

Assessment Policy

New End Primary School

Date Amended:

Autumn Term 2017

Review Date:

Autumn Term 2018

This policy is written in line with all subject based policies, Early Years Policy and the Marking and Feedback Policy.

This policy was amended in line with outcomes from the DfE report from the Commission on Assessment without Levels.

ASSESSMENT

Aims

- To ensure children progress, knowing their achievements and what they need to do next.
- To internally track pupils for attainment and progress.
- To ensure teacher planning is amended in order that the teaching and learning meet the needs of all children
- To have a consistent approach that measures school progress against national standards.

Principles

Assessment of children can take different forms, including observations and discussions as well as the formal assessment of written work and tests.

Every term pupils across school are formally assessed and data tracked. This is then provided to parents and carers.

As well as marking and feedback, formal assessment procedures are carried out in order to support the on-going teacher assessment of pupils.

Roles and Responsibilities

Governors: Monitor whole school progress data with support of HT and DHT

Head Teacher / Deputy Head Teacher/ELT: 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.

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: 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: complete all work to highest of standard in order to make good progress in school.

Planning Assessments

Our curriculum plans include an overall map for all subjects in accordance with the statutory National Curriculum (2014). All subjects have a scheme of work. Half-term overviews are completed and copied onto the Shared Area of the IT network. Weekly plans for all subjects are completed and incorporate agreed features. The weekly timetable indicates when subjects are taught and should be displayed in the classroom. Evaluated plans showing assessment notes for future planning are kept by Class Teachers. Teachers might keep a daybook for their individual records, and daily planning. There is no prescribed format for this, but such a book should be kept within the classroom. It is expected that year groups will plan together for half-termly topics, and that all staff will support each other through their subjects and expertise.

Planning should indicate appropriate assessment opportunities.

Racial Equality and Cultural Diversity

The school has equally high expectations of all pupils and is committed to encouraging and enabling all pupils to achieve their highest potential. The school recognises and values all forms of achievement. Pupil attainment and progress data is monitored by ethnic and nationally identified at-risk grouping and evaluated to identify any trends and patterns of underachievement.

Action is taken to close attainment gaps through directed interventions, individual pupil targets and performance analysis with regard to groupings.

Evidence of Self-Assessment/Peer Assessment (see Appendix 4)

Wherever possible, children are involved in self-assessment. This can be oral or written (as a part of daily teaching and learning), or from target setting throughout the school. Children are encouraged to contribute to their own reports and IEPs. Informing children of their progress and providing next steps (formative assessment) in their learning is a continual process at New End.

End-of-term Teacher Assessments of reading, writing and mathematics are now entered onto the Primary Progress Toolkit which has superseded a previous tracking system that was based on the level descriptors of the former National Curriculum.

Teacher Assessment

On-going teacher assessment is central to pupils making good progress. All pupils have an Assessment Book (Red A4) which is added to each half term and shows annotated attainment towards standards in writing as well as the children's own annual reflections on their progress.

Marking of work, discussions and observations inform the on-going assessments of pupils.

Incorporated within Primary Progress Toolkit (PPT), all pupils have individual assessment files indicating their progress within reading, writing and maths, and which are updated termly. In addition to Red Writing Book assessments, there are termly PUMA maths/PiRA reading tests.

Teacher assessments judgements are reached within phases and alongside the HT/DHT for moderation purposes. At the end of each year, during transition week, teachers share this information with each other to ensure end of year data is accurate.

Marking and Feedback (see Appendix 2)

Marking Requirements:

- all pieces of work should be dated;
- all work should be acknowledged in some way, e.g. initials;
- a ? instead of X should be used in maths books;
- at least three purposeful comments per half term (both oral and written, dependent upon ability and subject).

The marking of children's work is an integral part of our record keeping system and is intrinsic to our teaching and learning. It is often a daily task which, while being meaningful and purposeful, must be manageable.

To be effective, we focus on: the learning objective for the purpose of assessment; providing clear feedback on achievements and targets for future learning.

Feedback to a child will be appropriate to the age and ability and will often be verbal, shortly after completion of a task. Sometimes, however, the approach may be difficult to achieve e.g. where written comments are invalid or pieces of work are lengthy. The assessments made from marking a piece of work provide information for future report writing and meetings with parents/other members of staff.

For curriculum areas where it is difficult to give a written mark, e.g. art and P.E., photographs can be kept to provide evidence of achievement.

Key Features of Effective Feedback:

- effective feedback consists of information about the learning intention of the task, pointing out success and improvement needs;
- task demands and subsequent feedback are limited to what children were asked to pay attention to;
- children are asked to focus on one factor at a time;
- spelling is not necessarily a focus, releasing children from it being a constant criterion;
- for distance marking: it can be read and understood; time is given for it to be read and acted upon.
- coded marking is used for manageability, accessibility and consistency;
- 'closing the gap' prompts structure improvement points;
- graded marks as external rewards are avoided where they are demotivating for the less able.

Moderation

Regular moderation of tracked children takes place each term. Using 2014 New Curriculum guidelines or Early Learning Goals (as well as existing APP materials), phase groups analyse sample children's work against age-specific expectations.

Special Educational Needs

Pupils identified on the SEN register are assessed in line with other pupils using P-Scales (pre-National Curriculum Levels) or the National Curriculum expectations. If appropriate, staff use SATs tests from other year groups to support the on-going teacher assessment of pupils.

Foundation subjects and PSHE

Foundation subject assessment sheets are devised at the end of each topic or half term, as appropriate. (To be reviewed in light of curriculum changes.)

Assessment with the Early Years

Evidence is collected by the Early Years Team through observation and discussion and these are recorded in pupils' portfolios. Photographic evidence is also collected along with pupil quotations. Along with any written work, these form the basis of the on-going teacher assessments in line with National Expectations.

The data is presented termly to the HT and DHT along with governors. They provide staff within the EYFS intervention target groups in order to accelerate progress. Data is provided to parents and carers at the end of each year.

Assessment in Key Stage 1 and 2 (English and Mathematics)

Along with on-going teacher assessment, more formal assessment are carried out prior to each term's Pupil Progress Meeting. Teacher assessments are entered on to the school's Primary Progress Toolkit tracking system and "progress maps" created to show attainment and progress against targets.

This data is analysed to show progress against expected attainment and to identify groups and individuals who may require further intervention and those who are making accelerated progress.

Targets for pupils are set at the start of each year and discussed during Pupil Progress Meetings throughout the year. These targets are linked to performance management.

The data analysis informs the SIP and SEF documentation and drives forward staff training and support packages within school.

National Assessment SATs tests are carried out at the end of Years 1, 2 and 6 and past papers and optional SATs used each term by staff to inform teacher assessments.

The EMA teacher ensures that EMA children are supported appropriately and their needs assessed regularly.

Assessment Data is provided to parents twice a year.

Assessment within Curriculum Subject Areas

Although pupils are not formally assessed in other subject areas, we believe it is vital for them to know how they are doing in order to make progress. Staff should be using a progress chart linked to the New National Curriculum for all subject areas to show pupils which objective they have achieved. Group targets for children to work towards can be identified. This also helps staff to see gaps in learning and they adapt their planning accordingly.

Between Staff

It is important that discussion takes place before children transfer into another class, between class teacher, SENCO and EMA Teacher, and between teaching and non-teaching staff.

Time will be given for this, but it is also expected that staff will make individual arrangements. Time is given in staff meeting to discuss children causing concern, or to celebrate their achievement.

Monitoring and Evaluation

Regular moderation takes place each term to ensure consistency of levelling. Teachers meet in phase groups or in cross phase groups to analyse children's work against National Curriculum expectations or the Early Years Foundation Stage Profile (EYFSP). During the summer term, teachers in Reception, Year 2 and Year 6 are involved in formal teacher assessments, as part of end of Key Stage assessments and local authority moderation.

The school's Self-Evaluation Framework identifies the termly opportunities that the Senior and Extended Leadership Teams take to monitor planning and assessment, as well as any staff development needs.

Both teacher assessments and formal assessments (tests) are moderated by Senior Leaders to ensure parity every term. Assessment data informs performance management targets to ensure pupil progress is at the heart of whole school improvement.

Following assessment, data is analysed in detail by the DHT. Pupil Progress Meetings held by the HT and DHT with all staff identify pupils who may require further intervention and support. Lesson Observations may focus on these pupils to ensure accelerated progress is being addressed within teaching.

Appendix 1 – Assessment Flow Chart



Appendix 1b

Annual Cycle of Assessment

Summer Term

- KS1 and 2 Tests – May
- Year 1 phonics screening - June
- EYFS, KS1&2 Audit by LEA
- Optional Tests
- Finalise TA for Y2 and Y6
- Update individual pupil records
- Review pupils' progress
- Annual report to parents
- Statutory Transfer Forms completed for those pupils moving from one school to another
- In school review of assessment policy and practice which should lead to:
 - identifying priorities for school improvement plan
- School specific activities:**
(ASSESSMENT WEEK)
 - writing moderation
 - PUMA maths testing
 - spelling testing
 - PiRA reading testing
 - PPT updating
 - End of year TA of reading, writing, maths
 - Reporting to parents/carers

→Analysis of test results - initially→
numerical moving into subject
specific

On-going

- **Assessment for Learning**
- **Monitoring assessment procedures are carried out**
- **Monitoring assessment practice - influencing classroom practice**
- **Supporting development of curricular/teaching targets and individual pupil targets – reflects school targets**
- **Developing consistency of assessment judgements**
- **Dialogue with parents/governors and the wider community**

Autumn Term

- Point of Entry Assessment
- Target setting - LA/school (quantitative)
- KS1 and 2 Assessment and Reporting (retrospective) arrangements arrive in schools (see calendar)
- Order test papers including modified papers
- KS1 assessment timetable (in school)
- School specific activities:**
(ASSESSMENT WEEK)
 - writing moderation
 - PUMA maths testing
 - spelling testing
 - PiRA reading testing
 - PPT updating

Spring Term

- Training for administration of KS1
- Applications for Special Arrangements
- School specific activities:**
(ASSESSMENT WEEK)
 - writing moderation
 - PUMA maths testing
 - spelling testing
 - PiRA reading testing
 - PPT updating

Appendix 2 - Marking children's work at New End Primary School
Reviewed 13th April 2016
Guidance for teachers

Why do we mark children's work?

To make an assessment of children's achievement so far

To help us decide what children need to do next to move forward with their learning

To share with children what they need to do next to make progress in their learning

To check whether children are taking our suggestions on board and making progress in their learning

There are a number of different audiences for your marking:

The children

You

Parents

Colleagues

All pieces of work must be marked in some way.

There is no "formula" for marking.

Good marking will help the children to do even better next time...bad marking won't.

Make a professional judgement about the intensity of marking required for each piece of work.

Marking alongside the child – by teachers/support staff

- Marking is most effective when it is carried out alongside the child.
- Marking alongside the child tends to take place during guided sessions in any subject where children are being taught in a small group by the teacher or a member of the support staff.
- This sort of marking involves as much Verbal Feedback (VF) as possible. Verbal feedback is the most effective type of feedback.
- Sometimes this marking may **only** involve verbal feedback, in which case, write VF on the work and initial it.
- Verbal feedback always includes: 1. acknowledgement of good features; 2. suggestion of areas for development; 3. 'next step' comments.
- Sometimes verbal feedback is accompanied by annotation.

Marking alongside the children – by other children (peer assessment)

Train the children to peer assess using e.g. the 2 stars and a wish idea.

Peer assessment can usefully be used to mark work from independent groups in any session.

Peer assessment helps to train children to look at work closely and become better at assessing their own work.

Children marking their own work

Using a self-assessment traffic light.

Marking away from the child

Always involves a form of annotation.

Is usually followed by a planned opportunity for the child to reflect on the annotation.

Using annotation in order to make a difference to children's learning

Use your professional judgement to select from the following:

- **Highlight selected good elements of the work in green** (good use of vocab/evidence that the learning intention has been met etc) and **highlight areas for development in yellow** (punctuation/selected spellings/overuse of 'then' etc).
- **Comment on why you have selected these good areas/areas for development next to the highlighted sections of the work** (I really like the way you... Well done. You remembered to... Use a more interesting sentence opener... etc). **Use a green pen**
- **When children's writing allows** (typically from Year 2 onwards), writing should be drafted on every other page of the writing book to allow each alternate page to be used for teacher improvement prompts/annotation and children's editing/improvements. This will avoid writing over children's work and allow comments/improvements to be in close proximity to the original work.
- **Make an evaluative comment** ("Met learning intention..." etc). **Use a green pen**
- **Write a 'next step' comment** ("Next time you could try..." "Even better if you..."). **Use a green pen**

Appendix 3: STAFF ROLES AND RESPONSIBILITIES

The Assessment Lead will:

- Prepare guidelines
- Provide support on implementation
- Organise, review, order resources, e.g. tests
- Ensure staff are aware of new resources
- Be aware of developments in assessment
- Monitor work throughout the school
- Liaise with outside agencies where necessary
- Provide staff and outside bodies, e.g. LA, DfE, with required data.

The Class Teacher will:

- Implement the assessment and feedback procedures as laid down in this policy
- Use the information from the assessments to inform future planning
- Share the information/evidence gained about individual children with parents/carers
- Provide colleagues with relevant assessment information through end of year records
- Liaise with Assessment Lead/SENCO and provide information on individual children.

The Senior Leadership Team will:

- Report to the Curriculum Sub-Committee and the Governing Body
- Provide opportunities for staff to discuss developments in the area and arrangements for its delivery
- Examine and discuss the current sampling and testing procedures, checking for continuity and progression.
- Monitor the implementation of the policy termly.

Staff Development

The Assessment Lead and Senior Leadership Team will identify the development needs relating to the school's arrangements for assessment. These needs will be reflected in teachers' individual targets and, in turn, in the School Improvement Plan.

Appendix 4: Children's Self-Evaluation

Self evaluation: thinking about what happens when we are learning

(Choose one and add the words of the learning intention)

- What really made you think while you were learning to ... ?
- What helped you (e.g. a friend, the teacher, new equipment, a book, your own thinking) when something got tricky about learning to
- What do you need more help with about learning to ... ?
- What are you most pleased with about learning to ... ?
- What have you learnt that is new about... (quote learning intention)?

- How would you change this activity for another group/class who were learning to ... ?