



Short Heath Federation

Policy and Curriculum Guidance for Assessment for Learning September 2016

Date Policy Accepted	
Headteacher's signature	
Chair of Governors' signature	
Date for policy review	

SHORT HEATH FEDERATION

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Assessment for Learning Policy

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1. Definition

We know that learners should take ownership of their own learning. So, Assessment for Learning (AFL) must involve pupils, identifying specifically how well they are doing and supporting them to further develop their learning. This support will come from adults in school and from their peers, but primarily from their own reflection on their learning. Feedback to learners will be through conversations, questioning and marking. This policy sets out the strategies that we use in the AFL process.

2. Rationale

There are different types of assessment for learning. Each serves a different and distinct purpose.

Assessment is a continuous process in the classroom. Pupils need to know how well they are doing, what they need to do next to advance or deepen their learning, and how to do it. This involves both the teacher and the pupil in a process of continual reflection and review about their progress in learning.

- Quality feedback and questioning enables pupils to deepen their learning
- Teachers adjust their planning in response to pupils' progress

Types of Assessment:

At Short Heath Federation, we seek to inform pupils and parents of the progress being made in learning. Assessment is ongoing. It happens every day and is summarized at regular intervals throughout the year. In addition to daily assessment and some testing, pupils take part in statutory assessment at the end of the Early Years Foundation Stage, the end of Year 2 and the end of Year 6.

3. Responsibilities

The governing body and senior leaders in school are committed to the effective implementation of this policy in order to ensure optimum progress for learners.

Teachers are required to:

- Provide written and oral feedback to pupils that maintains a dialogue about the child's learning and that supports the child in advancing or deepening their learning, ensuring that learning is fully secure;
- Ensure that pupils know what is expected of them, and what they are learning – expectations must be high for every child;
- Reflect these high expectations in their feedback to pupils;
- Ensure their own learning is up to date, seeking advice from leaders and other colleagues in order to inform their own practice
- Provide advice to colleagues on delivery and assessment the National Curriculum in their given subject leadership area

4. Characteristics of Effective Assessment for Learning

Effective assessment maximizes pupils' progress. At Short Heath Federation, we ensure that teachers, group leaders and support staff:

- Embed this policy in teaching and learning
- Share success criteria/'Remember To' with pupils (how to succeed)
- Provide feedback continually that enables pupils to deepening their learning
- Believe that every child can develop their learning further
- See AFL as a dialogue between pupils and adults
- Involve pupils in their own reflection on their learning
- Adjust teaching and facilitation of learning in a way that takes into account each child's progress

This will be done by:

- Observing learning, listening to children's reasoning
- Questioning, using questions that further develop the child's reasoning, exploring their ideas
- Setting tasks that allow children to explore using learned skills and knowledge
- Asking pupils to communicate their reasoning

5. Classroom Practice

At Short Heath Federation, AFL can be seen in the following ways:

- The WALT (We Are Learning To....) is shared with pupils at or near the beginning of each learning episode. This is done at the start of any unit of work and daily at the beginning of each lesson
- Developing the Remember To (the process to be followed)
- Assessing success through a staged approach – moving children's learning on through intelligent practice – identifying children who can go further and using a same day intervention approach to embed/advance learning
- Use Basic, Advancing and Deep questions
- Use self and peer assessment to further develop reasoning
- Provide effective feedback during and after lessons

These strategies will be carried out through these methods:

1. Sharing the WALT

- Sharing the WALT at the beginning of a unit of work – an overarching learning objective derived from the National Curriculum or Early Years Foundation Stage Profile

- Sharing the WALT at the beginning of a lesson – learning that is a component of the overarching WALT
- Ensuring that WALTs are easily understood by children
- Showing the overarching and the daily WALT in books
- Making sure that the WALT identifies the *learning*, rather than the *doing*
- Use Chris Quigley milestones as a basis for generating a WALT

2. Develop and Share Success Criteria

So that children know how to succeed in their learning, adults will:

- Explain and generate success criteria (Remember To) for the task in hand (the process to be followed) so that ALL children can succeed
- Ensure children are clear about their teacher's expectations, so that they can decide for themselves whether or not they are meeting the expectations set before teacher assessment takes place

3. Use Basic, Advancing and Deep questioning

At Short Heath, we have chosen to follow the Chris Quigley Essentials Curriculum which sets out essential coverage, learning objectives and standards which are required for all subjects. Furthermore, it provides progress measures for all subjects including personal development. One of the primary reasons why we have chosen to adopt this curriculum is because it emphasises the importance of developing the depth of children's learning.

In essence, this means providing children with increased cognitive challenge, allowing them to apply the skills which they have learnt independently in a range of contexts rather than moving them onto the next skill needlessly when they have not truly mastered it. Such thinking is encapsulated in the scenario below:



We have designed our system to reflect the changes from the DfE. From Year 1 to Year 6 pupils' performance will be described in terms of achievement by age related Milestones. This will incorporate the Chris Quigley 'BAD' system we have adopted;

- **Basic:** understanding of basic facts and ideas relating to a concept – can tackle questions, sometimes with support.
- **Advancing:** more independent application, can explain, use or summarise understanding
- **Deep:** have a full understanding and can apply independently in different contexts/ problems solve/ etc.

Children and adults will use BAD questioning (Chris Quigley) to develop secure learning and depth of understanding through a staged task approach:

- High proportion of open questions (Chris Quigley BAD questions)
- Allowing thinking time and using 'pose, pause, pounce, bounce'
- Following up with supplementary questions, such as 'What if...'
- Provide opportunities for pupils to formulate their own questions

Pupils will be given the opportunity to explain, clarify and discuss their ideas and to question and support each other in **all areas of the curriculum**.

4. Self and Peer Assessment

There will be a variety of opportunities for self and peer assessment. Pupils must:

- Understand what success looks like in practice
- Reflect on their own work and that of others
- Feel confident to learn from mistakes
- Be required to reason in order to assess the work of others – it's not enough to mark answers as right or wrong – pupils need to work out how errors have been made, so that both partners learn from the process
- Pupils should ask BAD questions of each other – eg 'Why did you choose this adjective? Why do you think it is more effective than using this one? Etc (refer to Chris Quigley materials)
- Act as 'Leaders of Learning' – teaching another child will further enable the teaching child to explore their own reasoning

5. Effective Feedback and Marking

Feedback is:

- most effective when it is immediate or follows soon after
- most effective when it stimulates thinking and reasoning
- most effective when it moves learning on to a more challenging task
- quality dialogue between adult/pupil or pupil/pupil that continues beyond the lesson, following on with assessment of moving on tasks
- clear in children's work that feedback has happened and that it has made a difference to their progress in learning.

Please refer to the Marking Policy for more detail.

Assessment then informs the next learning episode – what children need to move onto next in order to further secure and deepen their learning.

6. Formal Assessment

Pupil tracker: In addition to continuous assessment of learning, staff must update the School Pupil Tracker, so that at all times, it gives an accurate reflection of what children know, understand and can do.

Teachers will:

- Update the tracker AT LEAST WEEKLY against that week's learning objectives for each child in Reading, Writing and Mathematics

- Update previous objectives, key objectives and expected standards objectives at least at the end of every half term in Reading, Writing, Mathematics and Science, showing where children have made further progress in other objectives (e.g. progress in using accurate punctuation in their writing, despite not having taught that as a specific WALT)

The assessment timetable below shows when additions MUST be made to the tracker during the course of the year in all subjects. Core subjects must be auto filled at the end of every half term so that analysis and pupil progress meetings can take place.

It is every teacher's responsibility to ensure that their tracker is up to date and informs their practice. It is a subject leaders responsibility to ensure that assessment is up to date in their given subject area, to act to address any gaps in assessment information and to ensure that assessment information is accurate and effectively used to inform planning, with high expectations of what all pupils can achieve. It is the responsibility of the Senior Leadership Team to monitor the quality and accuracy of assessment information and analyse assessment information to identify trends and inform pupil progress meetings.

Assessment information and analysis is reported to Governors half termly.

Tracking:

ALL pupils are tracked throughout the year and are discussed at PPM meetings. Focus groups for 2018-19 include:

- Pupil Premium pupils
- SEN pupils
- Boys
- CLA
- Most Able Pupils
(this is reviewed termly/ annually)



Short Heath Federation Assessment Timetable
Key Stage One and Two

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS – All Areas of Learning	✓	✓	✓	✓	✓	✓
Reading	✓	✓	✓	✓	✓	✓
Reading and Comprehension Age	✓ Oct RD Sept SHJS		✓ Feb Jan SHJS		✓ May SHJS	✓ July RD
Spoken Language		✓		✓		✓
Maths Maths Age (if intervention)	✓	✓	✓	✓	✓	✓
Phonics (KS2 only for intervention)	✓	✓	✓	✓	✓	✓
Maths Assessment (White Rose)		✓		✓		✓
Writing	✓	✓	✓	✓	✓	✓
Computing		✓		✓		✓

RE		✓		✓		✓
PSHE/Citizenship		✓		✓		✓
Art/Design Technology		✓		✓		✓
PE		✓		✓		✓
History		✓		✓		✓
Geography		✓		✓		✓
Computing		✓		✓		✓
Music		✓		✓		✓
Science	✓	✓	✓	✓	✓	✓
MFL		✓		✓		✓

The school needs to be able to judge the standards that pupils are achieving as compared to schools in similar contexts nationally. Each child will be expected to make 3 tracking points or 12 months per year, this will be 'expected progress'. We use SPTO 'Golden Codes' such as Y1E, Y1D, Y1S etc. as follows:

National Curriculum																					
	Key Stage 1						Lower Key Stage 2						Upper Key Stage 2						Key Stage 3		
	Year 1			Year 2			Year 3			Year 4			Year 5			Year 6			Year 7		
	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su
Expectations	Y1E	Y1D	Y1S	Y2E	Y2D	Y2S	Y3E	Y3D	Y3S	Y4E	Y4D	Y4S	Y5E	Y5D	Y5S	Y6E	Y6D	Y6S	Y7E	Y7D	Y7S
Tracking Point	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30

EYFS Curriculum and Pre-National Curriculum											
	Nursery 1			Nursery 2			Reception				Exceeding EYFS curriculum
	Au	Sp	Su	Au	Sp	Su	Au	Sp	ELG Almost Met	Su	
Expectations	22-36 Low	22-36 Mid	22-36 High	30-50 Low	30-50 Mid	30-50 High 40-60 Trace	40-60 Low	40-60 Mid	ELG Almost Met	40-60 High ELG Met	EYFS EXC
Tracking Point	1	2	3	4	5	6	7	8	8.5	9	9+2
Level	W1	W2	W3	W4	W5	W6	W7	W8		WT 1C-	
P Scales	P1i P1ii	P2i P2ii	P3i P3ii	P4							
Pre-key Stage Standards					S1	S2	S3	S4		ST	
EAL		EAL E		EAL1		EAL2				EALT	
EYFS Profile								EYFS EME		EYFS EXP	EYFS EXC

E = emerging (I'm getting there), D = developing (I'm nearly there) and S = secure (I've got it!)

To show half term measures, we use -, so a child may be Y4S- which means that they half a term away from being fully secure in the learning for their year group at the end of Y4.

We also have to add a # rating. For example: Y2S#1, Y2S#2, Y2S#3 or Y2S#4.

Shallow Learner	Expected Depth	Deeper Learner	Deepest Learner
#1	#2	#3	#4
This is below the expected standard depth of application and understanding. Does not apply their learning.	This is the expected standard depth of application and understanding. Average application of learning.	This is above the expected standard depth of application and understanding. Good application of learning	This is well above the expected standard depth of application and understanding. Very good application of learning.

Statutory Testing:

- Year 1 complete the Phonics Check in June every year
- Year 2 children who did not meet the required standard in the Year 1 phonics check will retake it at the end of Year 2
- Year 2 children will complete statutory tests in May of each year and teachers will use these test outcomes, as well as evidence gathered during the year, to inform their assessment of the extent to which children are meeting the expected standards at the end of Key Stage 1. This is reported to parents annually.
- Year 6 children will complete statutory tests in May of each year. In addition, teachers will use evidence gathered during the year to inform their assessment of the extent to which children are meeting the expected standards at the end of Key Stage 2. These are both reported to parents annually.

Reporting to Parents:

- All parents receive an annual report detailing their child's learning that year. The report gives details of work covered, achievements, end of Key Stage Test results, and offers advice for improvement/continued progress. When reporting to parents, we aim to be factual, specific and refer to past learning. We try to be positive about achievement and point the way to any future learning objective. We reflect the importance of the child in the process, so the report can be understood by the child at an appropriate level.
- Keeping in Touch meetings are held termly, where parents and their child can discuss the child's progress with their class teacher and a drop-in session is available during the Summer term.

Inclusion and assessment for learning:

Our schools are part of an inclusive federation. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. We aim to 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 including pupils with disabilities or special educational needs.

Moderation of standards:

To ensure accurate assessments teachers moderate throughout each term with their parallel teacher, with their phase, across phases in the federation and with other schools in our Cluster. Subject Leaders

and the Senior Leadership Team regularly moderate a range of evidence from all classes. The focus varies and may be SEN, Pupil Premium, EAL, boys/girls, underachieving pupils, pupils who need to make accelerated progress, pupils who have made accelerated progress, vulnerable pupils who we are carrying out case studies on. In the Foundation Stage teachers regularly, moderate Profiles and the collection of evidence. The Foundation Stage, Year 2 and Year 6 are moderated every few years by the Local Authority.

Primary School Transfer to Secondary School:

For pupils leaving the School up to date records are forwarded to the new school.

This policy will be reviewed on an annual basis.

Reviewed September 2017

