

Assessment Policy

Addingham Primary School

Agreed by the School Improvement Committee of Governors January 2016

Renewal date January 2017

Hilary Cave



POLICY FOR ASSESSMENT, RECORDING AND REPORTING

ADDINGHAM PRIMARY SCHOOL

JANUARY 2016

Rationale

Assessment is a continuous and integral part of teaching and learning. It is at the heart of the process of promoting children's learning. It is the means by which each child's progress is monitored and measured. Assessment informs teachers of achievements, abilities, skills and knowledge that children have acquired. It pinpoints children's needs and informs teachers of specific next steps in a child's learning in order to ensure a quality education is provided for all pupils.

We believe that effective practice in assessment, target setting and pupil tracking are fundamental to good teaching and learning for children from the Foundation Stage through to Year 6. To do this in our school, we undertake two different but complementary types of assessment: assessment *for* learning (AfL) and assessment *of* learning (summative assessment).

Assessment is most effective when children are fully involved. At Addingham Primary School, assessment procedures engage children; they do not happen to children. High quality marking and feedback ensures that children continually receive systematic next steps for improvement, meaning that progress is maximized because of the impact that this has upon learning.

"Assessment for learning is the single most powerful tool we have for both raising standards and empowering lifelong learning." Assessment Reform Group.

When assessment is thorough, lesson delivery and learning objectives are precise. We use pre learning assessment tasks to further ensure that the pitch and challenge is right for each child. Flexible groupings and a 'Growth Mindset' philosophy underpin our assessment procedures. Intelligence is not fixed and therefore through this pre assessment and flexible group approach we can maximize progress for all children. Ultimately, assessment is fundamental to ensuring pupil progress and achievement for all.

Aims

Using the principles and procedures of effective assessment, at Addingham Primary School we aim to:

- recognise achievements of all children;
- lead flexibly grouped, focused teaching and learning;
- set achievable yet aspirational targets for individuals, groups and cohorts;



- identify intervention groups and target resources effectively;
- provide information to ensure continuity and progress when pupils change year groups;
- ensure the school's curriculum responds to pupils' needs and is stimulating and challenging;
- allow subject leaders to monitor achievements and progress across the whole school;
- share learning targets with children;
- support children in taking ownership of and assessing their learning and progress;
- regularly inform parents of their child's achievements and targets;
- enable parents to play an active and equal role in celebrating and promoting their child's learning;
- inform governors and the wider community of children's achievements and progress;
- provide the leadership team and governors with information that allows them to make judgments about the effectiveness of the school;
- ensure quality first teaching is delivered;
- ensure outstanding pupil progress.
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Assessment for Learning (AFL)

Assessment for learning is the process by which teachers work in partnership with children to assess their understanding at the point of learning. It involves the continuous use of assessment in the classroom to raise pupil achievement, seeking and interpreting evidence for use by pupils and their teachers to decide where the pupils are in their learning, where they need to go and how best to get there.

We take a professional approach to the tasks of marking work to provide both written and verbal feedback. All children are entitled to regular and comprehensive feedback on their learning so that they are in a position to edit and improve their work in order to progress and achieve (marking and feedback that adds impact). Therefore staff give verbal feedback both at the point of learning and after the lesson, as well as marking the work and giving written feedback; essential parts of the assessment process.

The children are then given opportunities the next lesson to edit and improve their work. From Y2 and above they do so in an orange pen so that it can be seen clearly by all. At Addingham Primary School we are committed to giving all our children every opportunity to achieve the highest of standards.

Teachers use O'Track 'Class Track' as a way of recording progress against the end of year expectations. Information is uploaded once a post learning check has been completed to ensure the learning has been embedded.

At Addingham Primary School, AfL is central to our vision to develop reflective, responsible and resilient life-long learners. AfL involves:

- discussions and questioning;
- listening and observing;



- analysis, marking and feedback of work (see marking and feedback policy attached- Appendix 1);
- sharing and collaboratively developing success criteria;
- critically reviewing work against success criteria;
- setting, sharing and reviewing targets with children;
- pupils learn self-assessment techniques to discover areas they need to improve
- recognising that both motivation and self-esteem, crucial for effective learning and progress, can be increased by effective assessment techniques;
- believing that every pupil can improve in comparison with previous achievements;
- reflecting on learning skills and styles.

AfL is most successful when the results of assessment have a direct impact on immediate teaching and learning opportunities. Effective AfL leads to personalised learning for children, meaning that children are supported to achieve the best possible progress and outcomes.

The nature of assessment

Types of Assessment:

- Day-to-day assessment (evidence of learning which shapes immediate next steps) AfL.
- Periodic assessment (evidence of pupils' achievement across a whole subject which informs and shapes future planning for progression) summative assessment.
- Transitional assessment (judgments and insights at transitional points that can be shared between pupils, parents and teachers).

FORMATIVE assessment is on-going assessment, made formally and informally by the teacher, based on evidence gathered throughout a unit of work. Evidence may include: marking of children's work done independently or as part of a guided/ shared group, the observation of and discussions with children through learning conversations at work (and play), the results of the teacher's own tests/ tasks.

Formative assessment is key to ensuring effective assessment for learning. Assessment for learning involves using assessment in the classroom to raise pupils' achievement. It is based on the idea that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim. Assessment for Learning impacts positively on planning, marking, feedback, questioning and self-evaluation.

SUMMATIVE assessments occur at the end of a course of study and are an objective measure of a child's progress; this will sometimes be obtained under test conditions or through post learning assessment tasks. This type of assessment is used to make judgements about attainment and to find out what pupils know.

Both formative and summative assessment data is uploaded onto O'track; a web based system of recording, monitoring and analysing data.



Formative assessment at Addingham Primary School

At Addingham Primary School, formative assessment is used as a systematic part of school's process to regularly gather information to assess learning for all subjects. Judgements are made using National Curriculum end of year expectations to describe a child's attainment.

Pupil's achievements for non-core subjects are recorded using a whole school tracking system at the end of each term. In the case of PSHE, citizenship and RE, teacher judgments are recorded against Education Bradford criteria statements for all pupils in KS1 and KS2.

As well as formatively gathering evidence as suggested above, teachers use the O'Track 'Class Track' markshets to record in detail children's progress towards meeting key performance indicators in reading, writing and mathematics in order to make an overall judgement and provide next steps for future learning. The DFE and OFSTED are placing greater emphasis on the use of small –step formative assessment to aid planning, teaching and pupil support. 'Class Track' supports this requirement.

In addition to these two main types of assessment, when a teacher feels that a child requires further support, diagnostic assessments may be carried out to provide information about what a child can or cannot do or understand. This is usually facilitated by the SENCO and external agencies may be involved.



Summative assessment at Addingham Primary School

Judgements are made using National Curriculum end of year expectations to describe a child's attainment. Children are recorded as working towards, met and securely met within a year group banding system. Judgements for core subjects (maths, reading and writing) are made at the end of each half term and then a final summative judgment in July for their end of year progress and attainment. Children's depth of learning is also assessed and recorded using the greater depth statements. The majority of children will be working within the met or securely met strands demonstrating depth of



learning and wider application of core skills. A small percentage of children will be working below the expected level and will be assessed using the age related strands for the previous year.

Summative assessment also includes assessing children formally at the end of Key Stages to make judgements about children's attainment against a National expected standard. See below for further clarification about these arrangements.

Statutory assessment arrangements at Addingham Primary School

Reception

For children in Reception, The Early Excellence baseline assessment is completed at the start of the reception year to give an indication of individual children's starting points and cohort on entry data. The Early Years Foundation Stage Profile (EYFSP) will be completed for each child in the Summer term to make judgments on attainment at the end of the reception year. See assessment in Foundation Stage for further clarification.

Assessment in the Foundation Stage

As of 2012, teachers make judgments against 17 'Early Learning Goals' indicating whether children are meeting, exceeding or have not yet reached (emerging) expected levels of development. The EYFSP shows the achievements of each child in the three Prime Areas (Communication and Language, Physical Development, Personal, Social and Emotional Development) and four Specific Areas of Learning (Literacy, Mathematics, Understanding the World and Expressive Arts and Design). The profile reflects ongoing observation and records held by the school as well as information gained from discussion with parents/carers and other professionals working with the child where appropriate. The progress of children in Reception will be reported to parents at termly Parents' Evenings. In the Summer term, parents will also receive a written report based on the information recorded in the child's EYFSP.

All children entering Reception, do so on a full-time basis in September. Each child will be assessed by Reception staff during the first half term using the Early Excellence Baseline tool. As part of the transition process, assessments completed in pre-school settings may also be used to inform teachers of children's achievements. Progress will be recorded throughout the year to produce a formative assessment of the Early Learning Goals.

Year 1

As of 2012, children in Y1 are subject to the Phonics Screening Check. This assessment, which takes place in June, assesses children's ability to identify sounds associated with different letters and letter combinations, as well as their ability to blend these sounds together to correctly read words.



Year 2 and 6

Children in Years 2 and 6 will take part in statutory Key Stage 1 and 2 test respectively. In Y2, tasks and tests are designed to be administered informally as part of normal classroom activity. The results inform teachers' overall assessments in English and Mathematics. Teachers also report a judgment for Speaking and Listening and Science. As of 2013, children in Y6 are subject to English reading, English grammar, punctuation and spelling and mathematics tests. These tests are assessed externally. Writing composition continues to be subject to teacher assessment.

Parents will be informed as to whether their child has met the appropriate standard, be given their raw score and a scaled score for their child. Combined reading, writing and maths results will also be used in the Y2 and Y6 tests.

Addingham Primary School Assessment Framework

<u>Reception</u>	<u>Y1</u>	<u>Y2</u>	<u>Y3</u>	<u>Y4</u>	<u>Y5</u>	<u>Y6</u>
Half termly Teacher assessments	Half termly Teacher assessments	Half termly Teacher assessments	Half termly Teacher assessments	Half termly Teacher assessments	Half termly Teacher assessments	Half termly Teacher assessments
September and July	June:	May:	July:			May:
Statutory National baseline	Statutory Phonics screening check	Statutory end of KS1 tests and tasks.	EOY final assessment	July:	July:	Statutory
Foundation Stage Profile	July: EOY final assessment	June: Phonics Recheck		EOY final assessment	EOY final assessment	Tests.
EOY final assessment		July: EOY final assessment				Writing judgments
						July: EOY final assessment

Results of the above statutory assessments are shared with parents, Governors, the local education authority and the DfE.

Target setting

Our aim is to set ambitious and aspirational targets to challenge all our children and thus, ourselves, in our teaching.



Target setting is a significant strategy in our school for monitoring and improving the attainment of children. At Addingham Primary School, we have a range of targets: short term targets relating to writing, reading, maths and long term end of year/ Key stage targets.

End of year targets

Core subject end of year targets are reviewed by teachers annually during the Autumn term. Teachers are responsible to target attainment for the end of this current academic year.

All teachers should make reference to:

- School targets per year group
- FFTD targets (year 5 and 6)
- Previous performance
- Current attainment description and progress this term according to recent assessments
- Year 1 phonics prediction
- Year 2 phonic re-takes

Aspirational Aims:

- All children to be secure in end of year expectations
- Less than 10% of children working below age related expectations
- Majority of children working within 'met' and 'securely met' with a high proportion working in 'securely met' by the end of the academic year showing greater depth and understanding
- Gap narrowed between PP, FSM, SEN attainment against non PP, FSM, SEN.

Expected school average levels:

Year	ARE
1	Y1 Met or Securely Met (Greater Depth)
2	Y2 Met or Securely Met (Greater Depth)
3	Y3 Met or Securely Met (Greater Depth)
4	Y4 Met or Securely Met (Greater Depth)
5	Y5 Met or Securely Met (Greater Depth)
6	Y6 Met or Securely Met (Greater Depth)

Short Term Targets

Short term targets for reading, writing and maths are set and shared with parents termly during the parental information sessions.



Progress Towards Targets

Each term, class teachers are responsible for identifying which pupils are /are not on track to meet their core subject targets. If pupils are identified as 'not on track', a discussion will take place regarding specific pupil targets and interventions during a Pupil Progress Meeting with the SLT.

Moderation

Moderation is crucial to ensuring a consistent whole school approach and standard in assessment. To ensure that fair and accurate judgments are made, at Addingham Primary School we:

- Meet half termly to moderate reading, writing, and maths both in and cross Key Stage teams;
- Moderate work through 'book looks';
- Use a variety of assessment materials to benchmark and moderate pupil's work;
- Collate evidence to inform teacher assessments;
- Make use of highly trained staff to support individuals and teams of teachers when making judgements and moderating;
- Participate in moderation meetings with schools in our 'LAP' and statutory local authority meetings

Reporting to Parents

The format of reports to parents was revised in September 2015.

In Autumn term all parents will receive a termly report card which contains written summary progress and attainment report ahead of the parental information evenings. Parents will be informed of whether their child is emerging developing or secure against year group expectations This contains information about the objectives **that have been taught and assessed as met (green)**, **taught but not yet secure (orange)**, **taught but not met (red)** and **taught and securely met (purple)**.

The termly report cards also include information about attendance, punctuality, learning behaviours of the child and information about their personal, social and emotional development.



☹️ RARELY ☺️ SOMETIME 😊 MOSTLY 😄 ALWAYS

Your child as a learner				
	☹️	☺️	😊	😄
Well organised				
Interested in learning				
Listens attentively				
Works independently				
Works well with other children				
Keeps trying when tasks are difficult				
Contributes to class discussions				
Homework is in on time				
Presents work carefully				
Punctual				

Your child's social & emotional development				
	☹️	☺️	😊	😄
Happy at school				
Behaves well in class				
Mixes well with the other children				
Sensitive to the feelings of others				
Behaves well in the playground				
Manages & expresses their own feelings well				

	Green	Yellow	Amber	Red
Attendance	Above 97%	96% - 94%	93% - 90%	Below 90%
Punctuality	Always arrives on time, is settled and ready to learn.	Usually arrives on time, is settled and ready to learn.	Has been late 3 or more times.	Is late at least once per week.

Summer term reports will also provide personalised teacher comments for all subjects.

Reception reports focus on the characteristics of learning and the prime areas of learning.

Monitoring

The SLT has particular responsibility for assessment and analysis of pupil progress data for groups of pupils on a whole school basis. The SLT ensures progress is in line with the schools targets and performance data is comparable with other similar schools and national data.

Class teachers are responsible for analysing progress made by their pupils for reading, writing and maths. They report to the SLT on a termly basis during Pupil Progress Meetings to discuss progress and to track pupil targets.

Using O’Track, Subject leaders for English and Maths are responsible for analysing pupil progress relating to their subject on a termly basis. They generate end of year reports and identify trends in data as well as individuals or groups of pupils who require further monitoring and/or intervention. Subject leaders support individual and groups of teachers in assessing and moderating work.

Using the school's own tracking systems (currently moving across to O’Track), subject leaders for non-core subjects review, monitor and analyse data on termly basis.

Other relevant documents

A policy for teaching and learning.

Marking and feedback policy.



This policy was discussed and approved by the Governing Body January 26th 2016

Signatory: *Hilary Cave* (Headteacher) *J. Beecroft* (Chair of Governors) Date: January 26th 2016