Thurlbear CE VA Primary School Assessment Policy 2016-2017

Rationale
Assessment is a continuous process which is integral to teaching and learning allowing children to reach their true potential. It should be incorporated systematically into teaching strategies in order to promote better than expected progress for individuals, groups and cohorts. This policy should be considered alongside the marking and feedback policy, homework policy, SEND policy, and subject specific policies for literacy, numeracy and maths which detail how assessments are completed more specifically in those subjects.

The aim of the policy is to:
- Monitor and record the attainment and progress of individuals, groups and cohorts
- Use attainment and progress information to guide teachers' planning, strategies and use of resources and plan interventions that are accurately matched to identified need
- Inform parents and the Governing Body about progress and attainment
- Ensure a consistent approach, that uses agreed strategies and tools, to measure progress towards and against national standards
- Ensure that an appropriate amount of time is allocated for recording and reporting purposes, such that it does not negatively impact on the time available for personal interaction with learners

Teaching and assessment sequence:
Key to the Mastery model of teaching and learning in the standards based curriculum is the assumption that given time and quality instruction, **all pupils can and will eventually** master the core intended learning (basic skills) and meet the standards expected of them at the end of each year annually. We believe that the time required for some pupils to master new learning in any context will be greater than that required by others, and the learning is therefore planned carefully to take account of this. We do not believe that it will be the same pupils in each new learning experience that will require more time, and are committed to personalising intervention at the point of learning in order to remove any identified barriers that exist to successful mastery. Therefore, in longer sequences and units of work, first **all** pupils are introduced to new learning and given opportunities to develop their understanding. Then formative assessment strategies are used to distinguish those learners who successfully master the new learning, and can clearly demonstrate it, from those who need more time and correctional instruction. The former group will then be provided with opportunities to deepen and enrich their understanding through tasks requiring higher order thinking and independent application of new learning, whilst the latter group will receive further support and feedback personalised to their needs, so that they too achieve the intended learning in the time allocated. Intervention and additional support are provided immediately for any pupil not mastering the basics required in the time given.

Communication with Parents
Children's attainment and progress will be discussed at Parent Consultation Meetings which take place twice during the school year (Autumn and Spring Term). Teachers are also available for informal consultation if parents wish to discuss their child's learning at other points. End of year reports will comment on children's attainment and progress and key assessment data will be included in these reports.

Moderation of policy
The Headteacher is responsible for monitoring the implementation of this policy. The SLT and Governors use discussions with staff, progress meetings, lesson observations and work scrutiny to monitor the implementation of this policy.

Marking/Feedback
Please refer to the Marking and Feedback Policy

Home Learning
Please refer to the Home work Policy

Types of Assessment

Formative

This is the on-going, day-to-day assessment which is carried out by teachers and is key to effective classroom practice. They take place as learning is happening and are expected to:

- Be embedded in all lessons
  Provide evidence of learning that is used to support learners in next steps in their learning
- Drive teaching that matches the needs of the learner
- Facilitates the collection of evidence of mastery of standards over time

Formative assessment strategies may include planned activities and tasks that require pupils to respond in ways that demonstrate or articulate their current level of mastery; questioning which includes both closed responses and short answers; produce products or performances.

As a result of our formative assessment strategies both teachers and learners will have a clear idea of where learners are in their learning, and this will be confirmed with reference to responses made by learners to the tasks and activities planned for and with them. Using the information next steps in teaching and learning will be determined and will closely match needs and contexts.

Summative

This provides evidence over time. It is used to:

- Analyse the attainment and progress of individuals and groups of pupils at key points
- Indicate the extent to which pupils are on track to achieve mastery of end of year or key stage ARE.
- Inform decisions made about interventions and resource allocations
- Inform transition between year groups , key stages and schools
- Provide evidence for both internal and external accountability comparing the school community with others locally and nationally.

Children in KS1 and KS2 are assessed periodically and progress and attainment data is recorded. Test materials from White Rose in maths and Twinkle for reading are used to support teachers with making accurate teacher assessment judgements. These assessments are carried out towards the end of every term and are used to monitor the performance of individuals, groups and cohorts as well as identifying gaps and next steps for planning. At the end of the year, years 3-5 also carry out NFER tests which provide evidence of progress over time.

National Statutory

At key points through primary school, children are assessed against national expectations. These are:

- End of EYFS
- End of Year 1 (Phonics Screening)
- End of KS1 (Year 2 SATs)
- End of KS2 (Year 6 SATs)

EYFS

Children are continually assessed throughout the year through both child initiated and teacher led learning activities. On-going assessments are carried out throughout the year in the form of recorded work, verbal responses, and long/short observations. Observations are recorded and shared with parents through Tapestry and at the end of the year they are assessed as emerging, expected or exceeding the Early Learning Goals.

Roles and Responsibilities

All adults working in classrooms will be responsible for:
- Planning lessons embedded in learning journeys that are carefully designed to enable learners to MASTER the ARE required by the end of an academic year, phase or Key Stage
- Providing frequent opportunities for learners to demonstrate and articulate what they can do through tasks planned to yield information about skills, knowledge and understanding mastered, without compromising the breadth and balance of the curriculum
- Developing their own and pupils' assessment skills through a variety of professional learning activities, including reflecting on and sharing experiences with peers and colleagues

Additionally they will be responsible for using evidence gathered over time to:
- Help learners master their learning, apply their learning and to deepen and enhance the learning appropriately
- Using information gathered over time to summarise mastery of learning in line with agreed reporting principles
- Reflect on and improve their own teaching

Subject Co-ordinators

- Lead whole staff moderation meetings in their subjects;
- Monitor consistency of standards across the school, through work scrutiny
- Be the contact person for their subject
- Analyse KS1 and KS2 SATs results and tracking information in their subjects
- Advise staff of outcomes of assessment

SENCO

- Co-ordinates the identification and assessment of children with SEN
- Monitors effectiveness of interventions
- Leads interventions where professional teaching skills are necessary
- Liaises with LA and stays up to date with available intervention schemes

Leaders and managers in schools will be responsible for:
- Establishing and maintaining a positive climate for learning that motivates and encourages all learners
- Providing a manageable and meaningful system for record keeping to monitor and report on learning periodically and as required by statute
- Analysing recordable measures that demonstrate comparisons against expected standards and reflect progress over time in order to identify at an early stage those who are not on track to meet or exceed age related expectations by the end of a year
- The provision and organisation of appropriate intervention, additional time or resources required by pupils or groups who fail to master skills and concepts
- Ensuring that parents and carers are fully informed about pupil achievements in a manner that engages them in next steps and maintains high levels of confidence in the assessment processes that take place routinely
- Providing opportunities for rigorous training in formative, diagnostic and summative assessment so that all staff can improve their practice through professional learning and collaboration
- Developing quality assurance procedures within and beyond the school to maximise consistency in assessment judgements

Standardisation:
We work together regularly to conduct work scrutiny and regular pupil feedback to ensure that assessment judgements made within the school are collaboratively agreed and robustly moderated.

Moderation:
We will meet with our School to School support group (5 other local primary schools) to compare our performance and to moderate each other's judgements in core subjects.

Record Keeping and Reporting

FORMATIVE RECORDING: Evidence of pupil attainment and progress will be generated from:

- The outcomes of daily learning as observed and noted by adults and pupils themselves which is evidenced in class records.
- Annual in-year standardised tests in reading and mathematics (NFER or similar) from Y3.
- Annual end of year teacher summative judgements of mastery of ARE in all year groups.
- The outcomes of and comparison between scores.

in, statutory assessments in Reception on entry (BASELINE), the Y1 (and if necessary) Y2 Phonics screening tests, end of Y2 KS1 Teacher Assessment informed by end of Key Stage1 tests and end of Y6 KS2 Teacher Assessment in writing, and end of KS2 statutory tests in reading, writing, maths, spelling and grammar.

The following simple recording tool for reading, writing and maths are used by adults, together with the plans, to keep regular, simple records over time of pupil responses to learning opportunities, and to inform next steps to adjust and support the subsequent learning. It is designed to reduce rather than increase the workload of individuals.

 Continual formative assessment will ensure that those who are identified as needing more time or instruction will receive intervention at the point of learning.

Where barriers persist for any pupil beyond the time planned then further action will be taken to ensure that all pupils can access the subsequent learning. These are used to inform weekly planning. If a child or group of children is seen to be struggling during a lesson then a same day intervention group will run to ensure that the misconception is addressed and the child is able to fully access the lesson the following day.

SUMMATIVE RECORDING: for management purposes

Termly pupil progress checks take place each term. These are translated from teacher's formative records since the last periodic assessment, and are based on **their records of pupil responses to the steps planned that have been taught by that time.**

Children are assessed as:

Developing (red) – "***not on track"***, working below their years ARE (Age Related Expectations) – show understanding of basic facts and ideas relating to a concept – can tackle some questions usually with support.

Expected (light green) – "**currently *on track"*** working at the expected level for their age- more independent application, can explain, use or summarise understanding

Deeper (dark green) – "**on track to exceed"** have a full understanding and can apply independently in different contexts/ problems.

Children working **well below** their age will be assessed against the P-Scales and then the national curriculum Y1 programme of study. Case studies are created for these children, (see SEND policy for more information). These are then monitored and groups, including disadvantaged, are discussed during the meetings to ensure all children are making expected or accelerated progress over time.

- Underachieving children are discussed and effectiveness of any interventions reviewed; where appropriate, additional plans are put in place, e.g. a different intervention, extra interventions: wave 1 or considered for wave 2, referral to SENCO for wave 3 intervention.
- The effectiveness of Pupil Premium spending is reviewed and amended where appropriate.
- The effectiveness of interventions for children on the SEN register are also reviewed. Children who are no longer on target for greater depth are also discussed and targeted as appropriate.

Teachers will record pupil attainment on the internal record systems, showing cohort attainment through their time at Thurlbear at the end of each term **based on** the extent to which pupils are "on track to meet the end of year standards" in core subjects. The SLT will use these to create overviews to ensure all children are making expected or accelerated progress over time - groups are focused on, including disadvantaged, with anomalies discussed and targeted. All this information is kept in a data file in the head's office. Each cohort has a pupil progress folder that moves through the school with them, so every child can be continuously tracked. This is kept with the class teacher.

Appendix 1 (2 pages)

More detailed information of summative and formative examples of assessment.

WHAT PURPOSE does it serve?	WHY is it important?	How will we do it?	What the adults will be Doing*	What the pupils will be doing	Principle? Effective assessment must be
FORMATIVE *(Assessment for or as learning)*	Because it is integral to quality teaching and facilitates deep and profound learning Because it provides immediate evidence that can be used to support the learners in learning So that chosen teaching strategies closely match the learning needs of the learner. The synthesis between adult understanding of pedagogy and progression in a subject allows the collection of evidence that informs support for progression in learning to be provided over time towards an agreed summative goal or standard.	"On the fly " in lessons By making expectations clear in lessons and being explicit about how it contributes to ARS By sharing the secrets of success Through questioning and the giving and seeking of appropriate, focused feedback. Through regular, planned learning conversations (adult/learner, learner/adult, learner /learner) about learning journeys By seeking, reflecting on and responding to evidence from dialogue, demonstration and observation with reference to ARS	Making expectations and ARS clear. Providing models and exemplars Supporting identification of successes and next steps Using a wide range of assessment strategies when teaching **(CR SA PR and PER)*** Asking questions to promote thought and to elicit information of existing knowledge or of learning taking place. Engaging in interactive dialogue with learners that focuses on the goals and standards Managing questioning in ways that engage all pupils Looking for the negative and positive impact of the learning experiences they provide Giving feedback that requires every learner to think and respond in order to improve Creating positive teaching and learning relationships Praising and encouraging effort rather than ability Using information gathered to intervene appropriately and in a timely manner to take learning forward	Actively thinking and articulating their learning achievements . Identifying their learning needs Focusing on key aspects of the tasks with reference to success criteria /standards Responding in ways that demonstrate where they are in their learning. **(CR SA PR and PER)*** Collaboratively identifying next steps in learning Expecting/demanding feedback on their efforts Evaluating their own and others' work against known criteria Explaining their difficulties Making improvements in response to suggestions given Demonstrating their learning successes Helping each other. Helping the adults to know how to help them	• Integral to the planning and teaching cycle • Central to classroom practice • Linked with known standards that are predetermined and shared. • Promoting the understanding of learning goals and associated criteria • Sensitive and constructive • Fostering motivation • Recognising all educational achievements • Focusing on how learning happens • Helping the learner know how to improve • Developing the capacity for self and peer assessment • A key professional skill.

WHAT PURPOSE does it serve?	WHY is it important?	How will we do it?	The adults will be	The pupils will be	Principle? Assessment must be :
SUMMATIVE *(Assessment of learning)*	As a series of snapshots in time it provides evidence of what learning has taken place individually or collectively to date.	Collect periodically summative judgements based on observations and evidence gathered in lessons.	Using evidence from a range of children's responses collected and gathered over time in the course of their teaching to inform and record, in an agreed manner, summative judgements against the specific standards taught (3-6 times annually)	In the course of their learning, producing clear evidence of what they know, can do and understand. Articulating their successes and difficulties as well as their learning needs. Engaging with interest and enthusiasm in well planned activities that yield rich information about what they have learned, are relevant to the standard being taught and closely matched to their learning needs.	• Reliable • Valid • Fit for purpose • Measuring what has been taught • Very clear about the standards/criteria being measured • Used to develop an understanding of progression
	Provides evidence over time that can inform decisions made about interventions and resource allocations	By analysis of summative periodic data, determine where focused support is needed and where deeper learning or application is required.	(SLT) collecting centrally and analyse cohort data, and use the analysis to inform adults and pupils about changes required to provision and focus required in interventions.		
	Provides evidence at the end of a year/key stage about the extent of the required mastery that an individual/group/cohort has achieved.	Use end of year and end of key stage summative assessment to judge the extent of the mastery of the standards by individuals, groups and cohorts,	(Teachers) Reporting end of year outcomes as required by statute	In receipt of information about their personal achievements Engaging in appropriate transition activities that are fully informed by accurately reported assessments Confident in the knowledge that the next teacher is well informed about his/her learning needs.	
	Provides evidence for accountability purposes – how successful are schools/teachers at improving pupil learning compared with other schools nationally	Administer end of key stage statutory tests and provide evidence of progress over time from internal tracking.	(SLT and teachers) Recording and reporting outcomes of summative end of KS tests and teacher assessments according to statutory requirements.		• Used appropriately as a useful indicator of classroom/department or whole school performance

Appendix 2 Examples:

Copy of daily assessment sheet

Copy of termly overview for each child

Tracking Children through the school