Heene Church of England (Aided) Primary School

Assessment Policy

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INTRODUCTION

1.1 The Role Of Assessment

At Heene Primary School we believe that the key purpose of assessment is to continually move children on in their learning. Assessment is the process of gathering information about pupils' achievements, illustrating what they know, understand and can do. It is not simply the mark or comment placed upon children's' work. In the process of assessment an attempt is made to apply some standard or criterion to the information. Assessment is therefore a process through which information is obtained about how some part of a pupil's behaviour and learning compares with an expectation or a standard. Ultimately, the role of assessment is to inform learning and raise standards for our children.

Assessment is carried out in order to:
- Identify strengths and areas for improvement for each child.
  (Diagnostic Assessment)
- Plan and manage future learning experiences for the child.
  (Formative Assessment)
- Recognise and celebrate the child's overall achievements.
  (Summative Assessments)
- Inform the teacher and school about the quality of curriculum provision and teaching. (Evaluative Assessment)

1.2 Key Principles and Aims

We aim to improve pupils learning through assessment. We will achieve this through:
- The provision of effective feedback to pupils.
- The active involvement of pupils in their own learning.
- Adapting teaching to take account of the results of assessment.
- Recognition of the profound influence assessment has on the motivation and self-esteem of pupils, both of which are crucial influences in learning.
- Enabling pupils to assess themselves and understand what they need to do to improve.

We will know we are being successful in this when:
- Assessment is an explicit part of teaching and learning.
- Learning goals are shared with pupils at the beginning of the lesson and evaluated at the end of the lesson together.
- Pupils know and recognise the standards they are aiming for.
- Pupils are involved in self-assessment and peer assessment.
- Oral and written feedback is provided so that pupils recognise their next steps and how to make them.
- Children have regular, planned opportunities to respond to feedback and marking and improve upon their work.
- Both teachers and pupils review and reflect upon information derived from assessment.
- Teachers are confident that all pupils are capable of improvement.

2. PLANNING AND ASSESSMENT

2.1 How we Plan

We plan at three levels, long term (year), medium term (termly/half-termly) and short term (weekly). Teachers are expected to use and apply the principles underpinning examples provided by the National Curriculum (NC) and the EYFS Outcomes. Planning is the key to effective assessment. It should provide an essential framework within which to facilitate learning, and should include references to assessment. Planning is good when it can answer the following questions:

- What will I teach?
- What will the pupils learn?
- What will I do?
- What will they do?
- How will I provide both access and challenge?
- How will I know that learning has been successful?

Long Term Plans show the coverage of the curriculum over a year. This must be reviewed in the light of medium term assessments and adapted as necessary for the coming year.

Medium Term Plans should include the following:

- Title of the unit or focus
- Learning objectives
- Expectations – what the less able, able and more able pupil in the class will be expected to know, understand and be able to do by the end of the allocated time.
- Planning specifically for groups of pupils, eg. SEND, Pupil Premium, FSM and English as an Additional Language (as appropriate).
- The structure and sequence of activities through the unit (content taught will be dependent upon pupil response).
- Learning intention for each activity or sequence of activities – care is taken to ensure that focus is on **learning not teaching,** representing small steps for pupils towards the more general expectation.
- The learning outcome – how the pupil will demonstrate their new knowledge, understanding, skill and awareness.
- Resources required
- Evaluation - during and at the end of the unit teachers will note any important outcomes – e.g. those underachieving and why. Focus will eventually be on what is next. The NC provides good models for all subjects.

Short Term Plans will focus on details regarding learning objectives, e.g. access and challenge, differentiation, deployment of other adults, pupil grouping and resources etc.

2.2 How We Assess
In the classroom find out what pupils have successfully gained in terms of knowledge, understanding, skills and awareness through the following methods:

- Observing pupils – this includes listening to how they describe their work and their reasoning.
- Questioning – using a variety of types e.g. open and closed, to check or probe their ideas and reasoning.
- Setting tasks (including independent, aided, supported and unaided) which require pupils to use and apply their knowledge, etc. in a variety of contexts
- Asking pupils to demonstrate their thinking in other ways, e.g. drawings, artefacts, actions, role-play and concept mapping as well as writing.
- Discussing their own words and how/why they are being used.

Effective monitoring practice would include:-
- Book Scrutiny - Senior Leaders quality assuring the strengths and areas for improvement identified by subject leaders.

- Learning walks/lesson observations - Senior Leaders/Subject Leaders review books and interview pupils
  about their learning and steps to improve.
- Provision of time for all staff to review progress, coverage and marking and feedback in books.
- Moderation across year groups and phases of learning - Provide time in the termly calendar to moderate within school and with other schools in the locality to ensure assessment is robust.
- Book Scrutiny - Senior Leaders/Subject Leaders quality assuring the robustness of teacher assessment by choosing a random selection of children across the school (EYFS – KS2) to moderate.
- Formal testing
- Use of data from tests to help inform teacher assessment and planning to meet the needs of all pupils.
- Pupil progress meetings - Time provided for Senior Leaders and Teachers, with input from Teaching Assistants, to review progress of learning and to identify groups of pupils making expected and exceeding progress.
- Review the provision map for pupils.
- Parent Evenings - Meetings with parents/carers to share individual pupils' strengths and next steps in learning and attendance data.
- Suggestions to parents of ways they can support pupils in their learning at home and set targets for improvement.
- Annual Reports summarising the achievements for pupils during the year.
- Written comments by pupils on their learning and what they need to focus on in the coming year. Parents/carers respond to comments.

2.3 Feedback and Marking
We know that if assessment is to improve learning then pupils must:
- First know what they will be learning.
- Understand the extent to which their learning goal has been achieved.
- Be able to use the information provided (with the help of the teacher) to move closer to the desired learning goal.

In order for the above to happen, we acknowledge the need for constructive feedback. We believe that the most effective feedback is oral and immediate, with teacher and pupil engaged in dialogue about the work in hand. It seeks to actively engage the pupil in taking responsibility for his own learning. When written feedback is provided, the focus must be on giving the pupil information against the original learning objective, highlighting strengths, areas for improvement and ways to improve. The pupil then has an opportunity to respond to the feedback and improve their work. See separate Marking and Feedback Policy

2.4 Record Keeping - What should be recorded and when?
. Three important points are highlighted with regard to records. They should:
- Be fit for the purpose they serve, helping interested parties to track and compare individual and groups progress over time where there are many small steps in developing pupils knowledge and skills
- Inform pupils and their parents of their academic and personal progress and be a basis for discussion with regard to progress
- Be manageable, concise and accurate

Teachers' own daily and weekly records
Teachers routinely observe features of pupils learning, but much of this is not recorded. Adjustments to short-term plans will take account of how far teaching has helped some or all pupils to achieve learning

objectives – annotation of lesson plans is vital. Level of detail may well vary between pupils. Teaching Assistants make notes when observing learning behaviours and, or difficulties a child may be experiencing. These are then shared with the class teacher and become part of the child's portfolio of evidence.

Teachers' ongoing termly records
Schemes of work will often contain assessment activities. Effective marking of this work against specific objectives and a common standard provides both a record and feedback to the teacher and pupils. Teachers can review rate of progress by looking at pupils' work and assess pupils at the end of each unit as expected, exceeding or not met (with reasons) – plans for future work can be adjusted accordingly.

Long-term (annual) records
Assessment records for each pupil at the end of the year provide useful information to monitor progress throughout a key stage. Long-term records will be drawn from the routine ongoing records.

Long-term records need only reflect key aspects of each child's attainment. At the end of a key stage, records will include statutory test and task results, and statutory teacher assessment. At the end of the year each teacher holds a meeting with the child's new teacher in order to hand over records and results.
Our evidence of pupils' work and achievements includes:
- Annual reports
- Target Tracker assessments
- Moderated work, e.g. internal, locality, transition, Early Years
- Foundation Stage Profile
- Home/School Reading Journal
- Ongoing notes and records of observed learning
- Parent/teacher consultation sheets
- Pupils work books – including individual targets in maths, writing and reading
- SEND Assessments including IEPs, Pupil Profiles, Annual Reviews etc.
- Personal Education Plans for Children Looked After (CLA)
- EAL assessments, observations and records
- Termly and weekly planning
- Test results and the Analysis, including target setting

2.5 Accuracy and Consistency
We try to ensure through our planning procedures that teachers are accurate in their application of the Foundation Stage and NC expectations, which are both national standards. We achieve this by:
- Using or referring to national documents, particularly exemplification materials.
- Subject leaders scrutinising and advising on medium term plans.

We also look at pupil outcomes to assure ourselves of accurate and consistent assessment. We do this through:
- Internal and external moderation procedures, e.g. year group and across year group moderation, moderation with local school and pre-school settings
- Moderation of pupils work before and after the administration of statutory and optional tests using the mark schemes provided
- Informal discussion at planning meetings in year group teams

The above ensures that we share the same interpretation of age related expectations, have a clear notion of progression and expectations and reinforce the concept of formative assessment: What does the pupil need to do next to improve?

3. STAFF ROLES AND RESPONSIBILITIES – use of assessment data

3.1 Class teacher
The class teacher will make regular Teacher Assessment for Maths, Reading, Writing and Science which they will enter into Target Tracker. They will also set targets for each child for Reading, Writing and Maths.
The class teacher will use the information from assessment:
- On entry to determine starting points and to inform planning
- Progress from one key stage to another
- To identify intervention needs
- Assessments will be used to identify progress and to share with parents

3.2 The Head Teacher, Senior Leadership Team and Middle Leaders
The Head Teacher, Senior Leadership Team and Middle Leaders will use information from:
- Foundation Stage to provide information about Baseline Entry and end of Reception attainment - tracking pupils through EYFS and the school
- Key Stage 1 and 2 National Curriculum test outcomes to set individual and school targets and for tracking pupils and groups of pupils through the school
- ASP, E-Pod and Fischer Family Trust, in order to compare the school with schools (local, county wide and national).

3.3 Subject Leaders
Subject Leaders will be responsible for:
- Using data to identify strengths and areas to improve
- Monitoring standards in subjects across year groups
- Where, with whom and what we should improve – training/CPD and resource needs
- Writing and monitoring subject action plan for the School Improvement Plan

Strategies implemented will be monitored to determine whether improvements are occurring and the extent of the improvement.

3.4 Governors
Governors will be responsible for monitoring the progress within school and the progress made towards targets. They are responsible for asking challenging questions of the Head Teacher and the Senior Leadership Team and being a critical friend. They must have knowledge of standards in the school and of how the school is going to improve.

4. FINANCE AND RESOURCES

The school has funds earmarked for assessment. Details of these will be included within the School Improvement Plan and Subject Leaders Action Plans.

5. LIAISON

5.1 Parents and Carers
Parents and children are invited to a Consultation Evening in the Autumn Term. This is to discuss progress and set targets. During the first term in EYFS, parents, children and teachers meet to discuss how the children have settled in and to share any relevant information that may affect their learning.

In the Spring term a Consultation Evening is held for all year groups, for staff, parents and children to celebrate work, discuss progress, review and set further targets. Parents of children who are on the SEND register also have a meeting in the Summer Term in line with the Code of Practice 2014.

A written annual report to parents is provided once a year in accordance with statutory requirements. NC results are given to the Year 2 and Year 6 parents and the Phonic Scores are given to parents of children in Year 1 (and Year 2 if relevant), at the end of the year. EYFS parents receive children's early learning outcomes.

Parents are encouraged to discuss progress with teachers whenever necessary. We have an open-door policy and personal contact with parents is maintained throughout the school year. Reading Journals and other Homework provide opportunities for liaison with parents.

Curriculum newsletters are sent home at the beginning of the year to inform parents about the forthcoming work and year group events. In Early Years Phonic workshops are run by the teachers in the Autumn Term.

5.2 Links with the Locality Group of Schools

Close links with Locality Group ensure processes are consistent and moderation standards are maintained. The Head Teacher, SENDCO, EYFS and other key subject leaders meet on a regular basis. Transition Projects are regularly set up to ensure effective moderation takes place.

5.3 Links with the LA

The LA provides various training and support including statutory assessment training. It also provides us with the Epod so that comparisons can be made with like schools in the county.   Our School Improvement Advisor guides the Senior Leadership Team and supports the process of analysing data and setting targets.