



Assessment Policy

February 2018

To be reviewed annually



The Principles of Assessment

1. Assessment is a part of the process for planning and teaching
 - Assessment provides evidence to guide teaching and learning
 - Assessment provides the opportunity for students to demonstrate and review their progress.
2. Assessment is consistent
 - Assessment judgements are moderated by experienced professionals to ensure their accuracy.
 - A school's results are capable of comparison with other schools, both locally and nationally.
3. Assessment is ambitious
 - Assessment places achievement in context against nationally standardised criteria and expected standards
4. Assessment should draw on a wide range of evidence to provide a complete picture of student achievement.
5. Judgements are formed according to common principles
6. The results are readily understandable by third parties
7. Assessment outcomes provide meaningful and understandable information for:
 - Pupils in developing their learning
 - Parents in supporting their children with their learning
 - Teachers in planning and teaching and learning. Assessment must justify the time spent.
 - School leaders and governors in planning and allocation of resources and
 - Government and agents of government.
8. Assessment feedback should inspire greater effort and a belief that, through hard work and practice, progress can be achieved.



Our approach to assessment

Assessment is an integral part to high quality teaching and learning. It helps us to ensure that teaching is appropriately differentiated and that learners are making the expected or greater than expected progress.

All staff are regularly trained in our approach to assessment and a senior leader who is responsible for overseeing assessment.

Assessment criteria are derived from the school curriculum, which is composed of the National Curriculum the Aspire programme.

Assessment judgements are moderated by colleagues in school and by colleagues in other schools to make sure our assessments are fair, reliable and valid. In addition, teachers participate in compulsory moderation in EYFS each year and moderation in KS1 and KS2 in accordance with the moderation guidelines as outlined by the DfE.

There are regular and varied assessments carried out across the curriculum. The main purpose of assessment in our school is to help teachers, parents and pupils plan their next steps in learning.

Assessment in the Early Years

The main purpose of the EYFS profile is to provide a reliable, valid and accurate assessment of individual children at the end of the EYFS.

Reliable and accurate assessment at the end of the EYFS is underpinned by the following principles:

- Assessment is based primarily on the practitioner's knowledge of the child. Knowledge is gained predominantly from observation and interaction in a range of daily activities and events.
- Responsible pedagogy must be in place so that the provision enables each child to demonstrate their learning and development fully.
- Embedded learning is identified by assessing what a child can do consistently and independently in a range of everyday situations.
- An effective assessment presents a holistic view of a child's learning and development.
- Accurate assessments take account of contributions from a range of perspectives including the child, their parents and other relevant adults.

On entry to school, the teacher and Learning support assistant carry out a baseline assessment of all children within the first 4 weeks.

Observational assessment is the most reliable way of building up an accurate picture of children's development and learning. Some observations will be planned but some may be a spontaneous capture of an important moment. It is likely that observations of everyday activities will provide evidence of attainment in more than one area of learning.

Tolleshunt D'Arcy St Nicholas CofE Primary School uses Tapestry Online Learning Journey to record these observations. The tapestry online Learning Journey allows parents to view their child's progress in school and to make their own contribution to the learning journey. Data is updated each half term by the teacher.

At the end of the EYFS, children are assessed as 'emerging, expected or exceeding' against the 17 Early Learning Goals, in addition to the characteristics of effective learning. Teachers should judge whether the description within the ELG best fits the child's learning and development, taking into account their relative strengths and weaknesses. 'Best fit' doesn't mean that the child has equal mastery of all aspects of the ELG. Practitioners should look at the whole of each ELG description when making this summative judgement

The teacher is either internally moderated or participates in a local moderation between other schools to ensure consistency and accuracy of assessments and final judgements.

Assessment in KS1 and KS2

Tracking Data

Data is recorded using the schools data system. Target Tracker has been used previously and holds data prior to this policy date. Teachers use the National Curriculum Statements to identify whether children are working within, secure or working at greater depth or have not yet begun in each specific statement for each of the core subjects: reading, writing and maths.

Once the statements have been assessed, Teachers use this information to identify which band the child is working in and whether they are beginning, working within or secure in the band. Gap analysis from this allows teachers to plan accurately for pupil progress.

To ensure that data collection is accurate, teachers update the system on a regular basis; during and at the end of each unit of work. At the end of each half term, teachers are required to discuss the data collection in pupil progress meetings and held accountable for the progress of children in their class.

During this time, vulnerable children and children who are not making progress are identified, and specific targets and interventions are set for the following half term for these individuals or groups of children so they can make more rapid progress. It is recognised where pupils have made good progress.

Reading assessment

In Year One, it is compulsory for children to take the Phonic Screen Test in June. The children are prepared for this through daily phonics sessions with full coverage of the phase 3-phase 5 sounds to be tested. Teachers use daily phonics sessions to assess, plan and deliver phonics appropriate to children's phonic skills and needs. The Phonic Screen test is administered in school by the class teacher. If children do not pass the test in Year One, they re-sit the test in Year Two. For consistency, the same teacher will deliver the test to both the Year One and any Year Two children who are to re-sit the test.

In years 1-6, the Toe-by-Toe reading scheme is used to identify each child's reading age. This data informs guided reading groups, daily readers and the planning of phonics. The tests are repeated on a half-termly basis to continually track and monitor children's word level reading progress. Reading comprehension papers are used in both guided and independent reading so that children can be taught and practise the skills involved in applying their comprehension. Reading comprehension is assessed against the national curriculum and is

supported by the Accelerated Reader Program in Key Stage 2. Optional SATs papers are used to support Teacher judgement and to prepare children for the SATs in years 2 and 6.

Interim Teacher Assessment Framework (ITAF)

In years 2 and 6, each child should have ITAF statements in reading, writing and maths books. Each of the three standards within the interim framework contains a number of 'pupil can' statements. To demonstrate that pupils have met a standard within this interim framework, teachers will need to have evidence that a pupil demonstrates attainment of all of the statements within that standard and all the statements in the preceding standard(s). Some of the statements contain qualifiers (some, many and most) to indicate that pupils will not always consistently demonstrate the skill required. Further guidance to support teachers in making consistent judgements on these will be provided as part of the exemplification material. However, where they have been used, they have consistent meaning with 'most' indicating that the statement is generally met with only occasional errors and 'some' indicating that the skill / knowledge is starting to be acquired, and is demonstrated correctly on occasion, but is not consistent or frequent.

This statutory interim framework is to be used only to make a teacher assessment judgement at the end of the key stage following the completion of the key stage 1/ key stage 2 curriculum. It is not intended to be used to track progress throughout the key stage.

Assessment for Learning (AFL)

AFL is a part of the teaching process on a daily basis. During planned inputs, teachers and Learning Support Assistants should use a range of AFL strategies to identify individuals who have understood, need further modelling or require support within the lesson to ensure that children are then provided with the correct level of support, or engage with an appropriate differentiated activity to consolidate their learning during the lesson. As part of the AFL process, teachers and Learning Support Assistants will support and guide pupils to assess their own progress to make their own choices about an appropriate level of challenge with which they then engage; over time, children should become increasingly more confident and accurate in choosing the correct level of challenge to help them progress. Outside of the lesson, teachers will use AFL to identify any changes in the following days planning and adapt lessons according to the learning needs within the class.

A range of AFL strategies that can be used are included in appendix 1.

Self and Peer Assessment

In all year groups, children should be part of the assessment process and be involved in learning conversations about their learning and progress.

In the EYFS, children should be encouraged to recognise their successes and what they have done well to promote a culture of pride in their work and high self-esteem. With support from the teacher, the children should begin to verbally identify what they might do better next time and, where appropriate, implement such improvements in the moment. Children should be taught to comment and suggest simple improvements in their own work and in the work of their peers, using the 'Austin's Butterfly' approach to improvement and growth mindset.

In year one, children should be taught to understand the importance of honesty when assessing how well they have understood or are secure with a concept. This culture of honesty and independence will enable pupils to understand how to become good learners and seek the right support to move forward in their learning. Initially, self-assessment takes the form of verbal feedback during lessons in addition to the use of pictorial success criteria

where appropriate. Children will continue to be encouraged to comment and make suggestions of improvement for their peers and such a culture should be fostered so that the children feel comfortable to do this and praised for being a supportive learning partner.

As children move into year 2 and beyond, the children should become more involved with identifying the achievements and areas of development by talking about their work as well as underlining or highlighting examples of good work. The marking policy will be followed so that children edit their work in coloured pencil or blue pen. The children should use success criteria to enable them to identify what they need to include to ensure success, and to help them to identify any of their own next steps to improve their work.

The marking policy will be displayed in each classroom so that the children are familiar with the codes and symbols used by the teacher and also to use them to peer assess each other's work.

Communication with parents

The information from assessment is communicated to parents and pupils on a termly basis through a structured conversation. Parents and pupils receive information on their child's progress and gaps in their learning, as well as any barriers to the learning and indications of what can be done to support their progress.

In the summer term, parents receive a formal written report documenting the achievement and progress of their child across all subjects. In years 2 and 6 the written report will also include results from Standardised Assessments.

Appendix 1

AFL strategies

Students write Questions

- About what they would like to know on a new topic
- To ask the teacher or other students in order to assess their learning
- To demonstrate their learning/misconceptions/areas they would like to further explore

Comment-only marking

- Comment-only marking provides students with a focus for progression instead of a reward. Comments should make it clear how the student can improve.

Mid-unit assessment

- Having an assessment at the end of a unit may not provide time for you to go over areas students have struggled with, or in which there are general misconceptions.
- Timing assessment during a unit (i.e. lesson 5 of 7) allows time to review, reflect and revisit.
- It also gives the teacher an opportunity to focus explicitly on areas of weak understanding supported by evidence.

'Might'

- When questioning, insert the word 'might' to give students greater opportunity to think and explore possible answers.

E.g. What is meaning of democracy? Vs What **might** the meaning of democracy be?

- The first infers a single answer known by the teacher whereas the second is inherently more open.

Wait-time

- Wait time allows students time to think and therefore to produce answers. Also, not everyone in the class thinks at the same speed or in the same way – waiting allows students to build their thoughts and explore what has been asked.

2 types of wait time –

- Teacher speaks and then waits before taking student responses.
- Student response ends and then teacher waits before responding. This gives the student space to elaborate or continue – or for another student to respond.

Open vs closed

- Closed questions can be useful however are not great at facilitating the use of abstract thinking skills, encouraging talking or eliciting much understanding. Open questions are more likely to do this and thus improve learning.

Exemplar Work

- When setting students a piece of work, show them examples that make it clear what it is they are being asked to do – and what they need to do in order to meet the assessment criteria.
- Students could mark exemplar work using the assessment criteria. This will help model what is being asked for and how it relates to the process of assessment.

Making aims clear

- Put lesson objectives on the board at the beginning of the lesson.
- Talk to students about why they are studying what they are studying.
- Contextualise short-term aims in long-term aims (e.g. analysing Shakespeare will contribute to a wider knowledge of the cultural canon and stronger analytical skills among other long term aims)
- Check with students that they are clear about the aims of the lesson/unit/subject
- Produce aims in conjunction with students

Student Review

- Students review their own learning either in groups or individually. This could be done as a plenary, a mini-plenary or as an activity to help planning for future revision or the remainder of the unit.

Traffic Lights

Use traffic lights as a visual means of showing understanding. E.g.

- Students have red, amber and green cards which they show on their desks or in the air. (red = don't understand, green = totally get it etc.)
- Students self-assess using traffic lights. The teacher could then record these visually in their mark book.
- Peer assess presentations etc. with traffic lights

2 stars and a wish

For peer assessment, ask students to give two stars and a wish.

- Two stars = 2 things that are good about the piece of work
- A wish = something they can improve to make it even better

Articulate then Answer

Give students the opportunity to articulate their thinking before answering –

- 30 seconds silent thinking before any answers
- Brainstorm in pairs first for 2-3 minutes
- Write some thoughts down before answering
- Discuss with your neighbour first

Idea Thoughts

When you have received an answer to a question, open up the thinking behind it by asking what others think about the idea. E.g. "What do others think about _____'s idea?"

Bouncing

Bounce answers around the room to build on understanding and have students develop stronger reasoning out of misconceptions. E.g.

- "Jimmy, what do you think of Sandra's answer?"
- "Sandra, how could you develop Carl's answer to include more detail?"
- "Carl, how might you combine all we've heard into a single answer?"

Incorrect Discussion

- Use incorrect answers as a discussion point.
- Rather than dismissing something because it is wrong, or saying 'that's interesting' etc. Use the misconception in reasoning to draw the process out into the open.
- This leads to improving on misconceived reasoning and an atmosphere in which it is OK to be wrong.

Redrafting

- Use lesson time to redraft work. This allows students time to focus on the feedback for improvement they have been given.
- It also reinforces the value of the feedback and allows them to work at it in a supportive environment.

Comment Follow-up

Give students opportunities to follow up comments -

- Create time in the lesson to talk to individual students.
- Have a written dialogue in the students' book.
- Use a comment tracker or targets sheet to formalise the dialogue in a workbook

Peer Marking

- Students mark each others' work according to assessment criteria.
- Encourages reflection and thought about the learning as well as allowing students to see model work and reason past misconceptions.
- Opportunities to do this throughout individual lessons and schemes of work.

Thumbs

Check class understanding of what you are teaching by asking them to show their thumbs.

- Thumbs up = I get it
- Thumbs half way = sort of
- Thumbs down = I don't get it

X and Y

Ask students why X is an example of Y. e.g.

- Why is an apple an example of a fruit?
- Why is a fox an example of a mammal?

Questioning in this way avoids factual recall and asks for the underlying reasoning to be made explicit.

All you know

Students write down everything they know about _____ at the start of the unit. The teacher can then teach the unit accordingly, using existing knowledge and avoiding repetition

Conveying Progress

Find a means of using assessment to convey progress to students and thus make what they are doing more meaningful.

- Link learning between units
- Use a learning journal
- Refer to past targets and highlight where the student is achieving this
- Have a target chart where it is visible how the student has progressed
- Link assessment to student goal-setting

Discuss Words

- When engaged in discussion, take key words and look at them specifically.
- Discuss how they are being used – Is there any ambiguity?
- Is everyone using the word in the same way?

Communication

- Ask students to communicate thinking through different mediums – not just writing; drawing, drama, maps, sculpture etc.
- The medium is the message and therefore circumscribes to some extent how communication can take place.
- Using alternative mediums allows the teacher to 'see' students' understanding from different angles.

Show and Tell

- Use mini-whiteboards so that every student can write or draw their answer and show it to you (or their peers) immediately.

Hands Down

- Tell pupils they should only raise their hand to ask a question, not to answer one.
- The teacher then chooses pupils to answer, therefore gaining information on whether everyone is learning.
- www.classtools.net – fruit machine programme on here where you can input names, save it and play it to choose pupils at random.
- Write names on lollipop sticks and pull out at random to answer.
- Write numbers on balls or counters that tally to register or seating position and re-use with every class.

Smiley Faces

Students draw smiley faces to indicate how comfortable they are with the topic.

- Ready to move on
- Understand some parts but not all
- Do not understand and need to look at it again