

Carlton Colville Primary School

Assessment Policy

(also see Marking and Feedback Policy, Monitoring and Evaluation Policy, Teaching and Learning Policy)

This policy review takes into account the guidance published in the 'Final report of the Commission on Assessment without Levels' in September 2015.

1 Principles and aims of assessment

Different types of assessment serve different purposes, and in our school we recognize that it is the purpose, rather than the method, of assessment that is most important.

These purposes are as follows:

- to enable our children to demonstrate what they know, understand and can do in a variety of ways.
- to enable effective feedback so that our children recognise the standards to aim for, understand what they need to do next to improve their work, and also to boost self-esteem and motivation.
- to help develop the idea of 'growth mindset' across the school community.
- to provide information for teachers so that they can plan work that accurately reflects the needs of each child in order to achieve their next steps;
- to identify specific difficulties or strengths;
- to provide regular information for parents/carers that enables them to support their child's learning;
- to provide information for the next teacher on transition;
- to provide the school leaders, governors, Local Authority, Government and other stakeholders with information about attainment and progress in our school.
- to inform strategic school development.

These aims therefore form the basis of the criteria by which the effectiveness of the policy and subsequent practices will be judged.

2 Forms of assessment

There are three broad overarching forms of assessment:

2.1 Day-to-day in-school formative assessment

This is best seen as 'the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go, and how best to get there.' It is also known as 'assessment for learning' or AfL.

It involves the use of assessment in the classroom to raise pupil achievement. It is based on the idea 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 this aim (i.e. to close the gap between their present state of understanding and the learning goal). It is about making learning explicit, promoting learning autonomy and focusing on *learning* rather than *performance*.

Examples of this in practice include:

- Rich question and answer sessions / conversations with probing questions
- Marking of pupils' work – preferably live marking but also includes marking after the lesson.
- Observational assessment.
- Short re-cap quizzes.
- Scanning work for pupil attainment and development.
- Self and peer assessment.

We believe that there is no intrinsic value in recording formative assessment; What matters is that it is acted upon and has a subsequent impact on learning.

2.2 In-school summative assessment

This involves making a judgement about pupils' attainment at a point in time, often in terms of some kind of score or grade. Teachers may make these judgements at the end of a unit of work, year, or key stage. This type of judgement can be informed by both tests and/or teacher assessment (based on a range of evidence).

This also includes judgements made as part of reviews for pupils with SEN and disabilities.

We also use summative assessments in a formative way in order to provide feedback on how pupils can continue to improve.

2.3 Nationally standardised summative assessment

This includes the EYFSP (until 2016), the Year 1 Phonics Screening Check and the statutory National Curriculum tests and teacher assessments at the end of Key Stage 1 and Key Stage 2.

3 Planning for assessment

All staff receive appropriate professional development (both in-school and from external advisors) and updates as necessary in order to ensure that they are clear about the school assessment policy and procedures and are up to date with good assessment practice. The Assessment Leader will always provide additional clarification and support as necessary. We always seek to continually develop and improve our practice. This will be detailed in the Assessment Action Plan as part of the School Development Plan.

3.1 Formative assessment- EYFS

Teachers use the EYFS Framework (EYFS) to create long, medium and short term plans.

EYFS staff use adult-led activity and child-initiated activity opportunities to make formative assessments based around the 'Development Matters' materials.

3.2 Formative assessment- Years 1 to 6

Teachers use the National Curriculum in conjunction with the 'Essentials' materials from Chris Quigley Education to create long, medium and short term plans.

The formative assessments that teachers and teaching assistants/learning support assistants make in lessons are based on success criteria linked to the appropriate learning objectives from these plans.

At Carlton Colville Primary School we take a 'mastery' approach to learning and we define progress as 'the widening and deepening of essential knowledge, skills, understanding and behaviours.' Consequently the nature of the success criteria and subsequent formative assessments are rooted in this idea, and reflect the depth of learning of pupils (framed in terms of 'basic', 'advancing' and 'deep' cognitive domains). The Chris Quigley 'Assessment Materials' linked to the 'Essentials' materials help to provide the detail of this in each subject, and provide the framework for the formative assessments.

3.3 Summative Assessment-EYFS

The Nursery teacher completes an 'Attainment on Entry Profile' during the first month of entry to Nursery.

EYFS teachers create a digital learning journey for each child, based on day-to-day evidence. This is shared with parents each term.

Half way through the year teachers produce a mid-year 'Learning Summary'.

All EYFS teachers make termly summative assessment judgements (3 judgments each year) in both the Prime and Specific Areas based on a broad range of evidence, collected on a day-to-day basis. These judgments are in the form of a series of 'steps' leading to the Early Learning Goals. This information is entered into the EYFS tracking system, 'Early Years Target Tracker' and is analysed in order to identify strengths and weaknesses and to help inform improvements that can be made.

At the end of Reception a judgment of 'Emerging', 'Expected' or 'Exceeding' is made for the Early Learning Goals for each child in each area and informs the statutory Good Level of Development (GLD) judgement. EYFS exemplification materials are used regularly to help standardise and moderate these judgements.

All relevant assessment information is passed onto the Year 1 teachers in order to ensure a smooth transition to Year 1.

3.4 Summative Assessment-Years 1 to 6

To help facilitate the mastery approach to learning our curriculum is organised into three 'Milestones'. Milestone 1 is Years 1 and 2, Milestone 2 is Years 3 and 4 and Milestone 3 is Years 5 and 6.

Teachers make summative assessment judgements in English and Maths each term (three times a year). These are based around the Key Performance Indicators and/or statutory assessment criteria that have been identified for each Learning Objective within each Milestone for each subject and are an assessment of the pupil's depth of learning for that Learning Objective (Basic, Advancing, Deep). This is referred to as the 'Depth of Learning Index'. This assessment information is used during the termly pupil progress meeting that each classteacher has with the Headteacher and English/Maths subject Leader. At the end of the year this information is entered into the school tracking system, 'DepthofLearning.com' and is analysed in order to help identify strengths and weaknesses and to help inform improvements that can be made.

The documents 'Summative Assessment and Progress Tracking-Guidance,' 'Summary of Evidence Base for Teacher Assessment Judgements' and 'Ways to show the progress of pupils' (see Appendix) provide further specific detail and support for teachers including guidance about the appropriate sources of evidence that will inform their summative judgements.

Regular standardisation and moderation activities are carried out within school and also in conjunction with other schools in order to ensure the accuracy of our summative judgements.

Summative assessments in other curriculum areas are made at appropriate times, such as at the end of a unit of work within a theme. These are also made using the Depth of Learning Index system. End of year summative judgements in all subjects are passed on to the next teacher.

Specific tests may be used to help evaluate the impact of certain intervention programmes (such as Success@Arithmetic, Arrow etc).

Further guidance on the annual assessment cycle is provided for teachers in the document, 'Annual Assessment Schedule' (see Appendix) which includes detail about other useful summative assessments that are carried out across the year, such as Salford Reading Tests, phonic assessments and high frequency word assessments. Outcomes of these are recorded in an individual 'Pupil Assessment Record.'

3.5 Nationally standardised summative assessment

We always follow the guidance provided in the EYFS, KS1 and KS2 'Assessment and Reporting Arrangements' published annually by the Standards and Testing Agency and carry out all statutory requirements for assessment.

The Assessment Leader ensures that all relevant training, preparation and documentation is received by the relevant staff. When there are changes and updates to these requirements the Assessment Leader ensures that these are communicated effectively to the relevant staff.

4 Using the outcomes of assessment

As previously explained, assessment information can be used for a range of purposes. All assessments made, whether formative or summative, recorded or unrecorded, wide-ranging or specific, should have some kind of useful and informative outcome (appropriate to the purpose).

For example:

- Summative assessments may be used diagnostically to identify gaps and areas of weakness that need addressing, perhaps through specific intervention programmes.
- Individual Education Plan/Passport target assessments may be used to identify the next crucial learning steps and inform the next targets for children with SEN and disabilities.
- Tracking information obtained through summative assessments may be used to identify and tackle underachievement for all pupils, including identifying underachievement in different cohorts of pupils, such as disadvantaged pupils and boys/girls.
- Both formative and summative assessments may be used during discussions in Pupil Progress Meetings in order to decide how best to support pupils' next learning steps.
- Formative and summative assessment information may be shared with parents both on a day-to-day basis, during parent consultations and in annual reports in order to help them to support their children's learning.

5 Ensuring a fully inclusive approach to assessment

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils.

We 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.

The 'Principles and aims of assessment' apply to all pupils, including those with SEN and disabilities. As explained in the SEN policy accurate assessment is a crucial part of the 'graduated approach' (Assess, Plan, Do, Review) for pupils with SEN and disabilities. For some pupils with SEN and disabilities it may be necessary to adapt the methods and tools used for formative and summative assessment for those assessments to be effective.

Examples of this may include:

- adapting the use of questioning to give pupils with significant learning difficulties sufficient time to respond.
- using visual stimuli and alternative means of communication and observation.
- providing additional time or use of a scribe in some summative assessments.

Where relevant, summative judgements for pupils with SEN and disabilities will still be made using the Depth of Learning Index (as described earlier). However, some pupils who are not yet ready to work on their age-appropriate milestone will need to be assessed using 'pre-milestone' criteria. For some pupils who are not yet ready to access Milestone 1 assessments using P-Scales may be appropriate. If these arrangements change following the recommendations of the final report of the Rochford Review (Oct 2015) then this policy will be updated accordingly. Other assessments may be used if they will more accurately show the progress of pupils with SEND.

6 Governance, management and evaluation of assessment

The Assessment Leader is responsible for maintaining the Assessment Policy and reviewing or updating it as necessary. This is as part of a wider Assessment Action Plan which is part of the School Development Plan.

The Assessment Leader is responsible for monitoring the effectiveness of assessment practices in the school and ensures that that he/she keeps up to date with any national / expert research, guidance and advice that could help to improve the school's assessment practices. Any such guidance is communicated to staff through a variety of mechanisms as appropriate, such as staff meetings, Teaching/Learning Assistant Meetings, training on Professional Development days, documents, memos, emails, handouts and conversations.

The Assessment Leader provides the Chair of Governors with a 'Summary of Pupil Achievement' at the end of the school year, which includes a comprehensive analysis of pupil attainment and progress over the year, identifying action points and areas for improvement. This is updated once any national data is published, and a further meeting is held with all teaching staff and Governors in the Autumn term so that Governors have the latest information about pupil achievement, giving them the opportunity to challenge the school over any aspects that they need to.

7 Reporting to parents/carers

We aim to create an atmosphere of trust and cooperation, which enables parents/carers or teachers to discuss concerns at any time during the school year.

Each term we offer parents/carers the opportunity to meet their child's teacher to discuss their child's learning attitudes, behaviour, progress and attainment.

An Annual Report is also sent to all parents/carers as a written summary of achievement and progress over the year, along with targets for development in English, Mathematics and Science.

In Year 2 and Year 6 the statutory requirement to report National Curriculum assessment outcomes for English, Mathematics and Science are met.

In Year 1 the results of the statutory Phonics Screening Check are also reported to parents. In Year 2 the results of the Phonics Screening Check for any child who has taken it are reported to parents.

Parents are encouraged to make a written comment about their child's progress and achievement over the year, and the children are also asked to reflect on their progress and achievement.

In EYFS parents/carers receive a copy of the midyear 'Learning Summary' as well as a written summary of a child's attainment against the Early Learning Goals at the end of the year.

8 Marking and Feedback

We believe that high quality feedback is an essential part of the learning process, and that the richness of the interaction between teacher and learner is crucial. We give our children regular feedback on their learning so that they understand what it is that they need to do to improve. See the 'Marking and Feedback' policy for further detail.

9 Peer and Self-Assessment

Peer and self-assessment can make unique contributions to the development of pupil's learning, and the children are gradually taught the skills necessary to be able to do this, using a number of different strategies and approaches. The Assessment Leader keeps a 'Self and Peer Assessment Portfolio' to be used as a working document of ideas and examples for each year group which is reviewed and updated by all teachers periodically.

This policy will be reviewed in two years, or earlier if necessary.

Signed: J. Rose – Assessment Leader, Deputy Headteacher.

Date: December 2016
To be reviewed March 2018