Believing and Achieving Together

Signed:

Policy date: July 2020

Review date: every two years or sooner if required

Introduction

Assessment 2017/ 2018 – 2020 [any beyond]

A system to describe and articulate the learning and progress our pupils/ children make.
Assessment reporting to be useful and helpful for parents and pupils and easy for everyone to understand.
Ensure that we are not placing a ceiling on achievement by setting targets that seem to be self-fulfilling.
Progress is not always linear or uniform and we need a way of recognising and valuing this.

Principles:

- ✓ All pupils/ children can and **will** achieve.
- ✓ Intelligence is not fixed; attainment is not predetermined.
- ✓ There will be no ceiling on achievement.
- ✓ Pupils/ children do not fail, they just have not succeeded **YET**.
- ✓ Assessment as well as targets [and education] will enable, not limit.
- ✓ **Everyone** can strive for subject mastery, and should be encouraged to achieve this.
- ✓ Assessment is to support learning and the learner to make progress.
- ✓ Marking and feedback is for pupils/ children and must clearly and articulately describe what the learner has achieved and what they need to do to improve.
- ✓ Having passionate advocates for each subject, year group and phase who can exemplify and provide examples of mastery and success is motivating for all.

Statements of assessment practice:

- ➢ One of the biggest impacts on pupil/ children's performance is **teacher feedback.**
- ➢ Teachers must know their subject/ subjects, syllabus, National Curriculum Programmes of Study, external tests/ checks/ screens/ EY Profile, as well as their learners and the context in which they are operating, alongside what learning happens immediately before and after their phase/ year group of teaching, in order to accurately assess and have a positive impact on pupils/ children.
- ➢ Numerical/ grade/ level targets often have a detrimental impact on pupil motivation and must be used with caution [and support through clarity].

- Teachers need to know and recognise excellence in their subjects/ areas/ phase/ year group, as well as progression, in order to provide opportunities to grow and nurture excellence in their subjects/ areas/ phase/ year group.
- Teachers need their subject knowledge, year group expertise and their pedagogy skills in order to assess and provide feedback in a way which is constructive, helpful, supportive and motivational.

A system that is simple and easy to understand for all that can be applied consistently across the school and the curriculum.
A system that provides ways of tracking short-term progress, describing excellence and building even higher expectations for all pupils/ children.
In order to assess learning and progress leaders [and teachers] need to ensure that the curriculum is fit for purpose, engaging and exciting, and mapped out to ensure progression.
A curriculum and assessment system, with marking and feedback, that provides ample opportunities for pupils/ children to strive for excellence.

Working towards mastery is something that motivates and drives the committed learner [and teacher] to constantly improve upon previous best.
Excellence is achievable by all.
Teachers and leaders are clear what this looks like and know how to create opportunities for pupils/ children to work at this higher level.
Questions to consider:

- What do children/ pupils need to master in terms of knowledge, understanding and skills to be successful in every subject, year group and phase?
- What does excellence look like in each strand of each subject/ area of learning?
- What does progression towards excellence look like?
- How does EY link to KS1 and KS2? How does one phase support smooth transition to the next? What about life beyond year 4? [Middle School]

Some subjects are more straightforward than others in terms of excellence – the linear nature of maths lends itself to this type of work, while English is more complicated in the sense that excellence demands the application of skills, knowledge and understanding across a wide range of genre and forms.

QUALITY: Is the quality of children's work improving over time – the presentation, attitudes, etc.?
BREADTH: Are children broadening their knowledge based, as seen in books, lessons and discussions?
HEIGHT: Are children raising the level of the skills which they can use and apply throughout their work?
DEPTH: Are children deepening their understanding of the areas being studied?

See "The Rainbow Continuum"

[reference to "Assessment for Learning without Limits", Alison Peacock, Open University Press/ McGraw-Hill Education, 2016]

Assessment Policy

The aims of this policy are to state the rationale behind planning and assessment and to describe how they take place within the school. It has been developed through staff discussion to provide a common thread, which will enhance pupils' learning experiences and result in an integrated approach throughout the school.

Our approaches to assessment are:
Assessment is integral to high quality teaching and learning. It helps us to ensure that our teaching is appropriate and that learners are making expected progress.
All staff are regularly trained in our approach to assessment.
We have a senior leader who is responsible for assessment.
[Reference to Appendices 1]

Principles on which our Policy is based
The purposes of assessment are:
• To discover what children are learning
• To identify individual needs and barriers to learning
• To inform planning and further work
• To assist continuity of work within the school
• As a means of accountability to governors, parents, Headteacher and other agencies

We believe that:
• Assessment of pupils' work provides information that can be used to raise standards through quality marking identifying 'next steps' through 'finding and fixing'
• Planning should include regular provision for assessment
• The outcome of assessment should be reflected in future planning and therefore acts as a form of evaluation of teachers' practice
In this way a cycle of assessing and planning evolves naturally. We believe that:
• Assessment should be devised by teachers to meet the learning needs of their children
• Techniques for assessment should be easily managed as part of the everyday classroom organisation
• Recording of assessment should be manageable
• Strategies and techniques for assessment can be varied to meet individual learning needs
• It is appropriate for pupils themselves to be involved in target-setting and in discussing the results of assessment
• Parents should be kept informed about their children's progress

Assessment takes many forms. The broad types we use are:
• Summative - in order to sum up what has been achieved - during 2016 - 2017 we will embed an evolved system to track and record progress, achievement and attainment using scale points within each band for Year 1 to Year 4 e.g. Year 1 emerging = 4, 5 & 6, developing = 7, 8 & 9, secure = 10, 11 & 12, and exceeding/ mastering = 13, 14 & 15 [Reference will always be made to Year Group Key Performance Indicators and Performance Standard.]; Nursery and Reception will record against Development Age Bands
• Formative - concerning how skills, knowledge, concepts and understanding are integrated and the factors which prevent achievement
• Diagnostic - to identify areas where learning is failing to take place.

Our method of assessment:
Assessment serves many purposes, but the *main* purpose of assessment in our school is to help teachers, parents and pupils plan their next steps in learning.
We also use the outcomes of assessment to check and support our teaching standards and help us improve.

Ways of assessing include:
• Teacher-devised class tests
• Self-assessment
• Continuous assessment with a precise format and focus
• Tasks related to particular ideas
• Observation of day-to-day work
• Oral assessment
• Written assessment
• Interviews
• Collaboratively, where colleagues assess each others pupils
• Standardised tests
• Formal tests

What we do

Strategies for assessment must reflect children's varied learning needs, especially their communicative skills. A variety of assessment techniques is required in the classroom.

1. Statutory and school assessment (baseline) upon entry to [Nursery and] Reception and at the end of the Early Years Foundation Stage Profile and Key Stage 1.
2. Standardised published tests in English and Mathematics for Year 1 to Year 4 to confirm teacher assessment (moving towards Key Performance Indicators and Performance Standard).
3. Formal records of phonic skills. Year 1 pupils take a National Phonic Screen Check in the summer term and Year 2 pupils re-sit if required.
4. Self-assessment where pupils' reflect upon their learning.
5. Assessment sheets to record thinking and enquiry skills in Science.
6. Ongoing classroom marking, observations and discussions including records for individual reading.
7. An individual reading record.
8. 2015 onwards, we embedded a new system to track and record progress, achievement and attainment using Key Performance Indicators and Performance Standard tracking & recording in English (Reading and Writing) and Mathematics (Year 1 to Year 4).
9. Staff will record achievement by embedding a new system to track and record progress, achievement and attainment using scale points within each band for Year 1 to Year 4 e.g. Year 1 emerging = 4, 5 & 6, developing = 7, 8 & 9, secure = 10, 11 & 12, and exceeding/ mastering = 13, 14 & 15. This will be done on a daily basis to inform future planning and targets.
10.'Aiming High' Science assessment every half term or topic/ unit end.
11. Six dedicated assessment weeks (1 every half term).
12. EYFS, Year 2 and 4 teachers attend SVLP and Local Authority moderation meetings throughout the school year. All teachers attend a SVLP moderation morning in individual year groups during the Summer term.

Our guidelines:

Through working with other schools and using external tests and assessments, we will compare our performance with that of other schools.

We assess pupils against assessment criteria, which are short, discrete, qualitative and concrete descriptions of what a pupil is expected to know and be able to do.

Assessment criteria are derived from the school curriculum, which is composed of the National Curriculum and our own local design.

Assessment criteria for continuous and periodic assessment are arranged into a hierarchy, setting out what children are normally expected to be secure with and have mastered by the end of each year [please see Key Performance Indicators and Key Performance Standard].

The achievement of each pupil is assessed against all the relevant criteria at appropriate times of the school

year.
Each pupil is assessed as either 'pre year group', emerging', 'developing', 'secure or 'mastering' against each relevant criterion contained in our expectations for that year.
For those pupils secure and mastering the expected standards, we provide more challenging work.
Assessment judgements are recorded and backed by a body of evidence created using observations, a variety of work across the curriculum, records of work and testing.
Assessment judgements are moderated by colleagues and formally by SLT in school and by colleagues in other schools to make sure our assessments are fair, robust, accurate, reliable and valid.

Record-Keeping

In addition, teachers will collect and develop a class portfolio with examples of children's work throughout each unit or topic covered.
Our records of SATs (statutory) and other assessment results are shared with Headteacher, Deputy Headteacher, Senior Leadership Team and appropriate Curriculum Leaders. This information is particularly useful for monitoring overall progress and for identifying individual pupils for a variety of purposes. Records of target setting are also linked with this programme. From Year 1 through to Year 4 each pupil will have an individual Key Performance Indicator and Performance Standard tracking/ record in English (Reading & Writing) and Mathematics. Children in Early Years [Nursery and Reception] will have an individual record using Development Matters statements in all 17 strands/ areas of learning.

Please refer to 'Marking and Feedback Policy.'

Appendices 1

NAHT Report of the NAHT Commission on Assessment

Adopt the 'Design Checklist' as a base for a partnership-wide assessment policy. *Adopt the 3 bullet points under' Our approach to assessment' as our principles:*

Our approach to assessment

- Assessment is integral to high quality teaching and learning. It helps us to ensure that our teaching is appropriate and that learners are making expected progress.
- All staff are regularly trained in our approach to assessment.
- We have a senior leader who is responsible for assessment.

Adopt the first two bullet points from 'Our method of assessment' as our rationale :

Our method of assessment

- Assessment serves many purposes, but the *main* purpose of assessment in our school is to help teachers, parents and pupils plan their next steps in learning.
- We also use the outcomes of assessment to check and support our teaching standards and help us improve.

Adopt the following bullet points as our guidelines:

- Through working with other schools and using external tests and assessments, we will compare our performance with that of other schools.
- We assess pupils against assessment criteria, which are short, discrete, qualitative and concrete descriptions of what a pupil is expected to know and be able to do.
- Assessment criteria are derived from the school curriculum, which is composed of the National Curriculum and our own local design. *(note A)*
- Assessment criteria for periodic assessment are arranged into a hierarchy, setting out what children are normally expected to have mastered by the end of each year. *(note B)*
- The achievement of each pupil is assessed against all the relevant criteria at appropriate times of the school year. *(note C)*
- Each pupil is assessed as either 'emerging1/2/2', 'developing 1/2/3', 'secure1/2/3/ or 'exceeding 1/2/3' each relevant criterion contained in our expectations for that year. *(note D)*
- For those pupils meeting and exceeding the expected standards, we provide more challenging work.
- Assessment judgements are recorded and backed by a body of evidence created using observations, records of work and testing.
- Assessment judgements are moderated by colleagues in school and by colleagues in other schools to make sure our assessments are fair, reliable and valid. *(note E)*