curriculum, including Mental Maths.
Reading Assessment Programme	A simple and effective online assessment tool designed to assess pupils on their GPC Accuracy, Decoding Accuracy and Fluency Levels (Word Correct Per Minute).
Progress Test in Science	All areas of the Science curriculum.
Writing Assessment	Writing is assessed termly by means of the Oxford Writing Criterion Scale. All pupils complete an unaided piece of work each term. This is marked against the scale and recorded on progress tracking sheets.

With the exception of the termly writing assessment, the results of these assessments are added to The Manor Tracker.

Reporting to Parents
As well as populating Target Tracker and The Manor Tracker, the results feed into regular reports to parents; both written reports and face to face parent-teacher meetings. Assessment results are used to inform teachers' own understanding of their pupils, and allow fine-tuning of planning for the progress of both cohorts and individual pupils.

The CATs (Cognitive Ability Tests) are also used by the Head when talking to parents about future schools and in the Head's Reports to Senior Schools.

Reporting Schedule 2023 - 2024

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PN	Parents' Information Evening	Parents' Evening and Learning Journey		Parents' Evening		Progress Summary Learning Journey Celebration
N	Parents' Information Evening	Parents' Evening and Learning Journey		Parents' Evening		Report Learning Journey Celebration
R	Parents' Information Evening	Parents' Evening and Learning Journey		Parents' Evening		Report Learning Journey Celebration
Y1	Parents' Information Evening	Parents' Evening		Parents' Evening		Report
Y2	Parents' Information Evening	Parents' Evening		Parents' Evening		Report
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y3	Parents' Information Evening	Parents' Evening Form Teachers		Parents' Evening All Subjects and Form		Report All Subjects No Grades

				Teachers		
Y4	Parents' Information Evening	Parents' Evening Form Teachers		Parents' Evening All Subjects and Form Teachers		Report All Subjects No Grades
Y5	Parents' Information Evening	Parents' Evening All Subjects and Form Teachers		Report Core Subjects and Form Teachers	Parents' Evening Core Subjects, Form Teachers and Head	Report All Subjects Effort and Achievement Grades
Y6	Parents' Information Evening Parents' Evening Core Subjects, Form Teachers and Head	Core Subjects and Form Teachers Report	Parents' Evening Non Core Subject Teachers			Report All Subjects Effort and Achievement Grades

*This may be subject to change.

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1 September 2023