



## Assessment Policy

Issue no	Date reviewed
1	December 2015
2	September 2016
3	September 2017

Next review date: September 2018

## Context

Since September 2015 the school has been following the new National Curriculum. The Levels designed for the old national curriculum are no longer appropriate to assess progress and attainment as curriculum content has changed.

Levels were problematic as good indicators of learning.

- Pupils were being quickly pushed onto work at the next level having demonstrated only surface level learning, when tested, many couldn't demonstrate the skill or understanding involved when undertaking using and applying tasks. This suggested that some children didn't really understand what they had supposedly learned.
- Key information was not always retained for term to term or year to year, once again indicating that children's understanding was not as deep as it could have been and requiring too much curriculum time being focused on repeating surface level learning.
- Some low attaining pupils never got the experience of learning at their own year group level as they were often languishing at a lower level and that expectations for these children were too low

Our Assessment philosophy recognises that Progress is not simply a matter of ticking off what pupils can do on one occasion at surface level. Instead teachers must be sure that all pupils can do things well, often and in different contexts, that they can recall methods and facts quickly, that they can reason their answers and explain their thinking before they move on to more complex work.

Once children become fluent staff can then help them to make progress by deepening and broadening their understanding and allowing them to attempt tasks of increasingly complex cognitive demand. In this way we will help children develop mastery of the primary curriculum content.

## Our assessment system is based on the following beliefs:

- Assessment is at the heart of effective teaching and learning and is a partnership involving staff and children. Assessment identifies what children know and what they don't know. This information is used by teachers and children to plan learning activities that provide cognitive challenge and next steps learning
- Where this is done well, children become fluent in using, applying and explaining the concepts and skills outlined in our curriculum maps and progress towards and beyond the national age related expectations
- In order to deepen understanding and develop thinking pupils must have opportunities to practise and hone their skills before moving on,
- Deeper thinking individuals can better cope with the higher cognitive demands of the world around them and become increasingly independent and masters of their own learning journey
- Given the appropriate type of support, the vast majority of children can access the curriculum for their age group and all children have a right to experience age appropriate content.
- Children benefit from decreasing levels of support as they move through school and prepare for secondary education.
- Assessment and marking are NOT things that are 'done to' children by adults. Children take an active part in both the marking and assessment of their work. We hold an expectation that all children work towards interdependence (rather than just independence) and are able to confidently use higher order behavioural skills such as metacognition, coaching, debate and self-regulation to support their learning.
- It is vital that **we share assessment findings** with pupils and parents in an open and transparent way that is easily understood.
- Judgements about achievement and progress are not made using any single piece of evidence but on assessment of work across the curriculum

## Shared understanding of language

- **Assessment-** all about learners. The variety of methods used to measure and document children's progress and attainment e.g. a SAT

- **Progress-** the difference between what a children knows/can do between two points of time e.g. could count to 10 can now count to 100
- **Attainment-** the most a child can do at a given point in time e.g. a GCSE
- **Formative assessment-** Monitors learning, providing ongoing feedback to improve teaching and learning. Relies on teacher judgements and involves children. Helps learners understand their strengths and weaknesses. Helps teachers address problems and target teaching e.g. guided reading
- **Summative assessment-** evaluates learning at the end of a unit by comparing it against a standard or benchmark. Helps teachers to compare performance against expectations e.g. a test
- **Comparative assessment-** compares performance at one fixed point in time with performance at a later fixed point in time around one set of criteria
- **Tracking-** records results and judgements over time for individuals and groups e.g. a spreadsheet
- **Reporting-** uses information gathered by tracking shown in an appropriate format to deliver to children, parents, governors etc.
- **Accountability-** the measures by which teachers and schools are held to account for the progress and attainment of their pupils.

### **Aims of assessment**

At St Mary & All Saints C of E Primary School assessment:

- offers all children an opportunity to show what they know, understand and can do to improve
- enables teachers to plan more effectively
- helps parents be involved in their children's progress
- provides the school with information to evaluate work and set suitable targets
- gathers information about the performance of individual children, groups and cohorts in order to inform target setting and to monitor progress
- provides information to inform the school's strategic planning
- gathers information to inform teacher's planning
- tracks individual, group and cohort progress
- allows children to be involved in their own learning
- informs the Governing Body of the school's standards and achievement
- recognises the positive achievements of a child and the next steps are planned
- identifies quickly learning difficulties and appropriate help can be given
- records systematically overall achievements of the child
- monitors school and child's achievements
- meets legal requirements for record keeping, assessing and reporting

### **Co-ordination of Assessment**

The Assessment Lead and Key Stage Leaders work closely with the Head teacher to ensure progress is being monitored closely throughout the school. Reports are presented to the Governors to highlight pupil progress.

### **Key Features of Assessment**

#### **Day to day (Assessment for Learning/AfL)**

Assessment for Learning (AfL) focuses on how children learn and is central to classroom practice and planning. In Our lesson we expect to see.

#### **Teaching which develops fluency includes**

- Learning Intentions and Success Criteria shared with pupils
- Learning by Rote e.g. timestables
- Learning by Recitation e.g. learning to recite
- Learning through instruction/exposition e.g. teacher demonstration

- Learning through discussion e.g. working with other children
- Learning through scaffolded dialogue e.g. enabling children through the language of the pupils

#### **Dialogue rich teaching- Conversations held with children- to deepen thinking**

- Developing a language in the classroom that promotes reasoning
- Developing a language in the classroom that promotes critical thinking
- Uses highly effective questioning
- Justification and explanation are sought
- Challenging thinking- conversation with cognitive challenge

#### **Where this talk for learning is effective children will be able to:**

- Narrate
- Instruct
- Ask different kinds of question
- Reason their answers
- Analyse and solve problems
- Speculate and imagine
- Explore and evaluate ideas
- Discuss
- Argue or defend a position
- Negotiate and persuade

#### **Teachers will use everyday Assessment for Learning (AFL) to make assessments of learning. They will make judgements about**

- Performance- Accuracy, frequency, speed, mastery
- Evidence - the work they produce (hot and cold tasks, daily outputs)

#### **Teachers use this information to inform**

- Their response to learners in the lesson
- Their immediate teaching interventions in the lesson
- The scaffolding of learning across a journey (day/tomorrow/ week/term)
- Planned opportunities to consolidate, forge links, and secure understanding

#### **At the start and end of units of work**

- We use comparative assessment (cold and hot tasks to assess children's starting points against success criteria and curriculum map objectives. These tasks help staff assess prior learning and diagnose areas that need direct teaching, consolidation and deepening.
- Staff are expected to mark these pieces of work forensically and set unit targets for children from this analysis.
- Analysis of cold tasks should be used by the teacher to plan the learning journey through a unit or topic.
- Leaders will expect to see a clear link between cold task analysis, target setting planning and differentiation. Scrutiny of this will be undertaken each term.
- Hot tasks at the end of the unit should mirror criteria assessed in the cold task and must be independently completed by children.
- Improvements from cold to hot tasks indicate progress

**Termly Assessments**

- These give a broader and often summative view of progress for teachers and learners using standardised scores and national standards and expectations.
- Rec - YR6 complete Progress in Maths (PUMA) and Progress in English (PIRA) assessments and assess using the Target Tracker for Reading, Writing, Maths, Science and Speaking & Listening.
- End of unit assessments are completed for all foundation subjects and RE.
- Pupils on the SEN register are assessed in-line with other pupils as appropriate. Pupils supported by an Individual Education Plan (IEP) are also assessed against their SMART targets.
- Teacher assessments drawing on evidence from across the curriculum are made using Target Tracker statements at the end of each term. Teachers assess pupils in taught content only, (this includes learning from the term before as children must continue to demonstrate skills consistently to be judged fluent or mastery level at the end of the year)

**Early Years (EYFS)**

- All children in EYFS will be assessed on starting school
- Throughout the year evidence of progress in key assessment areas is collected through observation and discussion and is recorded in pupil's learning journey documents. Evidence might include photographs, written work, drawings, pupil quotations, videos and evidence from home or after school clubs. These documents inform on-going teacher assessment and summative assessments against national expectations.

**Annual assessments**

- Key Stage 1 and 2 SATs
- Year 1 Phonics Assessment (Year 2 re-sit)

**Management Information System**

- At St Mary and All Saints C of E Primary School we use Target Tracker to record and track pupil progress in all year groups. Teacher Assessments are recorded every 6/7 weeks (dates on the assessment timeline for academic year 2017-18).

**Target Setting**

- Targets are set using National Expectations and Fischer Family Trust (FFT) high (top 20%) targets. Targets are agreed with Governors and reported to the Local Authority (LA).

**Accountability at Pupil Progress Meetings (PPMs)**

- Pupil Progress Meetings are designed so that individual pupils' progress can be discussed with SLT and class teachers. PPMs take place every term.
- It is expected that the majority of children will reach age related expectations or their FFT 20 targets each term (for taught content). In our school majority means 85%+
- All pupils are tracked throughout the year and are discussed at PPM meetings. Though special emphasis is placed on underperforming groups. Focus groups for 2017-18:
- Pupil Premium pupils
- Boys
- SEN pupils
- Higher Ability pupils
- EAL pupils
- UPEG

**Individual Educational Plans (IEPs)**

- IEPs are written termly with the pupils and are reviewed informally on a weekly basis and evaluated monthly with targets rewritten as progress is made.
- Interventions seek to help children to keep up with year group appropriate curriculum learning and (where children have significant gaps in their prior learning) catch up rapidly to their peers
- Wherever possible and practicable intervention will take place in the classroom and be delivered by qualified staff

### **Key Stage SATs analysis**

The Headteacher and Deputy Head analyses Key Stage results using:

- Fischer Family Trust data
- Analyse School Performance Service
- School Profile (RBC)

Findings are incorporated into the School Development Plan. Analysis is reported to:

- Governors
- Staff
- LA via SPA and School Progress Meetings

### **Reporting to Parents**

Parents Evenings take place in Term 1 and Term 3 to discuss general progress and share targets and areas for development for the year. Information is also shared on attendance, attitudes towards learning and behaviour. Advice for improvement/continued progress will be given as appropriate.

A full report for each pupil is given to parents/guardians at the end of the academic year. The report gives details of work covered, achievements, and end of Key Stage Test results, Year 1 phonics or Year 2 retake results. When reporting to parents, we aim to be factual, specific and refer to past learning. We try to be positive about achievement and point the way to any future learning objective.

### **Roles and Responsibilities**

- **Governors:** Monitor whole school progress data with support of HT and DHT
- **HT/DHT:** Moderate assessments regularly and provide data analysis reports to staff and governors. Hold teaching staff to account for pupil progress using pupil progress meetings and performance management to address underperformance and set targets
- **Assessment/Data Lead/Key Stage Leaders:** Ensure all staff have full induction into assessment procedures. Ensure all assessment & data are entered in a timely fashion.
- **Key Stage Leaders/SENCO:** analysis data and report on findings to HT/DHT.
- **Teaching Staff:** Regularly assess pupils and provide feedback. Adapt planning in-line with assessments to ensure good progress for all. Provide assessment information for pupils and parents as well as school leaders.
- **Teaching Assistants:** Regularly assess pupils and provide feedback. Adapt planning in-line with assessments to ensure good progress for all. Provide feedback to the teaching staff on progress and attainment of pupils.
- **Parents and Carers:** Support children at home with homework to positively impact on progress.
- **Pupils:** Regularly assess their own and others progress and make written comments and responses to marking on their work and provide feedback. They complete all work to the highest of standards, with resilience and maximum effort in order to make good progress in school.

**Assessment Flow Chart**

