

FAIRFIELD COMMUNITY PRIMARY SCHOOL

Aiming for Happiness and High Standards



Assessment Policy

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Mission Statement

At Fairfield Community Primary School, we aim to provide a safe, secure environment which will promote happiness and high standards.

We aim to meet the needs and celebrate the achievements of all pupils, regardless of the ability.

We offer equal opportunities to all in the belief that Fairfield children will take their places as valued, tolerant members of society.

Introduction

At Fairfield Community Primary we believe that a whole school policy helps us to manage learning more effectively through the identification of:

- What is to be assessed, how and when it will be done.
- How and when assessment will be monitored by Senior Leadership Team (SLT).
- Links to the teacher appraisal process.
- Links to Pupil Progress Meetings.
- Links to the School Improvement Plan (SIP).
- What and how records will be kept.
- When the information will be reported to parents.

Aims of the Policy

John Hattie:

"Every class will have 5-10 children who will progress without any input. The teacher must be a change agent for those that don't. Effective assessment and feedback can double the speed of learning." - John Hattie. School Leaders Conference - Leeds Nov 2013.

The aim of any assessment should be to identify the next steps in learning, whether these are in the long term through Assessment of Learning (AoL) or the short term through Assessment for Learning (AfL). Assessment processes should be integral and non-disruptive to the learning process possible.

According to Hattie the key to learning is what to do next.
"Gentle pressure, relentlessly applied."

Assessments, records and reporting should:

- Be consistent throughout the school.
- Be systematic, manageable and useful.
- Inform short, medium and long term planning.
- Show progress individually, in class groups and in vulnerable groups in order to indicate school progress towards targets.
- Lend itself to analysis in order to identify trends, identify the impact of any school actions and assist target setting processes.
- To ensure the Governing Body have current and accurate data with which to provide appropriate challenge and support for the school.

- To enable all parties to effectively audit the impact of allocations of funding such as pupil premium, SEN funding and school budget to the appropriate areas.
- Be used to report accurately and usefully to parents, the LEA and outside agencies.
- Conform to all current legal requirements.

The assessment process is divided into the Assessment of Learning (AoL) and Assessment for Learning (AfL). These will be dealt with separately within this policy. It would be an ultimate aim of the school to merge these two processes as closely as possible.

Assessment of Learning

Assessment of Learning (AoL) is summative assessment (often testing) which takes place after a block of learning. This would be weekly e.g. spelling tests, tables tests or half termly in the form of more formal progress tests or ultimately at the end of each Key Stage, the most obvious example being Statutory Assessment Tests (SATs). The assessment of learning calendar now requires 5 data recording points through the year. It is a school aim that thorough knowledge of assessment processes and the national curriculum will lead to accurate recording without always requiring a test.

Summative assessments provide the overall trends which feed the decision making process for groups of pupils, cohorts and ultimately the whole school. It is now school policy that these assessments are made, recorded, reported and analysed on a half termly basis. A revised Calendar for this process follows:



Five Point Assessment Cycle

Progress Cycle

Assessment > Feedback > Response Progress

Transition

Class transition sessions with new teacher

Receiving teacher administers and marks tests where appropriate

Pupil Progress Meeting with SLT and

Analysis of data

Cohorts

Classes

Subjects

Interventions

Trends/ issues

IMPLICATIONS FOR ACTION

Good / outstanding teaching

Marking and Feedback

Opportunities for editing

Marking, feedback and response - pink, green, purple pens

Target Setting

Short term targets set through feedback and MAD time

Formal objective setting through appraisal and Pupil Progress Meetings
Review

Tests are used to back up teacher assessment.

Where there is a significant divergence SLT will moderate.

Foundation subjects are assessed through Target Tracker statements every time a unit is completed.

Point 1: Autumn 1 (October)

NFER non-verbal (September)

Tests - Retest previous optional SAT in reading, maths, spelling, punctuation and grammar.

Writing assessed with Progression Criteria Statements with writing moderation across the school

Record step in previous band for first assessment e.g. average Y6 child assessed in Band 5 (Aut1)

Record statements for new band e.g. average Y6 children now assessed with Band 6 statements (PCS)

Progress Evening for parents

Target Tracker Summary Report

School Improvement Partner visit

Report to Governors - end of previous year data and implications for new school year

Pupil Progress Meeting

Assessment moderation

YEAR 1 - Teacher must demonstrate progress through use of Target Tracker point system as well as less summative through progress being seen in books during work scrutiny and learning walks.

Point 2: Autumn 2 (December)

Tests - Rising Stars Aut2 reading and SPAG, Autumn Maths Hub/Abacus, Writing assessed with PCS

Report cards to parents

Governors update

Target Tracker Summary Report

Record step into present year band e.g. average Y6 child now assessed within Band 6 and Band 6 statements still assessed

Assessment moderation

Point 3: Spring 1 (February)

Tests - Rising Stars Spring 1 reading and SPAG, repeat Autumn Maths Hub, writing assessed with PCS

Target Tracker Summary Report

Governors update

Report cards sent home at Easter

Pupil Progress Meeting (February)

Record step and PCS

Point 4: Spring 2 (April)

Tests - Rising Stars Spring 2 reading and SPAG, Spring Maths Hub, writing assessed with PCS

Target Tracker Summary Report

Governors update

Point 5: National. Summer (May/June)

Tests - Statutory SATs Y2/Y6, Optional SATs Y1/Y3/Y4/Y5

Writing assessed with PCS

Governor update

Analysis of data

Written report to parents with opportunities for parents' meetings
Pupil Progress Meeting and transition meeting with new class teacher
LA and internal moderation

Any tests undertaken will have their results 'normalised' with reference to progression criteria statements. Teachers are asked to notify Subject Leads or SLT of any rogue results or discrepancies. Any differences in judgements will lead to test work scrutiny by Subject Leads and SLT within a work moderation meeting.

All summative assessment results must be recorded on Target Tracker to a specified deadline. As percentages are distorted by pupil movement, it is essential that these dates are adhered to.

Care needs to be taken over the conditions within which tests are undertaken. In cramped classroom conditions, copying could lead to inaccurate assessments. The results of these assessments will be used for a variety of analytical purposes. These include:

- Pupil Progress Meetings
- SEND Reviews
- Vulnerable progress analysis
- Pupil Premium Impact Analysis
- Termly Governor's Reports
- Appraisal Meetings
- Individual and group target setting processes
- School Improvement Planning
- Where necessary in mixed year group allocation
- LA led school self-review

End of year tests will be invigilated by the co-ordinators, marked by the receiving teacher and moderated by SLT.

Assessment for Learning

Assessment for Learning (AfL) can be termed "Formative Assessment" and constitutes the ongoing assessments that inform the very next steps in learning. Unlike AoL or summative assessment which has always played a major role in education systems, AfL has a new prevalence within the teaching and learning process. In practice, it is what good teachers have always done as a matter of course. Essentially, AfL is checking up on how pupils are doing in meeting learning objectives in order that rapid adjustments or interventions can be made if things are going wrong and new objectives can be set where learning intentions have already been reached. AfL provides teachers with essential information about how well children are doing and the opportunity to inform them about what they need to do to improve.

The recent changes referred to above are that there is now an expectation that the plenary, which was traditionally a chance for teachers to assess progress at the end of the lessons, will now also take place in a shortened form at several points through the lesson so that learning intentions can be shared, not only at the beginning of the sessions but revisited during them as well. Recent monitoring has led to a Fairfield pedagogy identified which requires increased opportunities for children to practice and consolidate concepts at the expense of whole class exposition.

Where teachers have always marked, questioned and redirected children, there is now an increased expectation of the child's role within the process, not only in self-assessment but also in working with peers both verbally and in writing.

Assessment for learning at Fairfield CP must include the following elements which are in line with the SDP priority

S W E R V E
t r x e o x
a i p c c t
m t l a a e
i i a l b n
n n n l u d
a g a l i
t a n
i r g
o y
n

"Ensuring our students are assessment capable learners is the most important thing we can do to raise student achievement."

Assessment-capable learners are students who:

- Know about their learning and can plan their next learning steps with a teacher (or peer).
- Are active in their learning.
- Understand the assessment tools being used and what the results mean.
- Understand the learning intentions of each lesson.
- Use success criteria to know if students have achieved the learning intentions.
- Can use SMART targets to monitor their own progress.
- Can answer: What's my next step? How am I going to achieve it? How am I going to know I've achieved it?
- Careful planning of Learning Intentions based on prior assessments and set at the pace of children nationally. This will be through reference to the National Curriculum; national strategies; school schemes of work and where appropriate (e.g. SEND children) advice from specialists.
- Assessments can only be effective against a clear and measurable learning objectives. Large tasks need to be broken down into component parts in order to assess and lead to completion of the long term goal.
- All staff need to be aware of where learning is going in order to help with instant assessment of children's progress. (At Fairfield this means sharing planning on Monday mornings).

- The clear setting and sharing of Learning Intentions with children. These are referred to as 'Learning Intentions', written on whiteboards and where appropriate in children's books.
- Learning Intentions are revisited at appropriate intervals during the lesson.
- Children must know when they have been successful in reaching Learning Intentions. In practice this means enabling children to see what they are aiming for ("WAGOLL"- What a good one looks like).
- Learning Intentions and success criteria can be shared through such techniques as modeling; scaffolding; target displays; working walls (e.g. Knowledge Harvest).
- Questioning is a key element of AfL and the most instant form of assessment. Classroom management techniques should be used to ensure the maximum opportunities for assessment through questioning to take place. E.g. white boards are often better than "hands up" where children can hide. Where are children placed in the room?
- Key questions should be "open" and requiring explanation as opposed to the chance for children to guess "yes" or "no".
- Teacher subject knowledge and a clear vision of where learning is going is essential for successful questioning.
- Whilst rigour and high expectations must be maintained, warm professional relationships must establish an atmosphere where children feel confident to attempt to answer questions and not be afraid to get it wrong.
- AfL must lead to the adjustment or resetting of tasks in order that they can be met. This requires differentiation which as the word implies must mean "different" tasks for pupils of different ability.
- There must be an outcome to an assessment e.g. a pupil response to ensure any misconceptions have been addressed.
- Teaching should be structured so that there is ample opportunity for children to work on the learning objective and practise new skills for a significant proportion of time. Classroom management must ensure that whilst this is going on teaching staff have the opportunity to work with small groups and individuals where it is

much easier to access learning by watching children as they work and asking questions on a one to one basis. Learning conversations explaining where children have gone wrong is far more effective as a teaching tool than a comment read in a book the next day.

- Encouragement of children to evaluate their own learning against the success criteria provided for them.
- The lesson structure must allow sufficient time for a productive plenary (or plenaries). Here reference to success criteria and questioning can quickly gauge success in meeting objectives. Children informing each other and questioning each other is good practice within the plenary session.
- Instant guides to children's understanding can be gained through classroom systems such as "thumbs up" or the smiley face system in books. Care needs to be taken with systems like this Examples of methods of gleaning a picture of children's understanding are:
 - *"Two stars and a wish" etc. methods of children assessing each other's work are very effective.*
 - *What are three ideas that have captured your attention from today's class?*
 - *What are the questions that you are still thinking about related to these topics?*
 - *What is the one thing that you will remember long after this class is over?*
 - *This is what I still do not know.*

The Friday morning writing surgery is an ideal opportunity for this.

- *Give an example of something the others in the group have learned from you.*
- *Give a suggestion of a change the group could make that would improve everyone's learning.*
- *What is the most useful or interesting thing that you learned during this lesson?*
- *What questions do you have about today's lessons that you would like answered before we move on?*
- *What feedback did you get about your learning today?*

The results of the formative assessments above should be shared so that the team element of our teaching can come into play. Use of the "evaluation" column in FS planning formats and the "Children Achieving/Not Achieving - "What Next" sheet allow a weekly monitoring of success and the chance for alternative advice or intervention from SLT colleagues. E.g. a social problem or an absence issue leading to classroom problems? Have SLT colleagues used a strategy in the past which they can suggest using. Although questioning is the most instant and informative method of gauging understanding, in a class of up to 35 children it is obviously a strategy with limited possibilities. The marking of children's work is therefore an essential tool. Marking at Fairfield must follow the school's marking and feedback policy. Attached.

Reporting

To Parents

A report is a summary of the pupil's progress at a given point in time. It can be verbal or written and given informally, e.g. a quick chat during the week, or formally, e.g. verbally at Parent's Evening, or written, e.g. statutory reporting at the end of the summer term. We give a written report to parents three times a year and a verbal report at Parent's Evening twice a year from Year 1-6.

At Fairfield our annual written reports contain:

- Information about progress in all core and foundation subjects and R.E.
- Attainment based on teacher assessment compared to national norms.
- SAT result for the end of Key Stages 1 and 2.
- Child's attendance record.

- Achievement and Effort grades from Year 1 to Year 6
- A space for a child's comment.
- A space for a parental comment.

At the end of the Spring and Autumn terms an update record card is sent home containing effort achievement grades for the core subjects from Year 1 to Year 6.

The parent's evenings take place in the Autumn and Spring terms in October and March.

To colleagues and SLT

A five-point assessment calendar is now in operation. A deadline for data to be recorded on Target Tracker is given at the beginning of each half term. Key analysis headings will be required of each teacher and SLT will be responsible for a full analysis of attainment and progress. At three points in the year, a Pupil Progress Meeting (PPM) is held between the class teacher and a senior member of the staff. Progress and targets for each pupil are discussed. In July of each year an additional Pupil Progress Meeting is held in addition to the class teacher and senior member of staff, will also involve the receiving teacher and intervention manager. On transfer colleagues will also require:

- Results of formal tests.
- Standard Assessment Test result where applicable.
- Phonic Phase Information Sheet (KS1 or KS2 S.E.N.)
- Writing portfolio.
- Latest Maths and literacy books.
- Copy of school (In pupil files).
- Latest Individual Provision Map
- Word lists for KS1, Year 3 or S.E.N.
- Record of Achievement.
- Class record of Non-negotiable for SPAG

We are now confident that outcomes in terms of progress in books and attainment will illustrate the fact that children will know the next steps in their learning. We have now therefore ceased to use recorded targets in books as these were not proving to be useful to children. Children will now be expected to be able to answer verbally what they need to improve and to be able to explain what they can now do which they had hitherto not been able to do.

To other schools

- Computerised transfer sheets to be sent within 10 working days.
- Records of Achievement.
- Individual Provision Map
- Copy of latest report.
- Information to local High Schools in accordance with L.E.A. guidelines and as agreed with High Schools.

Target Setting

As stated above learning intentions, success criteria and goal setting are essential. If, according to Hattie, if we ask someone to drive, they must know where to." Children need to know where am I going, how am I going and then where next? Assessment is key to all of these, informally and for whole groups. Working walls can be used to devise questions and share learning. This will be monitored on Monday afternoons by SLT. Long term objectives will still be agreed in PPM's appraisal meetings and in school meetings with the SEP.

Records of Achievement

Recording achievement is the celebration of success in all its forms and thus the aim of recording achievement is to ensure that the values and principles of the school are evident.

Objectives specific to the process of recording achievement are:

- To identify and develop the all-round potential of the pupil, record their achievement and their experiences.
- To meet the developing intellectual and social needs of the individual.
- To involve the pupil in a wider range of experiences and opportunities for achievement.
- To give recognition to the range of each pupil's achievements.
- To emphasise the importance of continuity, progress and involvement in curricular and extra curricular experiences.

The following should be included:

- Photograph on the front.
- Certificates, pictures of trophies from school or home.
- Best pieces of work (chosen by the child).
- Membership of clubs and societies.
- Life experiences and skills
- Evidence of target setting by the children - appropriate to their level.
- Opportunity for parents to contribute.

To be updated once a term. As the children get older this may need to be transferred to a bigger file.

Monitoring

Monitoring proved essential to the successful outcome of the 2014 OFSTED inspection. The monitoring calendar for the school is included below. Monitoring is undertaken by the SLT and co-ordinators of specific subjects. The following areas are monitored.

- Planning files should be available each Monday. SLT will monitor adherence of schemes of work, non-negotiables, role of support staff and recording of children achieving and not achieving learning intentions.
- Work - Literacy, Maths and Topic work is scrutinized on a cyclical schedule.
- Teaching and learning are monitored through formal observations (see agreed Bury protocol). These are limited to three hours per year except where capability issues have been agreed upon. In addition, drop ins or walkabouts where classes will be visited for less than 20 minutes will take place frequently in order to maintain standards and ensure adherence to school policy.
- Assessment - Teachers record assessment data on Target Tracker according to schedules noted above. These will be monitored and analysed by the SLT in line with the five-point data trawl scheme.
- Children will now be asked to come and discuss their learning within their books.

Special Educational Needs and Disability (SEND)

We endeavour to cater for all SEND as categorised by the 2015 SEND Code of Practice.

All pupils have access to a curriculum that is differentiated and adapted to meet their needs.

Although pupils with SEND may not be working at the same level as their peers we endeavor to ensure pupils with SEND reach their potential by measuring progress in smaller individualised steps.

Assessment, recording, monitoring and reporting for pupils with SEND

- At Fairfield we use Assess Plan Do Review cycles to monitor and assess pupils with SEND.
- These cycles last no longer than 8 weeks and at this point they will be reviewed and next steps will be put in place.
- Pupils at Step 6a on **the identifying SEND at Fairfield flowchart** (See Appendix 1) will have an Individual Provision Map which will be in the Assess Plan Do Review format.
- Each reviewed Individual Provision Map will be shared with parents.
- This Assess Plan Do Review process allows us to evaluate the effectiveness of the provision made for individual children with SEND.
- Where appropriate, advice from outside agencies is requested and recommendations are followed.

Review

It must be remembered that the curriculum and assessments are constantly changing and therefore must, of necessity, be an interim document, which is still under review.

All policies as they are reviewed must be updated to include a statement on assessment.