



Cliddesden Primary School

Assessment for Learning Policy

Version 1 June 2016

Version 2 March 2017

This policy will be reviewed in accordance with any assessment or marking developments.

Assessment for Learning Policy

The purposes and principles of assessment

This Policy outlines the purpose, nature and management of assessment at Cliddesden Primary School. Assessment complements and assists teaching and learning; it plays an integral part in each teacher's planning and enables the evaluation of current practice as well as pupil achievement. It ensures a whole school approach to the provision of an excellent education for all children at Cliddesden.

The objectives of assessment in our school are:

- to enable pupils to demonstrate what they know, understand and can do in their work
- to inform the next steps needed to make progress
- to help pupils recognise the standards to aim for, and to understand what they need to do next to improve their work
- to allow teachers to plan work that accurately reflects the needs of each child
- to provide regular information for parents that enables them to support their child's learning
- to provide the leadership team, governors and the Local Authority (LA) with information that allows them to make judgements about the effectiveness of the school

There are three main forms of assessment:

Formative assessment: this is used by teachers to evaluate pupil's knowledge and understanding on a day-to-day basis and to adjust teaching accordingly.

Summative assessment: this enables the school to evaluate how much a pupil has learnt at the end of the unit or teaching period; it informs teaching and realigns provision.

Nationally standardised summative assessment; these assessments are progress accountability measures.

The primary foci for assessment are reading, writing, mathematics and science.

Key transferable and subject specific skills in other subject areas are formatively assessed against the relevant National Curriculum objectives and skill progressions.

Formative assessment is an essential aspect of effective teaching where the teacher focuses on how learning is progressing, whether knowledge and understanding is secure enough to move on, and where improvements in next steps can be made. This enables teachers to gain insights into how children are applying what they have learnt and whether they are able to demonstrate application of the skill with confidence against the National Curriculum objectives for the relevant year group.

Insights gained from day-to-day strategies inform planning for the future lessons, enable teachers to improve, adapt or target their teaching. The range of strategies employed in the classroom include: questioning, observing, discussing, analysing work, and checking children's understanding.

Timely assessment tasks are used at different points in the learning journey to determine what the children need to focus on in order to progress. These provide comparisons that can be used to measure the progress of children have made after a unit has been taught.

At Cliddesden Primary School there are four key elements of effective 'Assessment for Learning':

- 1 Clear learning objectives**
- 2 Rich questioning**
- 3 Self and peer evaluation**
- 4 Feedback that counts**

Formative Assessment Strategies

1 Learning Objectives and Success criteria

Child-friendly learning objectives are shared, both orally and in written form, at the beginning of lessons and reviewed during the lesson using mini plenaries. Pre-prepared learning objective slips and success criteria slips are often used to maximise learning time, differentiate tasks appropriately and further challenge.

- These should be decontextualised - focus on the skill not the content.
- Closed learning objectives are met by meeting the success criteria (e.g. to use the grid method).
- Open learning objectives need exemplification and quality discussions (e.g. to meet a range of success criteria to write an opening paragraph).

Links between new learning objectives and previous learning that should be applied by pupils are made explicit. High 'every time' expectations must be reiterated; e.g. age appropriate correct punctuation and grammar must be used. Working walls can be used to support this practice.

Success criteria for meeting the learning objective are shared, exemplified or can be co-constructed or generated by children. They show children how to be successful in the task.

Children reflect on their learning by evaluating against the learning objectives and/or success criteria.

2 Questioning

Questioning is used to assess children's starting points, to deepen and check understanding and to check children's progress.

- A range of question types are used from literal to higher order; recall questions do not deepen learning.
- Children must always be given thinking time but the pace of learning needs to be engaging to move the learning forward.
- A range of strategies are employed to encourage a 'no hands up' approach: talk partners, changing learning partners, think-pair-share are examples that involve all children. A random element focuses attention and is inclusive of more passive children. Children need to understand the role of learning partners, see it being modelled and evaluate its effectiveness in terms of cognitive and social benefits.
- Questioning must be appropriately challenging for all.
- Questioning within marking is a powerful developmental marking strategy.

Planned and on-going observations are used to assess learning as it happens and to support the learning of a particular objective or child. During observations it will be appropriate to probe the children's understanding through questioning.

Teachers hold impromptu and planned guided group discussions or pupil conferences with children to follow up responses, to assess understanding and to diagnose the reasons for any misconceptions.

Teachers analyse work to identify success and to identify errors or misconceptions, and to guide children on how they can improve.

3 Self evaluation

Assessment practice is most impactful when children are engaged in the reviewing process. If the learning objectives and success criteria are clear.

Children are taught how to reflect on and evaluate their own learning in terms of:

- Progress towards meeting their targets
- The objectives of the lesson
- Using specific success criteria and feedback to improve their work.

Self-evaluation is built into lessons. Progress and success is reviewed throughout and at the end of lessons.

Children may evaluate their own work or work with another child to evaluate together; co-operative peer marking - not swapping books. This encourages dialogue about the learning.

4 Feedback including marking

Teachers are responsible for ensuring that feedback leads to improvements in learning; it should: support development, encourage and motivate, and be relevant to the learning objective(s). Teachers must systematically check understanding and progress throughout lessons and intervene to impact on and maximise progress.

Strategies

- Based on self-evaluation and teacher assessments, pupils may select or be directed to appropriate tasks with appropriate challenge.
- Mini plenaries are used to pick up on common errors or to share examples of excellence in meeting the learning objectives. The selection of work may be random or a piece of work may be selected to exhibit exemplification in a specific learning point.
- Where relevant, children write a reflection, explain their thinking/reasoning or justify. Adults may annotate and record oral explanations. Teachers use feedback scaffolds to focus children's thinking and to support their language development.
- Children are given time to 'up-level' their written work. This involves editing or re-drafting sections based upon the teacher's marking. For Mathematics work children will correct errors in calculation, make reasoning comments about their methods or be given a challenge based upon the learning outcome.
- Teachers give 'next step' written and oral feedback in line with the marking policy. Modelling may also be used as part of marking.

Marking helps teachers to communicate the information gained from assessment to children in a way that helps them to understand what they need to do to improve.

At its heart, marking is an interaction between teacher and pupil: a way of acknowledging children's work, checking the outcomes and making decisions about what teachers and children need to do next, with the primary aim of driving pupil progress. This can often be achieved without extensive written dialogue or comments. Oral feedback is often more beneficial than distance marking. 'Quick flick' marking can also be highly effective and responsive within class.

Marking - providing written feedback on children's work - must be proportionate to other assessment processes - quality time needs to be invested in lesson design and preparation.

The quality of the feedback, however given, will be seen in how a pupil is then able to improve and move on with their learning.

Marking is a vital element of teaching, but when it is inefficient and ineffective it can be demoralising and a waste of time for teachers and children alike. All marking should be meaningful, manageable and motivating. Marking should lead to progress.

Assessed work must be marked against the learning objective. Independent writing should be quality marked, give constructive feedback and 'next steps' that enable children to understand how to improve their writing.

English

The marking of pieces of writing should reflect the learning objective, success criteria and the particular needs of the child and where the teacher would like that child to make further development. Marking should focus on:

- punctuation use
- spelling development (sight words and use of phonics)
- use of grammar
- sentence structure
- quantity of work
- use of vocabulary
- handwriting and presentation
- the particular features of a genre

Teachers highlight in yellow: features of the expected and exceeding standard including **composition vocabulary, grammar and punctuation**. They highlight in pink a small section of the writing that can be improved. An arrow is then placed underneath the piece of work with the teacher specifying one target for the child to improve that relates to the pink highlighted work. *For other symbols please see Marking Scheme.*

Teachers identify at least two incorrect spellings and write the correct spelling at the bottom of the page with three bullet points for children to correctly copy.

It is expected that the marking of English work will be up to date, consistent and positive.

When marking compositional writing completed by the children, teachers highlight elements of success criteria, and any targets from the previous work. This helps to reinforce what the children are learning and have learnt previously.

Mathematics

Marking should be up to date, consistent and positive, reflecting individual pupils' needs.

- Marking of pupils' work should always be positive.
- Place a dot where calculations are incorrect.
- Marking will take the form of written or verbal comments.
- Marking should reflect the learning objective and or the child's targets.
- Marking should regularly include : a challenge where appropriate, modelled missed concepts or next steps.
- Owl stamp for of problem solving

Other Subjects

The marking of other subjects will be based upon individual intervention with teacher modelling and comments. Marking methods should support future development.

When marking work within these areas it is important for teachers to remember that it is the understanding of the subject area that we are mainly assessing and not solely the development of English skills.



Marking Scheme

	You have met the learning intention. I am pleased with this work.
Sp	Spelling mistake (word will be underlined). Write out 3 times.
On Target	Highlight yellow. Evidence of features of the expected and exceeding standard: composition vocabulary, grammar and punctuation.
Check this	Highlight pink. This section of writing can be improved.
	Up-levelling task. Relate to highlighted text for writing and comment in maths.
	Problem solving - mathematics
	Exceptional work! House point awarded
I G S P	Independent Work Group Work Supported work Paired Work

EYFS

Assessing the learning of very young children is complex and challenging. Young children may not yet have the language skills to communicate what they know and can do.

Transition points can be moments of increased learning; conversely, children may seem to regress as they adapt and get familiar with the new setting. Therefore assessment procedures need to be sensitive and unobtrusive, particularly at the beginning of the school year. Children are encouraged to reflect upon and talk about their own learning and development.

Feedback to children is given orally, at the point of learning. Comments are phrased positively to build self-esteem and reward effort as well as success. We aim to teach 'in the moment', moving on the children's thinking through comments or carefully phrased questions.

An appropriate selection of children's work on paper is marked as independent or supported, and dated. Such pieces are annotated to show attainment against development statements and/or Early Learning Goals.

Observations of children's learning are noted and are kept as evidence of children's current learning. We ensure we have evidence of children's progress within the seven areas of learning and their characteristics of effective learning, each half term. Observations often demonstrate more than one area of learning or characteristic.

The school records formative observations using 'Tapestry' through comment, photograph or video. We aim to focus on significant moments of new learning as and when they occur.

At the end of each term we track children's progress by recording their current attainment. Teachers use the range of recorded evidence, plus their knowledge of the child, to make a 'best fit' judgement about the child's current level of development. Progress is recorded within a Development Matters age band as emerging or secure. The progress data enables us to see where children are working above or below age related expectations. We recognise that summer-born children are significantly younger than their autumn-born peers and that this is likely to affect their attainment.

By the end of September, teachers will have a record of assessments against the Development Matters age band statements. The EYFS profile is completed by the end of June; these are final summative judgements as to whether children have met, not met, or exceeded the Early Learning Goals.

Summative Assessment Strategies

Summative assessment involves judging pupils' performance against national standards age-related expectations. Children receive regular feedback on their learning so that they understand what it is that they need to do better. This involvement in the review process raises standards, and it empowers pupils to take action towards improving their performance. The school uses the Hampshire phase model for summative assessment. There are 3 phases: September to November, December to February and March to July. Summative assessment takes place at the end of each phase. Pupils in the foundation stage complete baseline assessment tasks soon after entry.

In Years 1 to 6, summative assessment is through teacher assessment using key performance indicators for English and Mathematics. These allow teachers to assess under the categories of: below, emerging, expected and exceeding, relating to how each child has attained in the year group. This gives an overview as to whether children are on track to meet Age Related Expectations (ARE) by the end of the year. The teacher assessments are supported with the use of test materials. The school uses Headstart, CGP, Rising Stars, and NFER test materials. Judgements are moderated using exemplification materials and other books to ensure consistency in practice and expectations. Moderation is undertaken within the school but also with other local schools.

In reaching a judgment teachers will use their knowledge of a pupil's work over a period of time and across a range of contexts to balance different aspects of a pupil's performance.

Year 1 pupils are required to report phonic knowledge in June in the form of a phonic screening check. Year 2 and Year 6 pupils complete national tests in May. This data is reported to the LA.

Results of data analysis are detailed within the School Self Evaluation (SSE) where details of trends are reported and teaching strategies put in place to address under-achievement as well as those children requiring extension support.

- School leaders, including core subject leaders, analyse summative assessments at pupil, class and cohort level (pupil premium, gender, ethnicity, EAL, SEN) to identify areas of strength and areas for development. The analysis is reported to governors. The school is committed and relentless in ensuring the needs of all groups of children are met and that they are making strong progress.
- Pupil progress meetings are aligned to the phases to ensure teaching maximises progress. The Senior Leadership Team discusses the outcomes and how to support those individuals and/or groups who are identified as underachieving.
- Where children are at risk of underachievement provision is realigned appropriately with clear milestones for accelerated learning.

- Performance management processes directly link to the National Teachers' Standards.
- Professional development is inextricably linked to pupil progress and attainment.
- Personalised information about progress, attainment and areas for development are reported to parents.
- Data analysis informs priorities and targets within the School Improvement Plan.

The categories used to report attainment and progress within the school are:

Working towards age-related expectations, Working at age-related expectations or Working at greater depth within the expected standard.

Key performance indicators are measured internally as: **emerging, expected and exceeding ARE**

The appropriate terminology within the Rochford Review is used for children with SEN:

Foundations for the expected standard

Early development of the expected standard

Growing development of the expected standard

National Standardised Summative Assessments

The school complies with statutory requirements. Data is used within school to identify priorities and to measure impact of effective teaching. Comparisons are made at a local and national level.

EYFS Baseline

Children are given a school baseline assessment within the first few weeks of starting, to find the individual child's starting point.

End of Year 1

Children take externally set Phonics Screening Test in June. Parents are informed whether their child has met the required standard in phonics. Children who have not met the expected level will be retested in Y2.

End of KS1

In May, Year 2 children are assessed using externally set tests. The tests cover mathematics, reading and writing, spelling, punctuation and grammar. Children will be given a scaled score which will be out of 100, where 100 is the standard for that stage.

End of KS1 scores and teacher assessments are received for pupils on entry to Year 3. Relative strengths and learning gaps in relation to learning domains / Key Performance

Indicators give valuable summative assessments that can be used formatively to adjust Autumn 1 planning.

End of KS2

National tests cover mathematics, reading and grammar, spelling and punctuation. Writing assessments are based on ongoing teacher assessment; moderated locally. The tests are externally set and externally marked. Children will be given a scaled score, where 100 is the expected standard met for that stage.

Evaluating the effectiveness of assessment

The effectiveness of assessment is evaluated by the extent to which:

- Assessment judgements are accurate, unbiased and based on a range of evidence from children through formative and summative assessments
- Teachers use assessments of prior learning to plan the next steps in learning. These could be well-designed learning activities that provide opportunities for:
 - Reinforcement and consolidation of previous learning
 - Deliberative and purposeful practice of newly-learnt knowledge or skills
 - Application of learning in contextualised and/or problem-based learning situations in order to develop children's reasoning skills and build independence
 - Transferring previously learnt knowledge or skills to new and more demanding/complex situations in order to build fluency
 - Real challenge through rich and sophisticated problems in order to build resilience
- Teachers and other adults use their time effectively; they check children' learning continually through systematic real-time assessment; they interact with children; they engage in the deliberative act of teaching - they instruct, demonstrate, explain, exemplify, illustrate, articulate, show, model, tell, etc. They teach the right children the right content, at the right time, and in the right way.
- Children practice, rehearse, apply and embed their learning through well-planned learning tasks and activities, The teacher and other adults provide appropriate support and challenge, for example through effective questioning and they observe children engaged in learning activities.
- Children understand how to improve as a result of useful feedback from teachers; and that these improvements are evident in their work.

- Actions taken by the school's leadership team, based on summative assessments, secure and sustains improvements for a child. This results in the progress of all pupil groups being strong and an increasing proportion of children meet or exceed ARE. Where progress is not as expected interventions are rapidly implemented and evaluated to ensure pupils at 'risk' of underachieving make accelerated progress.

Reporting to parents

Parents receive a summary of their child's progress at the end of phases 1 and 2 in a report card. This can be discussed during parents evening. It clarifies the child's level of attainment and progress, current attendance and targets for future development. Parents receive a written report at the end of each academic year. In KS1 and KS2 this comments on the child's academic progress in the core and foundation subjects and on their skills and abilities in all areas of the curriculum, including physical, personal, social skills, attitudes and RE. End of Key stage assessments and SATs results are included in the reports of children in Years 2 and 6 and teacher assessment age-related expectations in Years 1, 3, 4 & 5.

Parents of children in the Reception classes receive a report based on the Early Learning Goals.

The reports include a comment slip for parents. In addition, parents are offered the opportunity to discuss their child's report with the class teacher.

Parent/teacher consultation evenings take place twice a year. Staff are prepared to make themselves available at the beginning or end of the school day to discuss parents' concerns. If it is not possible to speak to a parent immediately a prompt appointment is made. If a member of staff has concerns over a child they will contact the parents. Parents of children with personalised learning plans (PLPs) may be given an additional opportunity to meet with staff.

Assessment Records

We take the objectives for individual lessons from the broad learning objectives within the school's curriculum plan. These in turn reflect the demands of the National Curriculum. Teachers record the progress of each child against these broad objectives. This enables them to make a judgement about the work of each child in relation to the National Curriculum level of attainment and key performance indicators. This allows us to monitor the progress of each child. Each teacher passes this information on to the next teacher at the end of each year.

Teachers should use records to review pupils' progress and to set appropriate learning targets. Records should help teachers evaluate the effectiveness of teaching and influence lesson preparation and planning.

Each class teacher has the following:

A tracking folder, which contains:

- KPI tracker
- Progression tables
- Pupil progress pre-meeting proforma
- Pupil progress action plan
- Intervention programmes
- Results of non-statutory tests
- PLP (Personal Learning Plans) targets and evaluations

Each term class teachers will submit their most recent teacher assessments in the core areas for each child. The data is then analysed against performance targets and is further analysed to identify any possible trends in:

1. Gender
2. Ethnicity/language
3. Pupil Premium
4. Special Educational Needs
5. More able pupils

Data analysis forms the basis of action planning for children who may require additional support. The Head Teacher and the Inclusion Manager ensure that individual pupils receive appropriate intervention programmes and that these children's progress is regularly monitored and the impact of the additional learning support is evaluated.

Equal Opportunities

Assessment systems enable the school to monitor the achievement and progress of all children on an individual level and also in terms of economic disadvantage, race, gender and SEND. Through monitoring appropriate action can be taken to ensure all children have equal access to the curriculum and make appropriate progress. Challenging targets set for all groups, aspirations are high. In planning teachers ensure resources reflect the cultural and did gender diversity of the children and identify opportunities to challenge negative stereotypes. Activities are planned to foster the participation and interests of all children and to promote the ethos of the school.

The SENCO / Inclusion leader is able to advise and administer more specialist diagnostic assessments if children fail to make adequate progress and are thought to be in need of extra support specialist provision. If appropriate children may be placed on the SEN register and the class teacher will set and monitor individual targets. P levels may be used to track the progress of children working far below national curriculum ARE.

Roles and responsibilities

Teachers:

- mark and give oral feedback about progress, achievements and next steps for learning.
 - ensure work is marked regularly and prior to the follow-on piece of work so that the feedback has purpose and impact
 - plan specific time for children to respond to marking comments
 - ensure children have access to and understand marking codes
 - use marking, questioning, conferencing to inform assessment judgements and adjust planning accordingly to maximise progress
- must meet national Teachers' Standards:
 - *Set high expectations which inspire, motivate and challenge pupils*
 - *Promote good progress and outcomes by pupils*
 - *Be accountable for pupils' attainment, progress and outcomes*
 - *Guide pupils to reflect on the progress they have made and their emerging needs*
 - *Adapt teaching to respond to the strengths and needs of all pupils; know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively*
 - *Make accurate and productive use of assessment; make use of formative and summative assessment to secure pupils' progress; use relevant data to monitor progress, set targets, and plan subsequent lessons; give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback*

Teaching Assistants

- provide oral feedback
- make observations and assessments as directed by class teacher
- annotate work
- mark work as specified by class teacher

Leadership team (including subject leaders)

- Monitor the implementation and effectiveness of assessment in maximising progress
- ensure all staff have appropriate professional development in assessment processes and systems
- ensure planning, preparation and assessment time is allocated
- respond to 'Eliminating unnecessary workload guidance' (DfE 2016)