

Assessment Policy (Draft - Interim)

This document is a statement of the aims, principles and strategies for assessment at Marden Primary School. This policy has been agreed and contributed to by all the staff and supports the best practice that we use within our school.

Rationale

What is assessment and why do we do it?

Effective assessment at Marden Primary School is a process of seeking and interpreting evidence for use by children and teachers to decide where the children are in their learning, where they need to go and how best to get there.

Formative assessment describes,

“a process that provides effective feedback in learning that involves both teachers and children. This evidence is used to shape personalised teaching and learning experiences that are carefully designed to meet children’s learning needs.”

(Black and William)

It involves:

- Identifying clear learning intentions in planning to address the needs of the children in order to fill the gaps and move children’s learning forward;
- Sharing learning intentions and success criteria with the children so that they know what they need to learn and how they will show that learning;
- Effective questioning;
- Giving children the time and opportunity to evaluate their own and others’ work;
- Oral and written feedback which is focussed on learning intentions;
- Giving children time to act on suggested improvements;
- Data being used to inform planning for progress;
- Using personalised feedback to enable children to consolidate previous learning as well as move their learning forward and
- Raising children’s self esteem by giving constructive advice and celebrating achievements

Summative Assessment is a process of measuring children’s achievements with a clear idea of reasonable expectations and attainment for children at a particular age or stage in their development.

It involves:

- Use of assessments from preschool settings, if attended, by the children who start in EYFS;
- Use of development matters assessments termly in Foundation stage;
- Phonics screening in Year 1 and Year 2 (Repeated in Yr 3 if needed);
- End of Key Stage assessment tests and tasks in Year 2 and 6 and teacher assessment ;
- Termly tests using Rising Stars materials in years 1 – 6 in SPAG, Reading and Maths;
- Class tests or assessment tasks produced by class teachers;
- Ongoing and summative assessments of pupils writing against age expectations from the new curriculum;
- *(Up until July 15 - National Curriculum levels and sublevels were used to track children’s progress using evidence from children’s work and performance in assessment tasks alongside APP (Assessing Pupils’ Progress)*
- ***From September 2015 – Performance against end of year expectations is used to track children’s progress towards meeting or exceeding end of year expectations***

using the terms below, emerging, expected and exceeding (with 2 subdivisions low and high for each eg. Low emerging, high emerging)

- Use of gap analysis to identify gaps in teaching and learning which informs planning for particular individuals, groups, classes and year groups.

What assessment looks like at Marden Primary School:

Learning Intentions

Learning intentions are identified to address what children need to learn and are clearly defined in planning. The learning activity is planned after the learning intention is established. Whilst linked, the teachers have a clear knowledge of the difference between the learning intention, the context and the activity. The learning intention is shared with the children at the start of the lesson using the language: "We Are Learning To..." and is explained in "child speak" to motivate the children and give them a clear focus for learning. This ensures that they are aware of the purpose of activities so that they can become actively involved in discussion about their learning.

Success Criteria

The success criteria are shared with the children and enable them to know what they need to show that they can do or understand to achieve the learning intention. They should be differentiated but not self limiting. The success criteria are used as a basis for the evaluation of the learning by the teacher and the children.

Questioning

Closed questions have a predetermined answer and may involve the simple recall of facts or literal interpretations. This type of questioning may be used to revise previously acquired knowledge. Open questions challenge children's thinking and give them the opportunity to offer a range of answers. The children's responses help the teacher to understand the children's thinking more effectively and inform their judgements of their understanding. This allows teachers to inform and adapt their lessons according to the needs and understanding of the children.

Feedback and Marking for Improvement

Feedback can be oral or written via peers or teaching staff. It:

- Needs to be timely;
- Should focus on the Learning Intention;
- Aims to close the gap;
- Indicates successes (ie to what extent the learning intention has been achieved);
- Gives specific improvement suggestions. Clear guidance should be given on how to improve work either by a reminder prompt (to encourage a more detailed response), a scaffolded prompt (to structure a response) or through a carefully modelled example;
- Allows time for improvements to be made and
- Systematically relinquishes control, modelling the process

Time to act on improvements is timetabled in at Key Stage 2 each morning. Teachers are also encouraged to mark and provide feedback within lessons for children to integrate improvements into their work at the time they are producing it.

Self and Peer evaluation

Children are encouraged to evaluate their own and others' work. The process of self-evaluation and language needs to be carefully modelled by the teacher to show children how to make appropriate observations and comments that are linked to the learning intention. Children need to understand the value in evaluation and ultimately develop the responsibility for their own learning. As a result children become more aware of their learning needs and teachers gain more insight into the way children are learning.

Personal targets

Personal curriculum targets are no longer used as these have now been superseded by targeted success criteria and personalised feedback on a daily basis provided to individual children which can be tailored to their individual needs as they develop.

A personal target that parents can support the development of when working at home with a child is discussed at each parents' evening.

Assessment for Learning Charter

All teaching staff have reviewed their practice in Assessment for Learning Strategies, identified where they agree to regularly and consistently use strategies and where they require support in developing their practice. This is reviewed annually.

Target setting

Pupils' progress and achievement is measured from term to term and year to year using quantitative tracking of numerical data. At the start of the year based on previous attainment and progress, the headteacher sets challenging targets with the class teachers for each of the children in their class in reading, writing and maths. *(This was previously with targets based on expected progress of 6 points per year in KS1 and 4 points in KS2)* **Under the new curriculum these targets have the expectation that children who were meeting expectations at the end of the previous year do so again with support and intervention targeted at ensuring some pupils make greater than this level of expected progress.** However targets may be higher where there is a history of underachievement for a child and additional support is being put in place. These targets are incorporated into teachers' appraisal targets.

Progress against these targets is reviewed termly at pupil progress meetings both overall and for individuals not making expected progress. Summaries of this progress and achievement are shared with governors and the Local authority by year group.

Use of End of Year Expectations as a tracker tool

Evidence from independent work, assessment tasks and tests are regularly used as an ongoing form of assessment against End of Year Expectations for a minimum of six children from each class in reading, writing and maths (two higher ability, two average ability and two lower ability children). This serves as a benchmarking tool in assessing all the children within a class.

Formal testing

Formal testing takes place regularly throughout the year to ensure progress and minimum expected attainment are maintained across year groups. These take the form of:

- Phonics screening in Year 1 and 2 in June (also informally in November and March);
- Development matters assessments termly in Foundation stage;
- End of Key Stage assessment tests and tasks in Year 2 and 6 and teacher assessment ;
- Termly tests using Rising Stars materials in years 1 – 6 in SPAG, Reading and Maths;
- Ongoing and summative assessments of pupils writing against age expectations from the new curriculum;

Moderation

Regular meetings are held to agree consistent standards and expectations for the levelling of children's work. This occurs both internally between and within year groups, as a whole staff and externally between local schools. The end of year assessments in EYFS, Year 2 and Year 6 are moderated externally.

Pupil tracking, Pupil Progress Meetings and Provision Maps

Teacher assessments are made in November, March and June based on children's work and evidence from assessment tasks and tests. (Previously this was entered onto SIMs Assessment Manager and analysed to identify children who were making expected, more than expected or inadequate progress.) ***Under the new curriculum this is entered into the class record of achievement and summarized by the headteacher whilst an effective electronic tracking and data management system is explored (as part of SIP Priority 3)***

This information then feeds into Pupil Progress meetings attended by the class teacher, Teaching Assistants, Inclusion Manager and Headteacher to discuss the progress of children. Children not making adequate progress or attainment are identified and intervention work put in place on the Provision Map for that class or year group. Specific targets are set for those children. Intervention groups are taken by the class teacher and/ or the teaching assistant or members of the SEN team. Achievement of those targets is reviewed at the end of the intervention (3 weeks) or the end of the provision map (approximately ten weeks) and summated at the next pupil progress meeting. This information then feeds into a new Provision Map.

Assessment Schedule

See Appendix 1

Reporting to parents/reporting arrangements

EYFS maintain a conversation between home and school and encourage parents to inform the school of any achievements or interests their children are showing by contributing to their child's learning journey folder. This can be bringing in something to show and tell, doing activities from packs or carrying out tasks that have been set. This information is shared with parents at 1.1 meetings or home visits and at phonic and maths workshops.

At parents evenings we also share how children are learning in the seven areas and discuss the characteristics of effective learning with parents.

Annual reports are written for parents to receive in Term 6. Reports for EYFS report on the seven areas of learning: Personal Social and Emotional Development, Physical Development, Communication and Language, Literacy, Mathematics, Understanding the World and Expressive Arts and Design. The report also shares the child's characteristics of effective learning and what kind of learner they are.

Reports for KS1 and KS2 contain information about their child's learning in all National Curriculum subjects and RE. Key Stage 2 report, in addition on achievement in French. *(In 2015 KS1 and 2 reported on levels achieved in reading, writing and maths and achievement against end of year expectations for the new curriculum). In 2016 it is anticipated KS1 and 2 will report on achievement against end of year expectations for the new curriculum.* For Year 2 and 6 a summary of statutory SATs assessment results are also included. These reports also include a summary of attendance. Reports highlight positive achievements and progress the child has made, as well as making constructive suggestions for future action.

Parents Consultation meetings take place in November and March to discuss children's achievements, progress and targets. All reporting arrangements are intended to develop the relationship between home and school by encouraging parental involvement and support through discussion with their child about their learning needs. At parents' evening an agreed target is identified for home and school to work on together.

Reporting to Governors and the Local Authority

A summary of assessment data is shared and discussed with the Governing Body (Learning and Standards Committee) and a representative from the Local Authority. This takes place three times a year, within two months after assessments are made, using an agreed proforma. See *Appendix 2*. This looks at classes and groups but not individual children. A more detailed analysis is produced after the June assessments.

Our assessment policy will be effective if:

- Children are confident, enthusiastic and motivated about learning and have positive self esteem;
- Learning intentions are clearly defined in planning and teaching;
- Children are aware of what they are learning, and why, through the process of sharing learning intentions and success criteria;
- Children understand how to achieve their learning and how to improve;
- Children are able to talk about their learning with confidence and see the significance and purpose of lessons through the process of self evaluation;
- The teaching and support staff maintain consistent record keeping which informs planning and supports children's future learning;
- Teachers set appropriately challenging targets and expectations and are able to judge children's attainment accurately against National Curriculum end of year expectations;
- Teachers and Teaching assistants use a range of questions to support and challenge children's thinking;
- Parents and pupils understand the annual reports and find them useful;
- The Governing Body are aware of the achievements and progress of the children in our school.

Appendix 1 Assessment Schedule Marden Primary School 2015/16

| Term 1 | Term 3 | Term 5 |
|---|---|--|
| <p>Week 2 – Provision Map starts.</p> <p>Yr R initial assessments by End September Yr 1 Teacher Assessments by End September</p> | | <ul style="list-style-type: none"> • Year 6 – Year 6 SATs tests. • Year 2 – Year 2 SATs Tests |
| Term 2 | Term 4 | Term 6 |
| <p>Writing moderations for 6 children – External End Oct</p> <p>Writing moderations for 6 children – Internal Dec</p> <p>Formal, summative assessments – Dec</p> <ul style="list-style-type: none"> • Yr R – EYFS Profile. • Yr 1-6 Rising Stars termly assessments for terms 1 and 2 for reading, maths SPAG • Writing assessments agreed by phase • Yr 1 (and 2/3) Phonics assessments <p>(Teachers can use tests from other years for children operating at levels not assessed by allocated tests).</p> <p>Pupil Progress Meetings, Provision Mapping – Dec</p> | <p>Writing moderations for 6 children – External Feb</p> <p>Writing moderations for 6 children – Internal March</p> <p>Formal, summative assessments – March</p> <ul style="list-style-type: none"> • Yr R – EYFS Profile. • Yr 1-6 Rising Stars termly assessments for terms 3 and 4 for reading, maths SPAG • Writing assessments agreed by phase • Yr 1 (and 2/3) Phonics assessments <p>(Teachers can use tests from other years for children operating at levels not assessed by allocated tests).</p> <p>Pupil Progress Meetings, Provision Mapping – April</p> | <p>Writing moderations for 6 children – External May</p> <p>Writing moderations for 6 children – Internal July</p> <p>Formal, summative assessments – End June</p> <ul style="list-style-type: none"> • Yr R – EYFS Profile. • Yr 1 and 3-5 Rising Stars termly assessments for terms 5 and 6 for reading, maths SPAG • Writing assessments agreed by phase • Yr 1 (and 2/3) Phonics assessments <p>(Teachers can use tests from other years for children operating at levels not assessed by allocated tests).</p> <p>Pupil Progress Meetings, Provision Mapping – July Writing moderations for 6 children – Internal Early June</p> <p>Statutory Phonics Screening Yr 1 and 2 June</p> |

APPENDIX 2

FULL DATA ANALYSIS SUMMARY

Pupil Progress TERMLY (Dec, April July)

| <u>CURRENT</u> | | <u>Achievement Against End of Year Expectations</u> | | | | | | | | | | | |
|-------------------|---------------------|---|-----------------|-----------------|------------------|----------------|-----------------|-----------------|------------------|--------------|-----------------|-----------------|------------------|
| <u>Year Group</u> | <u>No of pupils</u> | <u>READING</u> | | | | <u>WRITING</u> | | | | <u>MATHS</u> | | | |
| | | <u>Below</u> | <u>Emerging</u> | <u>Expected</u> | <u>Exceeding</u> | <u>Below</u> | <u>Emerging</u> | <u>Expected</u> | <u>Exceeding</u> | <u>Below</u> | <u>Emerging</u> | <u>Expected</u> | <u>Exceeding</u> |
| <u>FS</u> | | | | | | | | | | | | | |
| <u>1</u> | | | | | | | | | | | | | |
| <u>2</u> | | | | | | | | | | | | | |
| <u>3</u> | | | | | | | | | | | | | |
| <u>4</u> | | | | | | | | | | | | | |
| <u>5</u> | | | | | | | | | | | | | |
| <u>6</u> | | | | | | | | | | | | | |

| <u>CURRENT</u> | | <u>Achievement Against End of Year Expectations</u> | | | | | | | | | | | |
|-------------------------|---------------------|---|-----------------|-----------------|------------------|----------------|-----------------|-----------------|------------------|--------------|-----------------|-----------------|------------------|
| <u>Vulnerable Group</u> | <u>No of pupils</u> | <u>READING</u> | | | | <u>WRITING</u> | | | | <u>MATHS</u> | | | |
| | | <u>Below</u> | <u>Emerging</u> | <u>Expected</u> | <u>Exceeding</u> | <u>Below</u> | <u>Emerging</u> | <u>Expected</u> | <u>Exceeding</u> | <u>Below</u> | <u>Emerging</u> | <u>Expected</u> | <u>Exceeding</u> |
| <u>SEN FS</u> | | | | | | | | | | | | | |
| <u>SEN KS1</u> | | | | | | | | | | | | | |
| <u>SEN KS2</u> | | | | | | | | | | | | | |
| <u>PP FS</u> | | | | | | | | | | | | | |
| <u>PP KS1</u> | | | | | | | | | | | | | |
| <u>PP KS2</u> | | | | | | | | | | | | | |
| <u>GRT FS</u> | | | | | | | | | | | | | |
| <u>GRT KS1</u> | | | | | | | | | | | | | |
| <u>GRT KS2</u> | | | | | | | | | | | | | |
| <u>EAL FS</u> | | | | | | | | | | | | | |
| <u>EAL KS1</u> | | | | | | | | | | | | | |
| <u>EAL KS2</u> | | | | | | | | | | | | | |

| <u>Meeting End of Year Expectations Projection</u> | <u>R</u> | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | <u>6</u> | <u>SEN*</u> | <u>PP</u> | <u>GRT</u> | <u>GRT+</u> | <u>EAL</u> |
|--|----------|----------|----------|----------|----------|----------|----------|-------------|-----------|------------|-------------|------------|
| <u>Reading</u> | | | | | | | | | | | | |
| <u>Writing</u> | | | | | | | | | | | | |
| <u>Maths</u> | | | | | | | | | | | | |