

WHITNASH PRIMARY SCHOOL

‘Learning, growing and succeeding together’

ASSESSMENT POLICY



1 Introduction

This policy is written in line with the 2014 National Curriculum and the outcomes from the Department for Education report from the Commission on Assessment without Levels (published September 2015)

1.1 We believe that effective assessment is an essential element of effective teaching and learning, and provides crucial information without which teaching cannot be appropriately focused on the needs of learners.

1.2 We use EYFS and Primary Target Tracker to monitor and track progress of all pupils in school. Target Tracker breaks the curriculum into a series of age appropriate statements for pupils to work towards. By looking at the number of statements a pupil has achieved an overall judgement can be reached.

Pupils will be assessed to be working within three stages:

- Beginning – where pupils have started to make progress against the expectations for a particular year group.
- Working within – where pupils demonstrate a number of key competencies for a particular year group
- Secure – where pupils have met the majority of statements and are in the process of further embedding skills and knowledge.

To ensure assessment remains accurate, each stage is divided into two parts, with pupils at the top end of the band given the suffix 'plus'. This results in each year group having six assessment steps (B, B+, W, W+, S and S+). The same wording is also used in Nursery and Reception.

1.3 We use two different but complementary types of assessment: assessment for learning and assessment of learning.

1.4 Assessment for Learning (AfL) is a type of formative assessment, in that it involves a judgement about what the pupil has successfully learned and what the next developmental step in their learning should be. It therefore informs and directs the teacher's planning, and is used in the classroom to raise pupils' achievement. The sharing of learning intentions with pupils is an important part of AfL, and is based on the idea that pupils will learn most effectively if they understand the aim of their learning, how they have progressed towards that aim, and what they need to learn next in order to achieve it. This principle applies equally to the most able learners and those with additional needs.

1.5 Assessment of learning refers to summative assessment and involves judging pupils' learning and attainment against national standards. Teachers may make these judgements at the end of a unit of work, at the end of each term, and at the end of a key stage. Tests are a straightforward form of summative assessment, though teachers' ongoing assessments of pupils' progress in terms of National Curriculum standards (steps) will also be mainly summative in nature.

1.6 We give our children regular feedback on their learning so that they understand what it is that they need to improve or to learn next. Such feedback will be both oral and written (marking). Research has shown that pupils' involvement in the process of assessing their own learning (self-assessment) raises standards and empowers pupils to take action towards improving their achievement. Therefore children are given the opportunity to self and peer assess and able to respond to marking with green pen responses.

2 Aims and objectives

2.1 The purpose of assessment in our school is:

to enable teachers to plan work that accurately addresses the learning needs of each pupil, by ascertaining what they need to learn next:

- to enable teachers to record the attainment and progress of pupils;
- to increase pupils' motivation by celebrating their learning achievements and enabling them to understand what they have learned and what they need to learn next;
- to help pupils recognise the standards they are aiming for, and to understand the criteria of effective learning and achievement;
- to enable teachers to provide regular information for parents and carers about their child's progress in learning and enable them to support their child's education;
- to provide the Headteacher, the Senior Leadership Team, Subject Leaders, Governors and Ofsted with information that allows them to make judgements about the effectiveness of teaching and learning in the school.

3 Assessment and Recording in Early Years, Key Stage 1 and 2

- Assessment during a child's year in reception is split into two separate areas, a baseline assessment that is made within the first three weeks of the academic year and ongoing assessment against the EYFS framework to complete a pupil profile for the end of the year.
- For our baseline assessment for Reception we use of the Development Matters statements. Using pupil observation, and a combination of formal and informal assessments of children, we make a baseline judgement for each child in the following areas:
 - Listening and Attention
 - Understanding
 - Speaking
 - Moving and Handling
 - Health and self-care
 - Self-confidence
 - Self-awareness
 - Managing feelings and behaviour
 - Making relationships
 - Reading

Writing
Numbers
Shape, Space and Measures.

- The EYFS profile summarises and describes children's attainment at the end of the foundation stage. It is based on ongoing observation and assessment in the 3 prime and 4 specific areas of learning, and the 3 learning characteristics. A completed profile consists of 20 items of information: the attainment of each child assessed in relation to the 17 early learning goals (ELG) descriptors, together with a short narrative describing the child's three learning characteristics. The assessments that are made and the pupil progress they reflect are reviewed every half term, in line with whole school monitoring.
- National Statutory Assessment Tests (SATs) are carried out at the end of Key Stage 1 and 2 (Year 2 and 6). The results of these standardised assessment tests are used by the government to hold the school to account. The results of SATs provide attainment information against national expectations and will be used as a benchmark for pupils as they transition between key stages. Further statutory assessment is carried out upon entry into Reception, known as baseline assessment, with a phonics screening check (for reading) held at the end of year one. If children fail this phonics screening test then they have to retake a different test at the end of Year 2.
- Teachers use assessment for learning (AfL) to provide on-going assessment, through the use of focused marking and/or observations of children's work against learning objectives and success criteria. This information is then used to assess progress towards meeting learning targets and to identify and set next step targets for each child.
- Teachers use the Target Tracker Tracking Grids based on each subject and the National Curriculum End of Year expectations for each child on an on-going basis to record progress and to identify next steps for learning in reading, writing, maths.
- Achievement of key objectives are recorded on the child's Target Tracker Grid using a coloured system
 - ✓ Red when a child has begun to grasp a skill/objective
 - ✓ Blue when used when a child has fully achieved a skill/objective
 - ✓ Gold when a child has fully mastered a skill/objective
- Year group targets set expected National Curriculum standards for individual children to reach at the end of each academic year. These are recorded in the Target Tracker System and progress is reviewed each half-term.
- Annotated plans and planning notes made by class teachers and other adults involved with each child record other important information about the progress of children in the class.
- A variety of tests may be used from time to time as part of the assessment process to identify progress and gaps in learning. These tests utilise materials from Assertive Mentoring for Spelling, Punctuation and Grammar.
- The SEN, EAL and Pupil Premium Registers and Interventions ensure that children with identified special educational needs and those children not making expected progress are supported appropriately and their needs assessed regularly.

- Cumulative Pupil Progress Profiles are kept for each class to record progress, identify under-achieving pupils and set targets, in reading, writing and maths for individual pupils and groups. Teachers complete a data entry for each child in reading, writing and mathematics at the end of each half-term.
- Termly Pupil Progress Meetings are used to identify and analyse progress and set targets, in reading, writing and maths for classes, cohorts, groups and individuals. These discussions are with individual teachers, the Head and/or the Assistant Head Teacher.
- The Cumulative Pupil Progress Profiles are shared with new teachers at the times of transition and passed on to the receiving teacher at the end of each academic year.

3 Planning for Assessment

3.1 As teachers plan their lessons, so they will plan for assessment opportunities. These will occur at key points in the lesson and will be based on pupils' response to the learning task in question and, more specifically, to the teacher's use of focused questions, designed to assess learning. Teachers will also, of course, plan to assess pupils' understanding more formally through the use of tests.

3.2 The school uses the Target Tracker Assessment Grids to help teachers to assess the National Curriculum skills and objectives which pupils have attained. These assessment grids then help the teacher to determine what knowledge, skills or understanding a pupil needs in order to progress to the next step. It is very important that such teacher assessments are based on a range of work in different contexts, over time, and not solely on one or two pieces of work.

Achievement of key skills/objectives are recorded on the child's Target Tracker Grid using a coloured system:

- ✓ **Red** when a child has begun to grasp a skill/objective
- ✓ **Blue** when used when a child has fully achieved a skill/objective
- ✓ **Gold** when a child has fully mastered a skill/objective

3.3 Teachers in the Early Years Foundation Stage (EYFS) will plan and assess children's learning against the Early Learning Goals, and use the EYFS Profile to assess children's achievements and progress. These are also recorded Termly in Target Tracker.

3.4 We use our school's curriculum plan to guide our teaching. This long-term plan follows the Programmes of Study of the National Curriculum. Teachers understand the age-related expectations of the National Curriculum, in terms of steps, and will plan their lessons to enable the maximum number of pupils to be working at age-related expectations or above. For those pupils working significantly below age-related expectations, teachers will plan additional support. This is often in the form of intervention, clear differentiation and Pre-teaching.

3.5 We plan our lessons with clear learning objectives and success criteria. These may differ for groups of differing ability or for individual pupils. Where necessary, teachers' short-term planning will make clear this differentiation. This is based on the teacher's detailed knowledge of each child. Our lesson plans make clear the expected outcomes for each lesson.

3.6 Teachers always share the lesson's learning objectives (which aim to be heavily skills based) with the children, either at the beginning of the lesson or, in some cases, as the lesson develops. They also share with pupils, or, indeed, often agree with them, the criteria for success (Remember to...) for the particular learning tasks in the lesson, so that pupils can assess their own learning and that of their peers. Some aspects of self-assessment or peer-assessment, against the shared success criteria, will be a common, planned feature of our lessons.

Teachers strive to ensure that learning objectives and success criteria are expressed in language which can be understood by the pupils whom they are teaching. This ensures that children from the very youngest age in school have a good understanding of their learning and are able to talk about it.

Assessment slips with the objectives and criteria for success are stick into books in each lesson to support this assessment process.

3.5 Teachers ask well phrased and carefully directed questions and analyse pupils' responses to find out what they know, understand and can do, and to reveal any misunderstandings, which they can then plan to address. Teacher questioning is based on Blooms Taxonomy with the encouragement of higher order thinking being the main purpose of teacher questioning.

4 Target-setting

4.1 All pupils are expected to make 6 steps of progress from their starting point on the Target Tracker system per year. Children making less than 6 steps are deemed to be making below expected progress. However, often children are working within their 6th step by the end of the year, so in these instances 5 steps of progress is also considered to be an indication of 'good/expected' progress. Children making more than 6 steps are deemed to be making 'better than expected' progress. However, often children can be capped in the number of steps they can make in any academic year This is due to the national recommendation that children master skills within their age related expectation rather than move onto the next academic years objectives. Therefore a broader view of progress will be taken where appropriate.

Pupil Progress meeting held with teachers are heavily focused on ensuring all children make at least expected progress. Where children are at risk of not making sufficient progress plans for intervention are made of individual children and/or groups of children.

The initial Pupil Progress Meeting at the beginning of the year focuses on Target Setting for children. Targets are set on the Target Tracker system as an end of year aspiration for each child.

Pupils' progress towards their targets is reviewed termly, and targets revised where necessary.

5 Recording

5.1 We use various methods of assessing a child's learning. It is necessary to keep a formal record of all these assessments; we record only that which will inform planning for future learning, or contribute towards our overall evaluations of pupils' attainment and progress.

5.2 Attainment is inputted on Target Tracker. Target Tracker is updated half termly to capture summative assessment periodically for each class (6 times a year).

5.3 Using the Target Tracker Assessment Grids referred to above, teachers record the progress of each child against each age-related expectation. This involves making a judgement about the work of each child on a regular weekly and/or each day basis in relation to the National Curriculum level of attainment. This allows us to monitor the progress of each child.

Achievement of key skills/objectives are recorded on the child's Target Tracker Grid using a coloured system:

- ✓ **Red** when a child has begun to grasp a skill/objective
- ✓ **Blue** when used when a child has fully achieved a skill/objective
- ✓ **Gold** when a child has fully mastered a skill/objective

Teachers in the EYFS will record summative assessments, termly, in the school's tracking system (Target Tracker).

6 Reporting to parents and carers

6.1 The school communicates with parents throughout the year to help them understand how children are progressing in relation to the standards expected and what they need to do to improve.

The school operates an open door policy to enable dialogue of pupil progress, wellbeing and attainment.

6.2 We offer parents and carers the opportunity to meet their child's teacher. At the first meeting of the school year, we share and discuss the targets that we have identified for their child. At the second meeting of the year (which we hold in the spring term), we evaluate their child's progress as measured against the targets. At the third meeting of the year, we review their child's written report and the targets identified in it for the next school year (see next paragraph). The Target Tracker Grids are shared with parents at each Parents Evening – Autumn Term and Spring.

6.3 At the end of Summer 2, we give all parents and carers a written report of their child's progress and achievements during the year. In this report, we also identify target areas so progress can continue during the summer break into September. We report on Reading, Writing, Mathematics, Science, P.E (Physical Education, R.E

(Religious Education), Humanities and include a written general teacher comment including aspects of PSHE (Personal, Social and Health Education). We also include a target for the following academic year. We allow for written parental feedback and invite parents for a meeting with the class teacher if they so wish. This is an additional meeting to the two formal parent meetings per year.

6.4 In reports for pupils in Year 2 and Year 6, we also provide details of the attainment achieved at the end of the key stage. At the end of Year 2, these are based primarily on teacher assessment, informed by formal assessment tasks and at the end of Year 6, on Standard Assessment Tests (SATs). Where Year 6 SATs results differ from teacher assessments, this will be reported to parents. Test results do not always demonstrate accurately the attainment at which a pupil is working.

6.5 We offer parents and carers of pupils in the EYFS the opportunity, at parents' meetings as well as incidentally throughout the year, to discuss their child's individual learning journal with the teacher. This will be based on children's achievements against the Early Learning Goals in the Early Years Profile.

7 Feedback to pupils

7.1 We believe that feedback to pupils is very important, as it tells them how well they have done, and what they need to do next in order to improve their work. We have an agreed code for marking, as this ensures that we all mark in the same way, and the children are taught to understand it.

7.2 We give children verbal feedback on their work whenever possible. We usually do this when the children are working during the lesson, although we sometimes give feedback on a particular lesson at the beginning of the next one. When lesson time does not allow for verbal feedback, we write comments on the children's work during marking. We give written comments to children of all ages, appropriate to the child's age, thereby getting them accustomed to reading and responding to teachers' comments in green pen responses. It is important that teachers' handwriting in pupils' books is entirely legible and models good handwriting for the pupils. We believe that learning is maximised when children enter into a dialogue about their work.

7.3 Most written comments in pupils' books are intended for the pupils. Occasionally, however, teachers may annotate a piece of written work with notes intended for their own, or another adult, for future reference, for example, indicating the degree of independence with which the work was completed. Please refer to the school's Marking Policy for more detail regarding this.

7.4 When we give written feedback to a child, we relate this to the learning objective and the success criteria for the lesson. Comments may also relate to the pupil's targets. We make clear whether the learning objective has been met, and we point to evidence to support our assessment. If the learning objective has been met we will highlight this in green. If we consider that the learning objective has not been met, we make it clear why we think so which will be highlighted in blue, and what the pupil needs to do to improve. In either case, we identify what the child needs to do in order

to produce even better work in the future. In this way, we intend marking comments to be instructional and formative.

7.5 It is important to note that not all 'errors', for example, every spelling inaccuracy, will be corrected when a piece of work is marked as this can devalue the child's work. Rather, marking will focus on the particular intended learning. The teachers will identify the spelling errors relevant to the child's ability (maximum of five incorrect words). Pink highlighting supports children with identifying spelling errors.

7.6 Having children reflect on and assess their own or each other's work can be very effective, because it enables them to apply the shared success criteria and to clarify their ideas on progressing to the next step. Self and peer assessment, a central part of assessment for learning, must always support the intended learning. Teachers always mark the work themselves afterwards.

7.7 We take care to allow time, during the school timetable, for the children to absorb any comments written on their work, to answer any questions written on it by the teacher, and also to respond with any comments or questions of their own. There may also be improvements they can work on during this time. We often start lessons in this way in order to ensure that the time our teachers spend on marking really has an impact.

8 Inclusion and assessment for learning

8.1 Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils.

8.2 We achieve educational inclusion by continually reviewing what we do, by monitoring data, and through asking ourselves questions about the performance of these individuals and groups of pupils. In this way, we make judgements about how successful we are at promoting, for example, racial and gender equality, and including pupils with disabilities or special educational needs. The school engages agency support for children where it is required to ensure early intervention for children with identified Special Educational Needs.

9 Moderation of standards

9.1 Teachers use national exemplification materials to make judgements about the attainment of the children's work. All our teachers moderate on a regular basis so that they have a common understanding of the expectations in each subject. By doing this, we ensure that we make consistent judgements about standards in the school. Teachers also attend moderation meetings with teachers from other local schools, to ensure that our assessment judgements are consistent with local and national benchmarks.

9.2 It is each subject leader's responsibility to ensure that the samples that they keep of children's work, for moderation purposes, reflect the full range of ability within each subject.

- The Consortium have produced a supplementary exemplification for writing to support teacher judgements.
- Target Tracker also provides staff with exemplification related to key objectives and skills at Age Related Expectation.

9.4 External moderators organised by the Local Authority (LA) visit our school to oversee the administration of Key Stage 1 and 2 SATs every few years. EYFS, KS1 and KS2 are visited by external Local Authority Moderators annually. We also make arrangements with other schools in the consortium to moderate each other's work.

9.5 The Head and Senior Leadership Team moderate the teachers judgements each half term for a sample of children to check the accuracy of these judgements against evidence collated on individual children.

10 Monitoring and Review

10.1 The Head and members of the Senior Leadership Team are responsible for monitoring the implementation of this policy.

10.2 Senior staff monitor pupils' overall progress on a half termly basis so that possible under-achievement can be identified and addressed as soon as possible. A formal data report is compiled and shared with staff and governors on a termly basis scrutinising the progress of all classes and groups of children. This information is used to inform teacher Performance Management targets and the School Improvement Plan.

10.3 This policy will be reviewed every year or sooner if necessary.

Signed: _____ (Headteacher)

Signed: _____ (Chair of Governors)

July 2017