

# St John's Angell Town CE Primary School



## Assessment Policy and Practice

**“Learning to make the world a better place”**

<b>Reviewed</b>	<b>Spring 2016</b>
<b>Next Review</b>	<b>Autumn 2017</b>

# Assessment at St John's School

## Introduction

Assessment is viewed as essential to, and an integral part of effective teaching and learning.

The purpose of assessment is to provide information for a range of audiences.

Assessment at St John's Angell Town Primary School will be:

- Positive
- Manageable
- Useful and used
- Consistent

## Aims

- To gather information about the performance of individual pupils, groups and cohorts of pupils so that it can be used to inform target setting at a range of levels and provide the necessary support.
- To indicate where a pupil/ class is in his/their learning in order to plan for future teaching and ensure progression.
- Record the individual attainment of pupils , in order to provide information to parents, colleagues and other schools on transfer.

### **In order to fulfil these aims we will:**

- Integrate assessment into our long, medium and short term planning cycles
- Use a variety of assessment styles and techniques agreed by all staff
- Use assessment to track each pupil's progress through the school so that we can plan for his/her development.
- Ensure that there is a consistency of assessment practice and judgements throughout the school.
- Keep evidence of our assessment judgements to meet the requirements of external scrutiny
- Analyse assessment outcomes to contribute to the process of school target setting.

**Effective assessment in this school is characterised by;**

- Meaningful and useful information about the pupils' achievement and progress transferring with the pupils as they move from:
  - Nursery to FS2
  - Key stage 1 to Key Stage 2
  - From class to class
  - Key Stage 2 to Key Stage 3

**Monitoring and evaluation**

The Head teacher and assessment leader will ensure this policy is implemented consistently throughout the school using strategies such as discussion with teachers, pupils and parents/carers, work scrutiny, sampling planning and analysis of current data.

**Assessment- who is it for?**

***Teachers will know:***

Where the pupils are starting from

Has the class overall learned what was planned?

Are all the pupils making expected progress?

Are they making enough progress against national expectations?

How are the pupils applying their skills, knowledge and understanding across the curriculum?

Which pupils need further support or extension?

**The head teacher, assessment leader and subject leaders will know:**

Are the pupils making progress?

Is the pupil's progress in line with the school's targets?

How does the school compare with similar schools?

What are the areas of strength and weakness?

**The parents will know:**

Is my child making good progress?

How is my child doing compared with others of the same age?

What can I do to help?

**The LA/ Government will know:**

How is the school and LA progressing against their targets?

What is the impact of the school improvement plan?

What is the attainment, in terms of New National Curriculum thresholds at the end of KS1 and KS2?

How does the school compare with similar schools?

**Recording:**

Recording will be manageable and relevant at short, medium and long-term levels.

Short term (day to day)

- Annotated plans to inform the teaching and learning for pupils.
- Make effective use of oral assessment by different styles of questioning.
- Identify problems which will help Inclusion Manager, or curriculum leads.
- Marking of work (see marking policy)
- Pupils engaging in self assessment.
- Sharing success criteria.
- Use regular plenaries to check understanding and reinforce learning.
- Detailed Objective Tracking Using School Pupil Tracker (SPTO)

Medium-term (termly/ half termly)

- Discussions with parents/carers at parent interviews held three times a year
- Target setting for improvement with individuals or groups of pupils.
- Recorded assessments will be carried out as agreed by staff following the assessment (see Attainment Tracking Grids).
- Assessment information of each child will be kept by individual teachers. Tracking documents of individual pupils are located on-line via School Pupil Tracker (SPTO). **It is the responsibility of teachers to ensure that the various tracking documents are completed and placed on the Assessment Tracker. All school data is confidential.**
- The Inclusion Manager will arrange any necessary external assessment by external agencies e.g. SALT and Educational Psychologists in collaboration with class teacher and teaching assistants.
- The Head teacher will report to the governing body on standards and school improvement (Head teacher's termly report)

Long Term (Annually )

- An annual report to parents is issued for each child towards the end of the summer term followed by an opportunity for parents to discuss the contents of the report.
- Senior Management will conduct a full analysis of published data such as raise online, Fisher Family Trust and the School Profile.

### **Assessment in the Foundation Stage**

On entry to the school children will be assessed using the DFE baseline assessment. Results are used to inform planning, set targets and aid early identification of special needs. Children will be assessed each half term to ensure that the next steps in learning are appropriately planned in order to help children make progress. During EYFS reception children will be assessed using the Foundation Stage Profile which is based on the teacher's on-going observations and assessments in the 3 prime areas of learning and the 4 specific areas. Evaluation of attainment will be made against national expectations. Children will be assessed as emerging, expected or exceeding national expectations. Each child's typical developments and achievements are recorded in the Profile.

## **Staff Roles and Responsibilities**

### **The Role of the School Assessment Leader.**

#### **(Deputy Head -With Responsibility for Teaching and Learning)**

The Deputy Head -with responsibility for teaching and learning has overall responsibility for the development and review of assessment, recording and reporting procedures in school.

The Assessment Leader will work closely with the Head Teacher and the Senior Management Team to develop systems and processes that are designed to integrate assessment recording and reporting with curriculum planning.

The Assessment Leader's responsibilities include:

- timetable of assessment requirements and monitor each teacher's contributions and the results of the actions designed as a result.
- Evaluate the whole school effectiveness of assessment, planning, teaching and learning and subsequent improvement. contribute to the SDP and SIP through work with the SMT
- leading school development in assessment, recording and reporting (ARR) procedures
- liaison with subject leaders within the school
- attend and lead INSET where appropriate
- keeping Governors informed
- Summarise formal reporting presented by the curriculum leader.
- Brief curriculum leaders and staff prior to formal meetings with parents, governors or inspectors.
- Provide opportunities for staff to share assessment information with colleagues.

### The Curriculum Leader

Prepares guidance and provides support for assessment within each subject.

Organises, reviews, orders and evaluates resources (assessment).

Takes a proactive role in curriculum leadership and assessment through keeping up to date with current research and findings.

Consults with colleagues and moderate assessments to ensure accuracy of assessment information.

Systematically monitors each subject as it is essential for the improvement of each subject/area. Please refer to the Self Evaluation Policy.

Update the leader's file and subject portfolio.

### The Class Teacher

Prepares initial assessment activities and evaluate the results.

Follows schemes of work but prepare plans that indicate attention has been given to assessment findings.

Assesses the work and progress of all children in the class throughout the curriculum through formal and informal methods.

Consults colleagues for extra information, guidance, moderated judgements and assessment opportunities.

Provides information for informal and formal discussion with parents on the child's progress.

Tells the children what they are going to learn as well as how to do the task i.e. makes the learning objective explicit.

Gives clear indications of how improvement can be made and provide time for children to make these improvements.

Helps children understand that errors are acceptable and are the starting points for learning and that learned work should not have repeated errors.

Encourages children to check work themselves and for each other.

# POLICY INTO PRACTICE

## ASSESSMENT FOR LEARNING - AFL

### Rationale

Assessment lies at the heart of the process of promoting children's learning. It provides a framework within which educational objectives may be set and children's progress expressed and monitored. This should be done in partnership with the children. Assessment should be incorporated systematically into teaching strategies in order to diagnose any problems and chart progress. It helps the school to strengthen learning across the curriculum and helps teachers enhance their skills and judgements. Our assessment procedures are free from bias, stereotyping and generalisation in respect of gender, class, race and disability.

### Principles

Using the principles and processes of assessment, we aim to:

- monitor progress and support learning
- recognise the achievements of pupils
- guide future planning, teaching and curriculum development
- inform parents and the wider community of pupil achievement
- provide information to ensure continuity when the pupil changes school or year group
- comply with statutory requirements

At St John's Primary Angell Town we aim to;

- Make a judgement about a child's attainment based on knowledge gained through techniques such as observation, questioning, marking and testing.
- Help children develop positive attitudes to work,
- Provide an accurate picture of every child's achievement and progress,
- Show children how they are going to make the next steps of improvement and greater attainment.
- Provide assessment information for use with the whole class, groups within the class and individuals.

## Principles of Assessment for learning

Effective assessment for learning involves:

- The sharing of learning goals/intentions with pupils
- helping pupils know and recognise the criteria for success
- providing feedback and marking that helps pupils to identify how to improve
- pupils learning self-assessment techniques to discover areas they need to improve
- the use of effective questioning to assess progress
- both the teacher and pupils reviewing and reflecting on pupils' performance and progress and setting targets for improvement
- recognising that both motivation and self-esteem, crucial for effective learning and progress, can be increased by effective assessment techniques.

## Formative and Summative Assessments

At St John's Angell Town we recognise that;

- Assessment for learning is formative assessment
- Assessment of learning is summative assessment and involves judging pupils' performance against national standards .

## Key characteristics of assessment for learning

1. Sharing Learning Goals/Intentions
2. Clear success criteria-written or verbal
3. Using consistent feedback and marking strategies-(Next Steps marking)
4. Pupil self assessment and peer self assessment
5. Using effective questioning
6. Target setting

### 1.Sharing learning goals/intentions

Pupils will be taught to recognise the difference between a task and its learning intention (separating what they have to do from what they will learn).

To involve pupils fully in understanding learning outcomes teachers may;

- explain clearly the reasons for the lesson or activity in terms of the learning objectives
- share the specific assessment criteria with orally or in writing
- help pupils to understand what they have done well and what they need to develop.

Looking at a range of other pupils' responses to the task set can help pupils understand how to use the assessment criteria to assess their own learning.

In Key Stage 1, the learning intention will be referred as WALT. What are we learning today?

In Key stage 2 , the learning intention will be referred to as the Learning Objective (LO).

## 2. Clear Success Criteria

Success criteria must be evident in every lesson. They help teacher and pupils understand if the learning objective has been met. Success Criteria must be used to outline the small learning steps, the strategies to be used, skills to be learned or knowledge to be gained for the pupil to demonstrate successful learning. Children must be able to measure their progress and /or achievement throughout the lesson against the Success Criteria. Children should also be encouraged to formulate success criteria partnership with the class teacher. Success Criteria should provide both challenge and support (Use must , should, could statements).

In Key Stage 1, the WALT will be typed out and glued neatly into pupil's books. Success Criteria will be displayed either on the IWB or displayed in a way so that all children can refer to them (eg written up on flip chart or posters on tables).

In Key stage 2, the Learning Objective and the Success Criteria will be typed and glued neatly into Pupil's books. In addition, the Success Criteria should be displayed on the IWB or flip chart.

In addition to the above, Success Criteria can also be included within/ via:

- planning
- an oral explanation to a class/group/individual

## 3. Feedback and Marking

All teaching staff will use the Next Steps Marking Policy and they will be consistent in its use.

Pupils benefit from opportunities for formal feedback through group and plenary sessions.

Giving feedback involves:

- oral-making time to talk to pupils and teaching them to be reflective about the learning objectives and about their work and responses.
- Self marking- pupils will be encouraged to see for themselves what they need to do to improve and discuss it with the teacher
- Peer assessment-Focusing on the learning intention of the task.

Feedback enables pupils to understand the strengths and weaknesses demonstrated in their work. Marking or oral feedback explain what the next steps should be.

Pupils make achievements by building on previous performance.

### Characteristics of effective feedback

- **Feedback is most effective when it confirms that pupils are on the right track and when it stimulates correction or improvement of a piece of work.**

- Suggestions for improvement should act as 'scaffolding', ie pupils should be given as much help as they need to use their knowledge. They should not be given the complete solutions as soon as they get stuck and should learn to think things through for themselves.
- Pupils should be helped to find alternative solutions if repeating an explanation leads to failure.
- Feedback on progress over a number of attempts is more effective than feedback on one attempt treated in isolation.
- The quality of dialogue in feedback is important- oral feedback is as effective as written feedback.
- Teachers and support staff will encourage children to ask for help and the ethos of the school will encourage them to do so.

Teachers and support staff will mark according the school marking policy.

#### 4 Self assessment and evaluation

Opportunities for self assessment and evaluation may be evident in planning or may be used during lessons. Self assessment will be used frequently. Once pupils understand how to assess their current knowledge and the gaps in it, they will have a clearer idea of how they can help themselves to progress.

Pupils will be taught what they need to learn and why, and then actively assess their understanding, gaps in their own knowledge and areas they need to work on.

#### Peer assessment

Peer assessment will be used frequently. Pupils will be encouraged to clarify their own ideas and understanding of both the learning intention and the assessment criteria while marking other pupils' work.

Self-assessment is an important tool for teachers.

#### 5 Using effective questioning

Teachers may:

- use questions to find out what pupils know, understand and can do
- analyse pupils' responses and their questions in order to find out what they know, understand and can do
- use questions to find out what pupils' specific misconceptions are in order to target teaching more effectively
- use pupils' questions to assess understanding.

Consideration of how a question is phrased will be based on

- the age of pupil/cohort
- the thought processes pupils need to go through
- the language demands made on pupils
- the extent to which pupils reveal their understanding
- the number of questions needed to make an assessment of pupils' current understanding.

Types of questions may include;

- how can we be sure that...?
- what is the same and what is different about...?
- is it ever/always true/false that...?
- how do you...?
- how would you explain...?
- what does that tell us about...?
- what is wrong with...?
- why is...true?

## 6.Target Setting

Pupils have targets in English and Maths to help them understand their next steps. Pupils have full ownership of these targets. Pupils have the opportunity to regularly review their targets. Older pupils are encouraged to set targets in collaboration with the class teacher.

In Key Stage 1, each child will have one target for writing, one target for reading and one target for maths.

In Lower Key Stage 2 with will increase to 2 targets for each core area.

In Upper Key Stage 2, children will have up to a maximum of 3 targets.

Pupils will be given opportunities to:

- reflect on their own work
- be supported to admit problems without risk to self-esteem
- be given time to work problems out.

Pupils may look at examples of other pupils' work that does and does not meet the assessment criteria as this can help them to understand what was required from a task and to assess the next steps they might need to take and therefore set new targets. Looking at different responses may be used to help pupils understand the different approaches they could have taken to a task. It is often helpful if the work is from pupils they do not know.

**The Assessment for Learning policy is a working document and will be reviewed as and when felt appropriate according to policy review dates.**



# Formal Assessment Policy

## Rationale

We recognise the potential for assessment in developing a positive self image in the child from positive and constructive feedback and the feeling of success which encourages further learning. Formative assessment helps pupils to reflect on their own learning.

## Aims

At St John's Angell Town Primary, through the use of formal assessments, we aim to:

- Direct teacher judgements that are as valid and reliable as possible, consistent both within school and with NC standards.
- Promote a common interpretation of the NC grade descriptors.
- Give teachers confidence in their professional judgement.
- Make formal assessments accessible and fair to all children.

Formal assessments are made from a combination of methods:-

Formative- to help children to progress.

Diagnostic- to identify specific strengths and weaknesses.

Summative- to summarise children's abilities, attainment and progress.

Evaluative- to help the planning for future need.

## Our Assessment records:

- Are based on an agreed set of principles and purposes.
- Assess pupil progress against New National Curriculum criteria Foundation Stage Profile.
- Must be easy to interpret, useful, manageable and not administratively burdensome.
- Assessment records provide confidence between teachers through the moderation process and this common understanding enhances progression for pupils.

### Marking

The Marking Policy is a vital tool to improve pupil progress and attainment. It should be used consistently as a working document to provide pupils with effective, high quality feedback.

(see Next Steps Marking Policy for more detail)

### Assessment Data

- Results of any assessments are reported to the assessment leader
- Assessment data is transferred at the earliest opportunity to School Pupil Tracker. Assessment data and Tracking documents are also kept by all Senior leaders and select members of the governing body (eg Chair of the Achievement Committee)
- Recognition is given by the Head Teacher and Governors for the time and resource implications of good assessment and due allowance for this is in the construction of the teachers' working day.

### Examples of Assessment that may be used;

- Observation
- Interaction (listening)
- Questioning
- Analysing errors
- Testing using diagnostic materials
- Collecting evidence from books-work sampling
- Pupil tracking
- Problem solving activities
- Analysis of written work
- Children's presentations

### Assessment of Core Areas

- On entering school children are assessed to establish a baseline so that the teacher can effectively plan learning at the appropriate pitch.
- Assessments are carried out through the year with a formal assessment/teacher judgement being made in reading, writing, mathematics, science at the end of each term.
- Assessment data is put onto class/cohort trackers and then submitting to the head teacher for target setting (Green, Yellow and Red Year end Target Sheets)
- Pupils requiring intervention are clearly identified and information given to relevant persons (SENCO, G and T leaders, Assessment Coordinator, subject leader)

### Assessment of Foundation Subjects , Science and RE

- In Science and RE, pupils are assessed and given an attainment code each half term. Information is stored on Pupil tracker
- Pupil Progress in the Foundation Subjects is monitored regularly. Pupils are given an attainment threshold for each subject at the end of each academic year after collecting from a broad range of evidence.

The expected level of attainment by the year end follows:-

Year                      Expected Level of Attainment upon exit from the year group

()= tracking points

Nursery 1	22-36 high (3)
Nursery 2	30-50 high (6)
Reception	National 40-60high / Year One working Towards (Y1W) ( 9)
Year 1	Y1 Achieved (Y1A) (12)
Year 2	Y2 Achieved (Y2A) (15)
Year 3	Y3 Achieved (Y3A) (18)
Year 4	Y4 Achieved (Y4A) (21)
Year 5	Y5 Achieved (Y5A) (24)
Year 6	Y6 Achieved (Y6A) (24)

The thresholds outlined above provide useful benchmarks upon which children's progress and attainment can be compared.

See School Pupil Tracker online for benchmark for other points in the year.

### Expected Progress per academic year

Expected Progress =3 points

Exceeding Expected Progress 4 points or more

Pupil Progress Meetings take place three times per year. They ensure that all children are discussed in detail and their progress is tracked carefully, this is an efficient method of alerting teachers to take action when pupil progress across the levels is not evident.

Teachers' planning may be informed by assessments carried out and they are important for

- Identification of intervention groups
- Succinct summative hand over records.
- Discussion with receiving teachers at the point of transition.
- Children continuing to use their existing work books in their new class until the new teacher has gained a personal insight into their learning.

School assessment and tracking systems indicate the progress made term on term and year to year and times when there has been rapid improvement and other times when a plateau of learning has occurred.

Schemes of work provide assessment opportunities and ideas for assessment based on the age of the children, the subject area, the module of work, time of year plus consideration is given to three ability levels- must should and could.

Assessments all feed into the SDP and aid the monitoring and evaluation process and the development of actions for future improvement particularly Continuous Professional Development.

### Moderation

In order to make judgements more consistent assessments are moderated by the Literacy and Mathematics leaders in collaboration with the Assessment Leader (Deputy Head for Teaching and Learning). There is further cross-moderation with other schools for example through the Lambeth moderation meetings and through the Brixton Learning Collaborative.

### Assessment Documents to be completed by class teachers:

Detailed Tracking Records on School Pupil Tracker

RAG -Attainment Tracking Grids (completed half termly)

Individual Class Data Analysis (completed termly)

Individual Class Questionnaires (completed termly)

Fisher Family Trust Analysis (completed twice per year)

Individual Pupil Reports (completed twice per year, in collaboration with parent conferencing)

Assessment Documents to be Completed by Assessment Leader:

Whole school data analysis grids (termly)

Whole school data analysis summaries for core subjects (termly)

Pupil Premium Analysis Grids (termly)

Pupil Premium Report(termly)

Raise Online , School Profile and Fisher Analysis (annually)

### **Monitoring and Review**

The Deputy Head for Teaching and Learning is responsible for the overall monitoring of the implementation of this policy. Subject leaders are responsible for the monitoring of assessments for their curriculum area. Routine monitoring through lesson observations, planning trawls and book scans will provide feedback about implementation of this policy throughout whole school practice.

# APPENDIX

An example of how to present Learning Intentions

**LO: To solve problems involving money.**

Success Criteria

**Must:** recognise all coins and notes.

**Should:** be able to select coins and notes to make exact totals.

**Could:** work out change after solving money problems.

*Children and teachers should be able to measure success using Success Criteria*

**WALT:** We are learning the correct names for different 3D shapes.

RENEWAL:

This policy will be review biannually

The policy was last renewed March 2014

The policy is due for review March 2017

Head Teacher Signature *Martin Clark*      Date: September 2015

Chair of Governors Signature *Reverend Rosemarie Mallett*

Date: September 2015