



Tadpole Farm
CE Primary Academy

Approach to Assessment 2023

Types of assessment

At Tadpole Farm we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum. We use 3 broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised assessment.

Formative assessment

Core subjects:

Writing, Maths and Science - The teachers are given additional time on top of their PPA to assess against the National Curriculum objectives for these three subjects on a termly basis. At the end of Term 2, 4 and 6 the SLT and subject leads will monitor this. The teachers use this ongoing formative assessment to inform their end of term summative assessments and to identify gaps in children's learning and plan for further intervention.

Reading - In YR, Y1 and Y2, teachers track children's reading bands throughout the year and update Phonics Tracker termly with what GPCs, High Frequency Words and Common Exception Words are known. In KS1, teachers assess children's spelling of Common Exception Words 3 times a year. *(KS2 reading formative assessment - coming soon)*

Foundation subjects:

Subject leaders monitor their subject to ensure that knowledge and skills are systematically built upon for all pupil groups and that they are 'knowing more' over time. Children are regularly assessed against planned outcomes/Learning Objectives for each unit of work (that has been planned against the National Curriculum) in a variety of ways. E.g. Discussion, quick retrieval, role play, pupil presentations, mini quizzes, a showcase of learning at the end of a unit which in turn inform teachers and leaders of any curriculum adaptations needed for specific pupils.

* Examples of work are kept on display or a floor book in order for subject leaders to monitor progression through the school and celebrate the work that has been completed throughout the year.

**PE and MFL use a RAG excel spreadsheet to assess against key objectives on a termly basis based on the planned content that has been taught.*

**Questioning and discussion based responses are used to assess PSHE.*

Summative assessment

A range of 'In-school-summative assessments' are used -

Summative assessment	For who?	Frequency?
NFER tests	Year 3, 4 and 5	3x a year (Term 2, 4 and 6 in agreed assessment weeks)
NFER tests (Maths and Reading)	Year 1	Term 6
Past SATs papers	Year 6	Termly (Term 1 baseline, Term 3 & Term 4)
Past SATs papers	Year 2	3x a year (Term 2, 4 and 6)
Phonics tracker	EYFS, Y1 and Y2	Termly - see phonics tracker
Short end of term topic/unit tests	Y1-6	As required

Standardised assessments

National Standardised test	Year group	When?
Baseline Assessment	EYFS	Term 1
Phonics Screening Check	Year 1 and 2	Term 6
National Curriculum tests at the end of Key Stage 2	Year 6	Term 5
Multiplication Check	Year 4	Term 6

Reporting teacher assessment

The school's formative, summative and standardised assessments are used to inform teachers assessments that are formally recorded three times a year. Targets are set at the beginning of the year where key marginal pupils are identified. The children's progress and attainment is recorded for Reading, Writing, Maths and GPS using the teacher assessment data that is recorded on **INSIGHT** (see below). This data is reported on the agreed DBAT (Diocese of Bristol Academy Trust) marksheets on **SIMs**.

- Term 1: targets are set on SIMs.
- Term 2 and 4: projection for end of year attainment
- Term 6: Actual end of year attainment

The following terms are used to describe children's attainment:

D	Deepening Age Related Expectations – Has met all of the ARE and is able to apply this independently in a range of contexts
A	At Age Related Expectations – Has achieved most of the ARE individually
T	Working Towards Age Related Expectations – Has achieved some of the ARE with support and individually
E	Working at an Earlier stage of development – Has not achieved the ARE of the year group with which they are in.

For children who are working at an earlier stage in their learning journey, it may be appropriate for them to work on the curriculum from a previous year group. This will be recorded as follows:

- E1 – working towards the ARE of the year group 1 year before
- E2 - working towards the ARE of the year group 2 years before
- E3 - working towards the ARE of the year group 3 years before
- E4 - working towards the ARE of the year group 4 years before

Pupil Progress meetings

We hold Pupil Progress Meetings three times a year (Term 2, 4 and 6) using teacher assessment and the NFER tests/SATs papers and phonics tracker. The teachers update **INSIGHT tracking** to produce their pupil progress document. During Pupil Progress Meetings, the teachers and members of the SLT meet to measure children's progress, assess against targets, track the progress within vulnerable groups and inform planning for future interventions.

Prior to the meeting teachers will update the school assessment and record the main assessment for the core 5 subject areas. A PDF of this recorded assessment will be downloaded to inform the meetings.

Reporting to parents

Teachers meet with parents to discuss their children's progress and attainment twice a year. No written record of children's projected attainment is given at these meetings but teachers do discuss appropriate next steps in the children's learning based on their ongoing assessment. A written record of pupil attainment is recorded using DATE on the End of Year school reports in July.

-In Year 1 (and those Y2 children that did not pass the screening previously) parents are made aware of the Phonics Screening outcome in the end of year written school report.

-In Year 6, SATs results are shared with parents when they are available.

Monitoring and moderation of teacher's assessment

Assessment judgements are moderated both internally and externally (In Trust and Cluster Networks) to make sure our assessments are fair, reliable and valid. Our moderation processes, and opportunities to moderate, include:

- Staff attend moderation training/CPD run by the agreed Local Authority (Integra, South Gloucestershire). This is offered to all Year groups - particularly in Writing.
- PPA in phase groups (EYFS, KS1, LKS2, UKS2) allows informal moderation conversations to take place.
- SLT led Learning Walks and Pupil Progress meetings to evaluate and monitor judgements
- Trust Reviews - led by Trust SIP
- Planned moderation of pupil's work. These will be timetabled meetings either within school, with our local cluster schools or with schools who are part of our Academy Trust
- Peer to Peer Network Reviews

Inclusion & SEND

The SENCo is responsible for holding termly SEND review meetings for pupils and recording details on the SEND register. During these meetings with parents and external agencies, the progress of these children is reviewed and tracked based on agreed individual targets with the parents, SENCo and class teacher. These individual targets are created using a **learning plan on INSIGHT** and reviewed three times a year.