

Brockton C.E. Primary School

Policy Document for **Assessment Policy**

Policy Reviewed by Co-ordinator:	Summer 2016
Policy Presented to and Approved by Staff and governors:	Summer 2016
Policy to be reviewed in:	Summer 2019

1 Introduction

- We believe that effective assessment provides information to improve teaching and learning. We give our children regular feedback on their learning so that they understand what it is that they need to do better. This allows us to base our lesson plans on a detailed knowledge of each pupil. We give parents regular reports on their child's progress so that teachers, children and parents are all working together to raise standards for all our children.

2 Aims and objectives

- Have a clear picture about the performance of individuals, groups of pupils, cohort, Key Stages and whole school.
- Set targets – at a variety of levels - based on reliable information.
- Gather information that will inform teachers as to what should be taught next in order to meet the needs of each child.
- Have clarity as to what pupils know, understand and can do.
- Track the progress of every child and ensure that every child makes progress.
- Use information to influence the school's self-evaluation process that will be built into the school's termly improvement plan.

3 Types of Assessment

There are three main forms of assessment:

- In-school formative assessment, which is used by teachers to evaluate pupils' knowledge and understanding on a day-to-day basis and to tailor teaching accordingly.
- In-school summative assessment, which enables schools to evaluate how much a pupil has learned at the end of a teaching period. Our summative assessment periods are termly, in November, March and June, when teachers' assess pupils attainment in reading, writing and mathematics in line with the school's internal assessment system. Teachers judgements are based on information from a range of sources including the Learning Ladder 'Can Do' statement sheets, subject tests, work in book and the teachers' own professional judgement. Internal and external moderation takes place periodically. Outcomes are recorded as per Appendix A.

- Nationally standardised summative assessment, which is used by the Government to hold schools to account. These tests take place at the end of year 2 and year 6 as well as at the end of year 1 for Phonics. The assessments are in the following format:-

End of KS1 Tests

Subject	Test Paper
English Reading	2 papers: short text and questions;
English grammar, punctuation and spelling	2 papers: spelling; punctuation and grammar (including vocabulary)
Mathematics	2 papers: arithmetic; mathematical reasoning

End of KS2 Tests

Subject	Test Paper
English Reading	1 papers
English grammar, punctuation and spelling	2 papers: spelling; punctuation and grammar (including vocabulary)
Mathematics	3 papers: 1 arithmetic; 2 mathematical reasoning

4 Planning for assessment

- We use our school’s ‘SMART’ curriculum, supported by the National Curriculum 2014 from which we create long and medium term plans to guide our teaching. In these plans we set out the aims, objectives and values of our school and give details of what is to be taught to each year group. We also identify opportunities for assessment within each broad unit of work.
- Lessons are planned with clear learning Intentions and appropriate tasks set for the children’s ability. We strive to ensure that all tasks set are appropriate to each child’s level of ability. Our lesson plans make clear the expected outcomes for each lesson. We make a note of those individual children who do not achieve at the expected level for the lesson, and we use this information when planning for the next lesson. We also keep this information as a record of the progress made by the class.

5 Assessment Techniques

There is a wide range of strategies which could be deployed. These include:-

- Observation
- Listening
- Questioning
- Dialogue involvement
- ‘Pupil voice’ – the child’s active participation in the assessment process
- Task setting
- Written marking (see Marking and Feedback Policy)
- Curricular target-setting
- Peer assessment
- Self assessment

6 Target setting

- Every school is required by law to set targets in mathematics and English each year for those pupils who are in Year 6.
- Individual numerical targets are set for all pupils in the areas of mathematics, reading and writing.
- We discuss individual targets where necessary and communicate these to parents.
- We review the progress of each child at the end of the academic year and set revised targets.
- Numerical targets are based on pupils making at least expected progress against end of year teacher assessments.
- Teacher assessment is based on the objectives/statements taught and a professional judgement is made as to whether the pupil has demonstrated the skills, knowledge & understanding required to be on track to reach the ARE.
- The progress against these targets will be reviewed throughout the course of the academic year
- Personal and Curriculum targets should be set on a regular basis, encouraging high expectation and achievement, and giving the child a sense of worth and value. We encourage the children to set targets that are linked to their individual working habits.
- Where appropriate the class teacher or children themselves (dependent on age) will base these targets from the Learning Ladder target sheets.

7 Recording

- Recording of assessments is manageable
- The type of assessment varies from subject to subject, but will only be recorded if it affects future learning.
- All pupils have assessment records in cohort tracking folders.
- Written reports on individual pupils are compiled for parents / carers on an annual basis – Spring Term, with verbal feedback given to parents on a termly basis.
- Lessons are planned with clear learning objectives. Children who haven't met lesson targets or who achieve more than was planned are identified, so that the needs of these pupils can be taken into account when planning for the next lesson.
- Teachers record the progress of each child against the learning ladder statements for reading, writing and maths. This enables them to make a judgement about the work of each child in relation to age related expectations. This allows us to monitor the progress of each child.

8 Reporting to parents

- Parents have the opportunity to meet their child's teacher in the autumn and summer term. At the autumn meeting we review the targets that we have identified for their child and evaluate their child's progress as measured against the targets. At the summer meeting we review their child's written report and the targets identified in it for the next school year (see next paragraph).
- During the spring term all parents receive a written report of their child's progress and achievements in the year so far. In this report we also identify target areas for the next school year. We write individual comments on all subjects of the National Curriculum and on religious education. In this written report we include a space where the children can offer their own evaluation of their performance during the year. We also value parental feedback.
- In the summer term parents of pupils in Year 2 and Year 6 receive a report detailing the outcomes of national tests.
- Parents of pupils in Year R have the opportunity to discuss the results of the Early Years Foundation Profile at the summer term parents' evening.

- Parents receive a Learning Ladder Booklet at the start of each academic year which detail relevant targets for reading, writing and maths that are appropriate for each year. These booklets are intended to be shared with parents as an information source of targets that their children will be aiming to achieve throughout that academic year.
- We encourage parents to contact the school if they have concerns about any aspect of their child's work.

9 Marking and Feedback to pupils

- 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. Details can be found in the Marking and Feedback Policy.
- Marking should be meaningful, manageable and motivational.
- Marking is an important part of the evaluation and development process. It is a vital link in the communication between child and teacher. Marking should reflect the teacher's appreciation of the child's effort, interest and development. Marking should always take the form of positive feedback, using comments as necessary, personalised wherever possible.
- Children receive verbal feedback on their work whenever possible.
- Children are encouraged to make comments about their own work and the work of fellow pupils. We encourage older pupils to be the first markers of some pieces of work.
- Time is given at the beginning of each lesson for the children to absorb any comments written on their work. We do this to ensure that the time that our teachers spend marking really has an impact on the children's work.

10 Consistency

- All subject leaders have examples of children's work within their subject area.
- Subject leaders use the national exemplification materials to make judgements to assess children's work.
- Teachers discuss these judgements at staff meetings, so that they have a common understanding of the expectations in each subject. This ensures that we make consistent judgements about standards in the school.
- It is each subject leader's responsibility to ensure that the samples that they keep of children's work reflect the full range of ability within each subject.

11 Monitoring and review

- Our assessment co-ordinator is responsible for monitoring the implementation of this policy. We allocate special time for this vital task. The co-ordinator uses this time to inspect samples of the children's work and to observe the policy being implemented in the classroom.

APPENDIX A

Summative Assessment Procedures

Key aims of this system

- The system needs to be simple – so that it can easily be understood at a glance by internal and external users of the data
- The system needs to provide users with key performance indicators about the attainment and progress of children, which will inform self-evaluation and form a good starting point for demonstrating progress to Ofsted.
- The system needs to enable users to determine with confidence whether or not children are on track to meet the expected standards in the statutory assessments which will take place at the ends of KS1 and KS2
- The terminology used needs to take account of the potentially harmful effects when describing the attainment of pupils who are working below the age-related expectation, e.g. pupils with SEN/D

Codes:

- D = Developing (*emerging for EYFS children*)
S = Secure
E = Exceeding

These measurements are intended purely as a means for recording attainment in a tracking system; as a management tool. They are **not** intended for reporting to parents or using with the children.

Teachers carry out summative assessment of pupils once a term.

Formative assessment is far more powerful than **summative** assessment in terms of enhancing learning and that there is a danger that summative assessment can undermine the benefits of formative assessment.

To guard against the negative effects of summative assessment, such as effects on self-esteem and the creation of a 'fixed mindset' about one's ability, it is not recommended that the 'measurements' are used as part of a dialogue with pupils about their learning.

Explanation:

- Teachers will assess all pupils for reading, writing and maths once a term e.g November, February and May.
- Children will be assessed against their year group attainment statements unless they are working significantly below/above (more than 1 year group difference); in which case they are assessed against the appropriate year group descriptors and this is annotated in the tracking sheets.
- Children will be given a descriptor code: D, S or E according to where they are working within their year group expected attainment statements. There are sub-categories within each descriptor to allow for more finely tuned assessment using best-fit judgements.

Developing (D)	Secure (S)	Exceeding (E)
Evidence of a few aspects of the criteria – up to about 20% of the criteria (may be occasional but not yet frequent)	Secure in more than half of the criteria – up to about 80%	Secure in all, or almost all , of the criteria (and most likely showing 'glimmers' of the above year group's criteria)

- These codes are recorded in class tracking files that contain cohort tracking sheets.
- The codes are converted into a point score to allow for cohort analysis.

Explanation of how descriptors are changed into points

From Year 2 onwards, it is assumed that **Developing** in that year group's criteria overlaps with **Exceeding** the previous year's criteria, as follows.

Therefore, to allow for accurate tracking analysis, the points allocated to a year group's **Exceeding** descriptor, should match the points allocated to the above year's **Developing** descriptor.

Year	D-	D	D+	S-	S	S+	Ex-	Ex	Ex+
R	1	1	1	2	2	2	3	3	3
1	4	5	6	7	8	9	10	11	12
2	7	8	9	10	11	12	13	14	15
3	10	11	12	13	14	15	16	17	18
4	13	14	15	16	17	18	19	20	21
5	16	17	18	19	20	21	22	23	24
6	19	20	21	22	23	24	25	26	27

Progress Measures:

- Progress is tracked throughout the year.
- Expected progress would be 3 points across the year.
- Across the whole of Key Stage 2, expected progress would be 12 steps.

Reporting Attainment and Progress to Pupils and their Parents

These phases and steps are **not** designed to be used for discussion with pupils or parents, or in marking pupils' work, as this practice could lead to some of the same problems as the previous system of levels, such as the 'labelling' effect, development of fixed mindsets etc.

A shift is needed in the type of information shared with young people, families and on transfer. Instead of levels, detailed information can be shared about what the young person has fully understood and is able to do. Discussion with pupils about their learning is most effective when it is based around specific success criteria for the current area of learning.

Phrases that could be used when reporting to parents include:

- 'Your child is working well within the expected range for their age (followed by examples of particular areas of success and current areas of focus)'
- 'Your child is working slightly below the expected range (followed by examples of particular areas of success and current areas of focus)'
- 'Your child has a strong understanding of the concepts taught this year and has been working on extension activities to further develop their problem-solving skills (followed by examples of particular areas of success and current areas of focus)'