



# Manor Primary School Policy Document

## Assessment Policy

Written / Reviewed	January 2017
Approved by Governors	2/12/15
Review date	January 2019

*‘Our vision is to create a school community where children grow into happy, confident and responsible individuals, who work hard together to achieve their full potential.’*

## **Rationale**

Assessment lies at the heart of learning. It supports effective planning and teaching and provides a framework within which children's progress is understood, supported and monitored. Assessment is incorporated systematically into teaching; it helps teachers enhance their skills and judgements and enables the school to strengthen learning across the curriculum.

*'the term 'assessment' refers to all those activities undertaken by teachers and by their students in assessing themselves, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged'(Black and Wiliam, 1998)*

## **Aims**

- ❖ To comply with statutory guidelines.
- ❖ To enable all children to achieve their full potential regardless of age, gender, ethnicity, cultural background or ability.
- ❖ To support learning, recognise the achievements of pupils and foster an expectation of success.
- ❖ To enable children to make progress by building upon strengths while developing strategies to overcome weaknesses in their learning.
- ❖ To guide future planning, teaching and curriculum development.
- ❖ To inform parents, teachers, governors and the wider community of pupil achievement.
- ❖ To provide information to ensure continuity when the pupils change year group or school.
- ❖ To involve children in their own assessment and future learning, so that they have ownership of what they are learning and understand its significance.

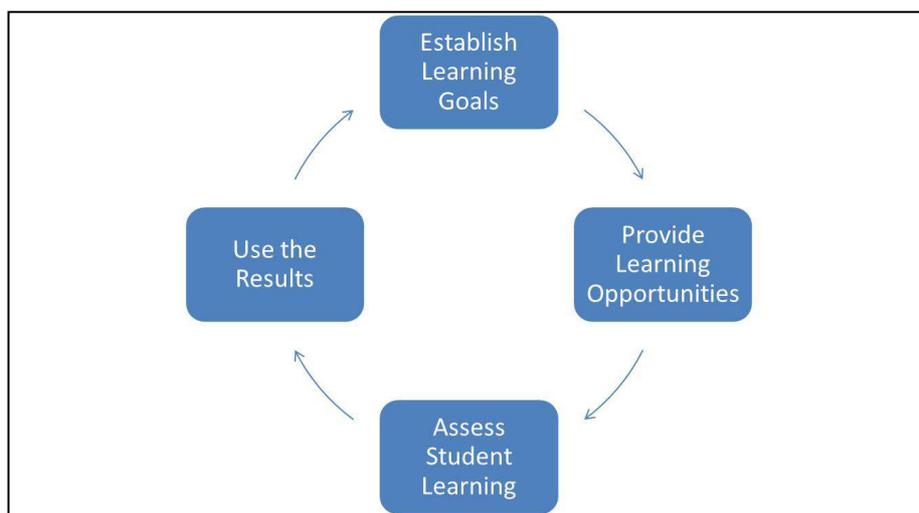
## **Formative Assessment (Assessment *for* learning, or AfL)**

Assessment **for** learning focuses on how pupils learn and helps them to know how to improve. It is a continuous process which embeds assessment at all points of the planning – teaching - learning cycle and is central to classroom practice (see diagram below). Assessment involves gathering information, making a judgement and planning the next steps. Children's prior knowledge is assessed to inform the teacher's planning, and during teaching, continuous assessment is made of how children's learning is progressing. This takes place in a variety of ways:

- ❖ Pre and post assessment tasks. These are completed at the beginning and end of a learning unit. The main objectives to be taught are pre-assessed before the unit is planned, to ensure teaching is pitched at the right level and that children make progress from their different starting points. The results are recorded on planning sheets and when the same or similar tasks are completed at the end of the unit, the results are mapped on the same document, illustrating progress, identifying misconceptions / gaps and informing next steps.
- ❖ Learning intentions are made explicit in planning and are shared both verbally and in writing with the children at the beginning of each lesson. Children then use these in the form of 'Can I?' statements in their work.

- ❖ The use of targets, which address key areas for development and are embedded in the teaching, learning and assessment cycle. These may take the form of pencil (literacy) and ruler (maths) and / or Even Better If (EBI) comments.
- ❖ Monitoring of learning - teachers (and other adults) note progress to inform future planning and annotate planning accordingly. This can alter the course of a lesson, of the subsequent lesson or subsequent sequences of lessons.
- ❖ The use of a wide range of questioning techniques – open, closed, probing etc. and methods to monitor understanding such as individual whiteboards, number fans, talk partners etc.
- ❖ Marking - teachers use marking to check progress against learning objectives and targets. They use feedback to give 'Even Better If (EBI) 'steps for improvement, to ask probing questions or to set developmental challenges. (See Marking Policy).
- ❖ Self-assessment / peer assessment - children are involved in the assessment of their own learning and that of their peers, through a range of opportunities to comment on progress and understanding against success criteria. This can include the use of feedback comments, success ladders and 'smiley faces'. (See Marking Policy).
- ❖ Observations - teachers or other staff observe children's learning and record their progress against targets, learning objectives and success criteria.
- ❖ Plenaries are used to encourage feedback and questioning from children, to address misconceptions, and reinforce, embed and further their learning.

### Our Formative Assessment Cycle - AfL



### Summative Assessment (Assessment of learning)

Assessment **of** learning evaluates student learning, skill acquisition, and academic achievement at the conclusion of a defined period. We are required to obtain standardised data about the children's attainment at key points; we also need to provide solid evidence of how well children are attaining and progressing. The results of this summative information are also used formatively to adapt planning and teaching approaches and plan for intervention. This takes place in a variety of ways:

- ❖ Foundation Stage – at the start of the year, a Baseline Assessment is carried out which enables the children’s learning to be planned, monitored and assessed. At the end of the year, the EYFS Profile is completed (see below).
- ❖ Non-statutory tests at identified assessments points during the year (October & February) for years 2, 3, 4, 5 & 6 and in May for years 3, 4, and 5. Results from these are analysed to inform subsequent teaching and learning.
- ❖ External statutory tests and checks at the end of Y1 (phonics screening) , KS1 (Year 2) and KS2 (Year 6).

## **Teacher Assessments**

- ❖ Teachers use the full range of AfL techniques to inform their teacher assessments.
- ❖ Moderation meetings are timetabled termly within and between year groups and with other local schools, to validate teacher assessments.
- ❖ Pupil Progress Meetings (PPMs) monitor children’s development and teacher assessment levels are challenged and validated as part of this process.
- ❖ Teacher assessments in Reading, Writing, Maths and Science for Y2 and Y6 are based on the DfE Interim Teacher Assessment document requirements.
- ❖ External LA moderation of teacher assessments in Year 2 Reading, Writing and Maths and Year 6 Writing
- ❖ Teachers record assessment data and monitor progress on Class Profiles.

## **Tracking**

The summative judgements which are completed at three assessment points throughout the year (October, February and June) are used to update class profiles for maths, reading and writing (Y1 – Y6). These show the children’s attainment in relation to ARE, using terms – well below, below, at, above and well above ARE. Class Profiles currently show on entry level for the current academic year and in KS2, show the children’s end of KS1 NC level or post 2016 teacher assessment against the Interim Assessment Framework. Class Profiles enable teachers to track progress against targets, and identify children needing support or intervention.

## **Pupil Progress Meetings**

Pupil progress meetings are held at each assessment point, with the full teaching team taking part together with either the HT or Deputy HT. Prior to these meetings, data from the Class Profiles are analysed by the teachers and HT / DHT and areas for discussion are identified, such as children or groups making inadequate progress. At the meeting, each teacher has the opportunity to discuss their assessments and share evidence which supports this, discuss interventions and the impact they have had, and plan for further support needed. Additional Pupil Progress meetings are held more regularly to discuss the progress of vulnerable children.

## **Assessment in the Early Years Foundation Stage (EYFS)**

Assessment during the first year of Foundation Stage follows the regulatory framework known as the Early Years Foundation Stage (EYFS) Profile (2014). Following Baseline Assessments, each child's development is assessed in relation to 17 Early Learning Goal (ELG) descriptors. Judgements are made primarily from observations of daily activities and events, in particular the learning that a child demonstrates spontaneously, independently and consistently. For each ELG, the teacher will judge whether the child is **emerging** (working towards), at the **expected** level or **exceeding** the level of development expected. Those children achieving or exceeding the first 12 ELG are deemed to have achieved a good level of achievement (GLD).

The EYFS Profile along with the Development Matters objectives are used to guide and inform teaching and learning throughout the year, and to provide parents and Year 1 teachers with reliable and accurate information about each child's level of development as they reach the end of the EYFS year.

## **Science**

### **Formative assessment**

We use ongoing AfL to refine planning and identify next steps, based on the **TAPS (Teacher Assessment of Primary Science)** pyramid model of pupil, teacher, teaching team and school assessment for learning. Pupil progress is continually assessed by teachers through questioning, observing practical activities, listening to pupil discussion, through scrutinising the work in pupils' books and focussed assessment tasks. Marking is developmental, using a WWW and EBI approach on most pieces of work. The children themselves are fully involved in the process of self-improvement, recognising their achievements and acknowledging where and how they can improve.

### **Summative assessment**

Before beginning a new Science topic, children undergo some form of **pre-topic assessment**. This could take the form of a whole-class mind map, a concept cartoon for groups to discuss, a diagram to label and explain or a pre-unit test. The information gathered from this exercise will help teachers fine-tune their planning to the needs and interests of the class, while giving an indication of how securely each individual child is working within their year group.

During the course of the topic teachers will incorporate **focussed assessment tasks** into their planning which will evidence how each child is progressing and again shape future planning.

Towards the end of each Science topic, teachers again assess understanding and progress in the form of an **end-of-topic assessment** and this information is used, in conjunction with the **Interim Teacher Assessment Framework** to help complete the annual report to parents and inform future planning.

## **Target Setting**

End of year targets are set for all children in accordance with their attainment at the end of the previous year / key stage, with the expectation that progress within every cohort will exceed national expectations.

## **Reporting**

Parents are informed of their child's progress regularly throughout the year:

Term 1	Parents' Meeting to explain and discuss progress and targets, and Baseline Assessments in EYFS.
Term 2	Interim Report including details on achievement and effort.
Term 3	Open Day for parents to visit the classroom and talk to the teacher.
Term 4	Full annual report for Y1-6 in which each area of the curriculum is reported on as well as children's general attitude and behaviour.
Term 5	Parents' Meeting to discuss and review progress and attainment.
Term 6	Interim Report including details on achievement and effort. Foundation Stage annual reports. External test results at Years 2 and 6 are communicated to parents, future schools and the Local Authority. They are included in the prospectus and the Governor's Annual Report to Parents.

### **Staff Training**

Key staff members (e.g. SLT, Y2 & Y6 teachers, subject leaders) attend externally provided assessment briefings and all staff are routinely updated and trained in good practice and on developments in assessment, through staff meetings and inset sessions. Teaching Assistants are provided with updates and training through timetabled CPD sessions.

### **Reference**

Black, P. and Wiliam, D. (1998) *Inside the Black Box: Raising Standards Through Classroom Assessment*, London: Kings College School of E