



# Birchills Church of England Community Academy

## **Assessment Policy**

Adopted by the Governing Body on \_\_\_\_\_

Signed:.....Chair of Governors

Review Date: \_\_\_\_\_

## Assessment Policy

Assessment, recording and reporting are important elements of teaching but they need to be managed in a way that ensures that the information they provide is useful.

Birchills CE Community Academy is committed to the principle of 'Assessment for Learning', as well as acknowledging the need for assessment of learning for the purposes of grading and reporting. Assessment, which is explicitly designed to promote learning, is the single most powerful tool we have for both raising standards and empowering lifelong learners. The key characteristics of effective assessment include:

- that it is embedded as an essential part of teaching and learning;
- that it is and is used to inform planning;
- that it involves sharing learning goals with pupils;
- that it aims to help pupils to know and to recognise the standards and targets that they are aiming for;
- that it involves pupils in self-assessment;
- that it provides feedback which leads to pupils recognising their next steps and how to take them;
- that it is underpinned by confidence that every pupil can improve;
- that it involves both teachers and pupils reviewing, and reflecting on, assessment data.

Pupils' involvement in the assessment process is vital. We encourage pupils to discuss and demonstrate their solutions, insisting on correctness and precision at all times, both spoken and written. Where there are opportunities to use Mathematics in assessment, again, there must be an emphasis on correctness, precision, and the use of good technique.

Assessment is on three connected levels: day-to-day, periodic, and transitional.

**Day-to-day assessment** is often an informal part of every lesson. Its purpose is to:

- check that pupils have grasped the main teaching points in a particular lesson or unit of work; whether they have any misunderstandings that staff need to put right; and whether they are ready to move on;
- give teachers information that will help them to adjust day-to-day plans and to guide them as they brief any support staff which pupils to assist, and how to assist them;
- gather information against the defined assessment criteria to contribute towards the process of 'Building a Picture'.

Some key features of day-to-day assessment are:

- that learning objectives are always shared with pupils;
- that success criteria are always shared with pupils;

- there are appropriate and regular opportunities for peer- and self-assessment;
- there is effective pupil engagement and immediate teacher feedback;
- that effective use is made of high-quality resources.

In implementing the above, good practice would include:

- During every lesson, you should absorb and react to pupils' responses to open and closed questions; see whether or not they are confident or hesitant with new work; and decide whether they need extension work or more help. If there are any misunderstandings/misconceptions, lessons should be adjusted to address them straight away. The **plenary** is a good time to firm up day-to-day assessments by asking probing questions that judge how well pupils have understood new work. It is also a good time to check again for misconceptions. The start of the next lesson could then focus on these misconceptions.
- Teachers must always set 'Do It Now Tasks' (DINTS) at the end of each piece of extended writing and for their 'marking focus group' each day. All extended writing in 'Creative Learning Journey' (CLJ) will also be subject to DINTs. Children should complete their DINTs at the beginning of the next lesson.
- A **homework task** or **test** can give useful information on who has learned what.
- Homework must be set in accordance with the 'Homework Policy' and marked accordingly.
- Formal tests are taken regularly, according to a whole school schedule as directed by the Assessment Coordinator.
- **Marking** of pupils' work should follow the agreed policy (please see the 'Marking Policy'). Pupils should be allowed time to respond to comments made by the class teacher. There may be discussion with the class to give pupils feedback on their performance and what they need to do to improve. At the same time, errors can be put right and the merits of different methods or approaches discussed.
- The **traffic light system** should be used for self-assessment.
- The **traffic light system** should be used by the teacher to indicate the degree to which the child has achieved the learning objective and success criteria.

**Periodic assessment** is the process of 'standing back' and considering the information that has been gathered through day-to-day assessment in relation to the National Curriculum. Judgements are refined into 'low', 'secure' or 'high' within a Level. These equate directly to sub-Levels (a, b or c). This is done in a holistic way by taking into account how independently, how consistently, and in what range of contexts, pupils demonstrate their attainment. This constitutes 'intelligent' differentiation. Its purpose is to:

- review pupils' progress over the previous cycle of work in relation to assessment criteria and therefore national standards;
- use standards files to validate assessment in line with national expectations;

- identify pupils' progress against specific individual targets, including those in IEPs, so that teachers can give pupils feedback and set new targets;
- provide a broader view of progress for the teacher and the learner;
- help improve curriculum planning; and to
- provide information to feed into reporting.

NB It is imperative that, wherever possible, pupils achieve national standards in every single year group across school.

Formal assessments take place every half term, where sub-Levels are entered onto the Assessment Trackers for analysis and action.

It is the responsibility of all teachers to enter assessment data for their class. This task should not be delegated to Teaching Assistants.

It is expected that all pupils will show progress.

Any anomalies on the Assessment Trackers should be immediately reported to the Assessment Coordinator/Assessment Deputy.

Deadlines must be strictly adhered to, in order to facilitate an effective cycle of assessment, analysis and action.

Standards are cross-verified through regular moderation activities, variously led by teachers, Subject Coordinators, Phase Leaders, the Assessment Coordinator, Vice-Principal and Principal. External providers also cross-moderate work samples, as appropriate.

Triangulated Pupil Progress Meetings take place on a half termly basis.

At Birchills C of E Community Academy, all teachers carry out periodic assessments half termly and in accordance with the assessment timetable. Assessment is reported to parents on a formal basis.

**Statutory Assessment** will be carried out in accordance with the Assessment and Reporting Arrangements as set out by the Department for Education - Assessment & Testing Agency.

<http://www.education.gov.uk/search/results?q=Assessment+and+Reporting+arrangements+Primary>

## **EYFS Assessment**

### **Observation, Assessment and Planning**

Systematic and rigorous assessments of children's learning are used to track the development of all pupils and ensure that future planning reflects identified needs.

Assessment in the EYFS takes the form of observation, verbal, written long and short observations and I pad observations and this involves the teacher and other adults as appropriate. These observations are recorded in children's individual Learning Journey books and additional evidence books.

- Use the characteristics of effective learning to assess how children are learning.
- Develop techniques to involve parents and the children.
- Use assessment to inform future planning.

The children strive to achieve a good level of development which would be given the following score.

Emerging score 1

Expected 2

Exceeding 3

### **Inclusion**

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils.

We achieve educational inclusion by continually reviewing what we do, by monitoring data, and through asking ourselves questions about the performance of these individuals and groups of pupils. In this way, we make judgements about how successful we are being at promoting racial and gender equality, and how effectively we include pupils with disabilities or special educational needs.

The effectiveness of our strategy is measured through the nationally recognised 'Inclusion Quality Mark' (IQM) systems and processes.

### **Consistency**

All subject leaders study examples of children's work within their subject area. Subject leaders can use the national exemplification materials to make judgements about the Levels of the children's work. All our teachers discuss these Levels, so that they have a common understanding of the expectations in each subject. By doing this, we ensure that we make consistent judgements about standards in the school.

### **Monitoring and review**

The Assessment Coordinator is responsible for monitoring the implementation of the Assessment Policy. We allocate special time for this vital task. The Coordinator uses this time to inspect samples of the children's work, and to observe the policy being implemented in the classroom.

The Assessment Coordinator and the Deputy Assessment Coordinator are responsible for all aspects of assessment in school; monitoring and verifying

standards; analysing data using the Assessment Trackers; and implementing action plans that support all staff as they work to maximise pupil achievement.

Review Date: January 2016

## APPENDIX 1

The process of periodic assessment at KS1/2 is shown in the diagram below:

### A guide to assessing Mathematics:

Within each assessment focus, decide what Level the pupil is working at by using the assessment criteria and a 'best fit' approach. Draw on evidence you have gathered about the pupil's Mathematics through day-to-day assessment, and consider the Level below in each case.

For the Ma1 judgement, consider how the pupil uses and applies the Mathematics of Ma1, Ma3 and Ma4.

Use pupils' *I can* statements to support judgements.

### Step 2 - Refining judgements for each assessment focus

Decide whether each Level is 'low', 'secure' or 'high' (Level 1/2/3/4/5/6 a, b or c). Do this by thinking about what the pupil demonstrates.

- How much of the Level does the pupil demonstrate?
- How consistently do they do this?
- How independently?
- In what range of contexts?

### Step 3 - Making an overall Level judgement

Considering the appropriate weightings for each attainment target and the Level judgements for each assessment focus, decide what level the pupil is working at - again using a 'best fit' approach.

### Step 4 - Refining the overall Level judgement

Read through the full National Curriculum Level descriptor to confirm your judgement.

Decide whether each level is 'low', 'secure' or 'high' (a, b or c).

For a guide to assessing reading and writing, please refer to the attached flow charts.

**Transitional assessment** is the process of reviewing pupils' progress and attainment against school and national targets, based on periodic assessment, and using tests from national sources if considered appropriate. Its purpose is to:

- assess pupils' work against national standards;
- recognise achievement formally, identify any barriers to learning, and set time-limited targets to promote accelerated learning;

- give supplementary information about pupils' attainment and progress to be reported to parents/carers, and, if appropriate, the next teacher/school;
- inform periodic pupil progress meetings on a termly basis;
- audit pupils' performance against assessment criteria (any weaknesses highlighted should be flagged up in the Planning for the next term);
- update APP grids using standard files (final judgements must be made using APP, informed by tests, the 'I can' statements, and the confirmations provided through effective cross-moderation exercises).

## APPENDIX 2

### **Making APP Judgements: How to complete the assessment guidelines**

When making periodic teacher assessment judgements using the APP approach, the same process is followed in all attainment targets/subjects. There is a separate flow chart for Reading/Writing/Mathematics, which gives step-by-step guidance on how to complete assessment guideline.

#### **Materials required**

##### **You will need:**

- Evidence of what pupils have achieved independently that is significant and representative, including examples of their work and your own notes.
- Assessment guidelines at the appropriate level boundaries for the pupils to be assessed.
- Flow chart for completing the relevant assessment guidelines in Reading/Writing Mathematics.
- The standards file for references.

#### **Process to be followed**

##### **Step 1: making assessment focus judgements**

- Select the appropriate assessment guidelines for the level borderline at which you think the pupils are working.
- Consider the evidence for each assessment focus in relation to the criteria and highlight those which have been met.
- Decide which level offers the best-fit for each AF, referring to the standards files as necessary, and tick the appropriate level-related box.

##### **Step 2: Making overall level judgement**

- Follow the flow chart instructions to:
- Make an overall level judgement.
- Decide whether the level is low, secure or high.

##### **Step 3: Checking the overall level judgement**

Check the final judgement against the relevant standards files.

## Reading: flow chart for completing assessment guidelines

### You will need:

- Evidence of pupil's reading that shows most independence.
- Other evidence about the pupil as a reader, for example, notes on plans, the pupil's own reflections, your own recollections of classroom interactions.
- A copy of the assessment guidelines for the level borderline that is your starting point.

### Steps 1 & 2: Making best fit judgements/working through the assessment focuses

For each AF, starting with AF1 for Level 2 and Level 3 and AF2 for all other levels:

- Look at the evidence in relation to all the criteria for both the higher and lower levels in this borderline and highlight those that have been met.
- Draw on what you know about the pupil's reading to decide whether it best fits the criteria for the lower or higher level within each AF on the guidelines and tick the appropriate level-related box.
- A best fit does not mean that the pupil fulfils every aspect of the criteria for an AF.
- If there is some evidence for an AF but not enough to make a judgement at the lower level, tick the BL (Below Level) box.
- If there is no evidence for a particular AF, or some evidence, but not in your judgement enough to warrant highlighting any of the criteria, tick the IE (Insufficient Evidence) box (*this has implications for planning*).
- If you have ticked BL for more than one AF, check whether you should be using the assessment guidelines for the level borderline below.
- If you have ticked all, or almost all, the criteria for the higher level, check whether you should be using the assessment guidelines for the level borderline above.
- When you are confident which criteria are the best fit, highlight them.

### Step 3: Making an overall level judgement

Check your AF judgements against the requirements for each level:

For Level 1: ticks at Level 1 for AF1 and AF2 and some highlighting at Level 1 for AF3.

For Level 2: ticks at Level 2 for AF1, AF2 and some highlighting at Level 2 for AF3.

For Level 3: ticks at Level 3 for AF2, AF3 and one other AF out of AFs 1, 4, 5, 6, 7.

AF1 is not assessed separately beyond Level 3.

For Level 4: ticks at Level 4 for AF2 and AF3 and at Level 4 for at least one other AF.

For Level 5: ticks at Level 5 for any four AFs provided there is Level 4 in AF3.

*For all other levels: ticks for any four AFs at the target level.*

### Step 4: Refining your judgement

Now finalise the overall level by deciding whether the level is low, secure or high.

- **Low:** meets the minimum requirements for the level; if there is highlighting above or below the line or the evidence is thin.
- **Secure:** meets the minimum requirements for the level with some additional highlighting of criteria at the level in most other AFs.
- **High:** the criteria for the level are highlighted across all, or almost all, the AFs (with some criteria in the level above likely to be highlighted as well).
- *Your decision should take account of how fully and consistently the criteria have been met and how far the pupil demonstrates independence and choice across a range of evidence.*
- Finally, check the overall judgement by comparing the evidence with the relevant standards files.

## Writing: flow chart for completing assessment guidelines

### You will need:

- Evidence of pupil's writing that shows most independence, for example from a range of subjects, outside of direct literacy teaching.
- Other evidence about the pupil as a writer, for example notes on plans, the pupil's own reflections, your own recollections of classroom interactions.
- A copy of the assessment guidelines for the level borderline that is your starting point.

### Steps 1 & 2: Making best fit judgements/working through the assessment focuses

For each AF, starting with **AF5** (then working through AF6, AF3 followed by AF4, AF1 and AF2, AF7 and AF8):

- Look at the evidence in relation to all the criteria for both the higher and lower levels at this borderline and highlight those that have been met.
- Draw on what you know about the pupil's reading to decide whether it best fits the criteria for the lower or higher level within each AF on the guidelines and tick the appropriate level-related box.
- A best fit does not mean that the pupil fulfils every aspect of the criteria for an AF.
- If there is some evidence for an AF but not enough to make a judgement at the lower level, tick the BL (Below Level) box.
- If there is no evidence for a particular AF, or some evidence, but not in you judgement enough to warrant highlighting any of the criteria, tick in the IE (Insufficient Evidence) box (this has implications for planning).
- If you have ticked **BL for more than one AF out of AFs 1 to 6**, check whether you should be using the assessment guidelines for the level borderline below.
- If you have ticked all, or almost all, the criteria for higher level, check whether you should be using the assessment guidelines for the level borderline above.
- When you are confident which criteria are the best fit, highlight them.
- For Levels 2 and 3 make a judgement about handwriting.

### Step 3: Making an overall level judgement

Check your AF judgements against the requirements for each level:

For Level 1: ticks at Level 1 for three out of Af5, AF6, AF1 and AF2 and either AF7 or AF8, plus some highlighting of Level 1 criteria for handwriting.

For Level 2: ticks at Level 2 for three out of AF5, AF6, AF1 and AF2, and either AF7 or AF8 and handwriting.

For all other levels: ticks at the target level for any four AFs out of AFs 1 to 6.

Use the judgement you have made in AF7 and AF8 to help confirm your overall judgement (see step 4 for more details).

### Step 4; Refining your judgement

Now finalise the overall level judgement by deciding whether the level is low, secure or high.

- **Low:** meets the minimum requirements for the level; if there is highlighting above or below the line or the evidence is thin.
- **Secure:** meets the minimum requirements for the level with some additional highlighting of criteria at the level in most other AFs.
- **High:** the criteria for the level are highlighted across all, or almost all, the AFs (with some criteria in the level above likely to be highlighted as well).
- *Your decision should take account of how fully and consistently the criteria have been met and how far the pupil demonstrates independence and choice across a range of evidence. **Where evidence for AF7 and AF8 are significantly better/worse than the evidence for the other AFs, it is likely to influence your judgement of low, secure, high.***
- **Finally,** check the overall judgement by comparing the evidence with the relevant standard files.