

Meadows Primary School Assessment Policy

January 2017

Rationale

At Meadows Primary School & Nursery we believe that assessment provides the basis of informed teaching, helping pupils to overcome difficulties and ensuring that teaching builds upon what has been learned. It is also the means by which pupils understand what they have achieved and what they need to work on.

Formative assessment creates a positive learning environment where children can see the steps necessary for their own success. It enables teachers to set appropriate work at the level necessary for the children's continuing progress.

Summative assessment is important for accurate information regarding a child's attainment and progress. It informs whole school target setting and prediction of a cohort's future attainment.

Aims and objectives

The aims and objectives of this policy are:

- To raise the standards of achievement throughout the school
- To maintain accurate records of the progress and attainment of individual children and cohorts
- To ensure consistency in assessing achievement and identifying achievable and challenging targets for each child
- To enable the active involvement of pupils in their own learning
- To enable teachers and other professionals to use assessment judgements to plan work that accurately reflects the needs of individual pupils
- To provide regular information for parents that enables them to support their child's learning
- To provide the information that allows school leaders and governors to make judgements about the effectiveness of the school and to evaluate the school's performance against its own previous attainment over time and against national standards

Assessment for Learning

Assessment for learning are opportunities which are a natural part of teaching and learning; are constantly taking place in the classroom through discussion, listening and analysis of work. It is essential that teachers know how well a child has progressed and that pupils understand how well they are doing and what they must learn to help them improve.

To achieve this at Meadows we will:

- Evaluate pupils learning to identify those pupils with particular needs (including those who are able) so that any issues can be addressed in subsequent lessons
- Adjust plans to meet the needs of the pupils, differentiating objectives where appropriate
- Ensure pupils are aware of the learning objective and encourage them to evaluate their progress so that they understand the next steps they need to make
- Set individual, challenging targets in numeracy, guided reading, SPAG and writing on a regular basis and discuss these with the pupils so that they are involved in the process
- Regularly share these targets with parents to include them in supporting their child's learning
- Encourage pupils to evaluate their own work against success criteria based upon specific, key learning objectives
- Mark work so that it is constructive and informative in accordance with the marking policy
- Incorporate both formative and summative assessment opportunities in medium and short term planning
- Assess all subjects termly using a common format and make relevant comments about pupils progress, especially those working below or above the national average
- Pass on assessment information to the next class teacher so children can be tracked as they progress through the school

Use Assessment strategies such as:

- Working walls
- Target setting
- Checklists
- Sharing success criteria
- Self and peer evaluation
- Discussion, talk and modelling
- Learning journey – children know what is next

Types of assessment:

At Meadows, we use a combination of formative and summative assessment as outlined below:

Formative Assessment

Formative assessment is a powerful way of raising pupils' achievement. It is based on the principle that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim.

Formative assessments are used to:

- identify children's strengths and gaps in their skills/knowledge
- identify next steps for learning
- inform future planning
- enable appropriate strategies to be employed
- facilitate the setting of appropriate targets for the class, group, and individual
- track the child's rate of progress
- facilitate an evaluation of the effectiveness of teaching and learning
- inform future teaching and learning strategies
- identify individuals and groups for specific intervention support.

Summative Assessment

Summative assessment is important for informing both parents and teachers of a child's attainment and progress. This will also inform whole school target setting and prediction of a cohort's future attainment

Summative assessments:

- identify attainment through standardised tests at any given point in time
- record performance in a specific area on a specific date
- provide age standardised information
- provide end of key stage test data against which the school will be judged
- ensure statutory assessments at the end of EYFS, KS1 and KS2 are met
- ensure children meet the Year 1/2 Phonics tests
- provide information about cohort areas of strength and weakness to build from in the future

Planning for assessment

- The National Curriculum Programmes of Study and Early Learning Goals are used to guide our teaching. These documents provide us with the framework to ensure breadth, balance and understanding in our curriculum.
- The National Curriculum Framework and DFE statements are used to inform our curriculum overview and schemes of work. We use the assessment guidance in these documents to help us identify each child's level of attainment.
- Lessons are planned with clear learning objectives, based upon the teacher's detailed knowledge of each child. We strive to ensure all tasks set are appropriate to each child's level of ability. The format of our lesson plans ensures that our lessons are planned in detail, taking into account the needs of all pupils.
- Teachers use focused marking to assess children's progress in relation to the planned learning objectives and set 'Close the Gap' comments to show where the child is in relation to this aim and how they can achieve the aim. Teachers use this information when planning for subsequent lessons.

Assessment and Reporting in the Foundation Stage

Observations: children are identified each week and an observation will be carried out on these children. Some observations are spontaneous and 'capture the moment'. Observations involve following the child for a specific time and documenting what they do. This is then analysed against the 'Development Matters' objectives in the Foundation Stage Curriculum Guidance and next steps are identified and planned for, for the following week.

Staff can write onto sticky labels what the child has done e.g. Mary made a model of a camera, she used a small box and stuck a silver rectangle on the front, she put a circle on the top and said 'this is the button you press to take the picture'. These are used to provide evidence to assess and fill out the Foundation Stage Profile.

Big Write Books: are books with exemplar pieces of work mainly done independently by the children. This are completed with the children. They provide key evidence in support of the profile points, which provides a record of attainment for each child.

Focus Activity: during focus activities teaching staff write comments on the child's work, often identifying the level of support needed or if the work was done independently. Next steps are also identified. Children are encouraged to comment on their work and next steps are also discussed with the children in child friendly terms.

Assessment and Recording in Key Stage 1 and 2

- Teachers use DFE assessment statements and Key Performance Indicators to provide on-going assessment, through the use of focused marking and/or observations of children's work against learning objectives and success criteria. This information is then used to assess progress towards meeting learning targets and to identify and set the next targets for each child.
- Teachers use tracking grids based on the Sheffield STAT materials for each child on an on-going basis to record progress and to identify next steps for learning in Reading, writing, SPAG and Maths.
- Year group targets set expected National Curriculum statements for individual children to reach at the end of each academic year.
- Annotated plans and planning notes made by class teachers and other adults involved with each child record other important information about the progress of children in the class.
- A variety of tests (including optional tests for years 1,3, 4 and 5) are used each term as part of the assessment process to identify progress and gaps in learning.
- Teacher Assessment Folders contain a record of the progress made by children throughout their time at Meadows.
- The SEN Register and Intervention programmes ensure that children with identified special educational needs and those children not making expected progress are supported appropriately and their needs assessed regularly.
- Termly Pupil Progress Reviews are used to identify and analyse progress and set targets, in reading, writing and maths for classes and cohorts.

Assessment Methods/Materials:

Teachers use a range of assessment tools and materials (including analysis of children's work in books, guided reading records and results of class tests/published tests) alongside on-going focused marking and notes of pupil observations to inform their assessment of progress for individual pupils and groups.

Results of these tests across school are used to inform teacher assessments against assessment focuses using the tracking grids for reading, writing and maths.

Moderation

Regular moderation of levelling takes place each term to ensure consistency of levelling. Teachers meet in phase groups or in cross phase groups to analyse children's work against National Curriculum level descriptors or Early Years Foundation Stage Profile (EYFSP). During the summer term, teachers in Reception, Year 2 and Year 6 are involved in formal teacher assessments, as part of end of Key Stage assessments and local authority moderation. Also each term the school is involved in Cluster moderation.

Reporting

Reporting to parents / carers provides the opportunity for communication about their child's achievements, abilities and future targets. The end of year reports will be written so that they have a positive effect on pupils' attitudes, motivation and self-esteem.

At Meadows we will:-

- Provide opportunities for three parent consultation evenings so that parents can discuss how well their child has settled and be involved in target setting process; have opportunities for a mid-year progress report and have a final end of year report.
- Provide end of year written report which include results of statutory tests and assessments and gives information relating to progress and attainment
- Discuss pupil progress at the request of parent by appointment.

The assessment co-ordinator will:

- Formulate the school's assessment policy in consultation with the headteacher, staff and governors
- Review the policy regularly in the light of statutory requirements and the needs of the school
- Provide support and guidance with assessment and keep up to date with current information
- Resource school with relevant tests and update assessment cycle
- Highlight pupils and groups of pupils who have made less than expected progress or are working below expectations
- Analyse results to identify attainment and progress made by pupils and for groups of pupils such as those on free school meals, gender, vulnerable children and children from an ethnic background
- Report to governors regarding the policy, statutory test results and cohort targets

Review:

This policy is subject to annual review, as part of the school self-evaluation process.

In order to carry out this evaluation, the Assessment Leader will keep evidence of the changes and improvements brought about by the implementation of the Assessment Policy.

Su Mejer
(January 2017)

Additional Information I: Marking Guidance

The guidance on marking forms part of the whole school policy for assessment and is directly linked to curriculum planning. The school is committed to using formative assessment, through assessment for learning, and uses focused marking as the principle method for providing feedback to children in order to raise standards of attainment.

Formative Assessment and Focused Marking:

Formative assessment is based on the principle that in order to make good progress, pupils need to be clear about the next steps in learning.

Teachers use focused marking to assess children's progress in relation to planned learning objectives and to identify children's strengths and gaps in their skills/knowledge. CTG's should be shared with the child, in an age-appropriate way, in order to provide feedback to the child about where they are in relation to this aim and the steps necessary to achieve the aim.

Next steps information is used to inform planning for subsequent lessons and to facilitate the setting of appropriate targets for the class, group or individual. Grouping should be flexible in order for teachers to effectively address the needs of children with similar gaps in learning.

Frequency of Marking

At least once a day, teachers and TA's should write a CTG comment for their focus group in writing, guided reading and maths.

The school recognises that often the best way to communicate next steps/ development points is through verbal feedback given directly to the child by the teacher; however a record of this should be made in the pupil's book, along with the next step/CTG response.

Children should be given the opportunity to look at and respond to the teacher's comments in an-age-appropriate way. These opportunities must be made explicit in teacher's weekly planning at the beginning of the day or lesson.

Writing/ Guided Reading

Teachers should not correct every mistake in a piece of written work, as this can be overwhelming for children and will rarely lead to an improvement. Up to three spelling errors may be corrected provided children are given an opportunity to practise them (sp x 3)

Maths

The main purpose for marking maths work is to identify whether children have grasped a mathematical concept or method and to assess the steps needed to enable them to make further progress. It is often necessary for the teacher to mark the calculations on a page in order to judge whether the child has understood the concept.

Test Marking

The school acknowledges that there is a role for testing; however teachers should ensure that test results are fed back to children individually and sensitively. Teachers are however encouraged to provide information to children on whether the mark achieved is an improvement on previous attainment.

Self Assessment

Teachers should provide regular opportunities for children to assess their own work and the learning of their peers. This supports children to be actively involved in their learning and to be able to identify their own targets for improvement. This may include:

- peer marking against the learning objective (assessing and/or marking another child's work)
- two stars and a wish (children identify two ways in which their work meets the learning objective and one thing that they could improve)
- self-evaluation (e.g. traffic lights or smiley faces to indicate how the child views their work in relation to the learning objective).
- VCOP: (using a colour-coded system to assess their work - **v**ocabulary; **c**onnectives; **o**peners; **p**unctuation)
- Highlighting and annotating own or a peers work to demonstrate appropriate use of text features

Additional Information 2: Assessment material, tools and tests

Reading	<ul style="list-style-type: none">• Focused marking• Pupil observations• Book/work scrutiny• Guided Reading Records• Phonics assessment materials (including flashcards, real/invented word tests, robot-talking words; sight recognition of high frequency words)• Optional tests (Years 1,3, 4, 5)• Teacher planned comprehension tests/activities• Phonic phase assessments (including flashcards,
Writing	<ul style="list-style-type: none">• Focused marking• Pupil observations• Book/work scrutiny• Writing samples (independent where possible)• Phonics assessment (spelling of high frequency words; assessment activities; observation of spelling of graphemes/alternative graphemes)• Optional tests (Years 1,3, 4, 5)• Results of class tests (e.g. weekly spelling tests)
Maths	<ul style="list-style-type: none">• Focused marking• Pupil observations• Book/work scrutiny• Results of class tests (e.g. tables tests)• Optional tests (Years 1,3, 4, 5)• Abacus Maths unit tests / end of year tests

Additional Information 3: Contents of Class Assessment Folder

Autumn Term	<p>English</p> <ul style="list-style-type: none"> • Update of Sheffield STAT tracking grids for reading, writing and SPAG based on, tests, focused marking and observations of children’s learning • Running records/guided reading records • Independent writing samples • Assessments of phonic phase for each child (EYFS/KS1) • Set new Autumn learning targets <p>Maths</p> <ul style="list-style-type: none"> • Update of Sheffield STAT tracking grids for maths based on, tests, focused marking and observations of children’s learning • Set new targets <p>Foundation Subjects</p> <ul style="list-style-type: none"> • Link cross curricular writing/ maths with Sheffield STAT grids.
Spring Term	<p>English</p> <ul style="list-style-type: none"> • On-going update of Sheffield STAT tracking grids for reading, writing and SPAG based on, tests, focused marking and observations of children’s learning • Running records/guided reading records • Independent writing samples • Assessments of phonic phase for each child (EYFS/KS1) • Set new Spring learning targets <p>Maths</p> <ul style="list-style-type: none"> • On-going update of Sheffield STAT tracking grids for maths based on, tests, focused marking and observations of children’s learning • Set new targets <p>Foundation Subjects</p> <ul style="list-style-type: none"> • Link cross curricular writing/ maths with Sheffield STAT grids.
Summer Term	<p>English</p> <ul style="list-style-type: none"> • On-going update of Sheffield STAT tracking grids for reading, writing and SPAG based on, tests, focused marking and observations of children’s learning • Running records/guided reading records • Independent writing samples • Assess phonic phase for each child (EYFS/KS1) and update phonic phase grid • Year 1 Statutory Phonics Test • Year 2 and Year 6: SATs Tests - Reading, Writing< SPAG and Spelling and Teacher Assessments • Set new Summer targets • National Curriculum outcomes and targets recorded on End of Year Report <p>Maths</p> <ul style="list-style-type: none"> • On-going update of Sheffield STAT tracking grids for reading, writing and SPAG based on, tests, focused marking and observations of children’s learning • Year 2 and Year 6: SATs Tests -Written and Mental and Teacher Assessments • Set new Summer targets • National Curriculum outcomes and targets recorded on End of Year Report <p>Foundation Subjects</p> <ul style="list-style-type: none"> • Link cross curricular writing/ maths with Sheffield STAT grids.

Additional Information 4: School Assessment Schedule

Autumn 1	<ul style="list-style-type: none"> • On entry data for Foundation Stage Profile in Nursery and Reception • Assessment and Subject Coordinator to analyse SATs results • Class profiles updated and end of year targets set • Parents' Consultation Meetings • Phase group assessment moderation meetings • Class assessment folder updated (on-going) • Sen interventions set up • O Track assessments for AUT 1 put onto system
Autumn 2	<ul style="list-style-type: none"> • Class profiles updated • Pupil Progress Reviews • SEN intervention programmes reviewed • Individual and class intervention plan produced • SEN Reviews • Phase group assessment moderation meetings • Class assessment folder updated (on-going) • O Track assessments for AUT 2 put onto system
Spring 1	<ul style="list-style-type: none"> • Parents' Consultation Meetings • Phase group assessment moderation meetings • Class assessment folder updated (on-going) • O Track assessments for SPR 1 put onto system
Spring 2	<ul style="list-style-type: none"> • Class profiles updated • Pupil Progress Reviews • SEN intervention trackers reviewed • Individual and class intervention trackers produced • Phase group assessment moderation meetings • SEN Reviews • Class assessment folder updated (on-going) • O Track assessments for SPR 2 put onto system
Summer 1	<ul style="list-style-type: none"> • Phase group and cross phase assessment moderation meetings • Year 6 SATs fortnight • Year 2 SATs (on-going throughout the half term) • Local Authority SATs moderation meetings for Reception, Year 2 and Year 6 • Individual and class intervention plans produced • Class assessment folder updated (on-going) • O Track assessments for SUM 1 put onto system
Summer 2	<ul style="list-style-type: none"> • Year 1 Reading Test • Class profiles updated • Pupil Progress Reviews • SEN intervention programmes reviewed • Report all results of testing to Local Authority • Report all results of statutory assessments to parents • Annual end of year reports produced and sent to parents • Prepare class hand-over folders • End of year Parent Transition Meetings • Class assessment folder updated in preparation for class handover meeting (on-going) • Class handover meetings (current teacher meets receiving teacher to share information)