

Colburn Community Primary School

Assessment Policy 2016-17

Assessment is an integral part of good and outstanding teaching and learning in our school. Our assessment practices ensure teaching is relevant and appropriately pitched so that pupils have the best opportunities to progress. All staff in our school are involved in regular discussions and training regarding assessment for learning strategies, teaching and learning and feedback and marking.

(This policy should be read in conjunction with 'Teaching and Learning' and 'Feedback and Response' policies)

Our practise is based upon the following **underpinning principles for Assessment.**

Assessment is at the heart of teaching and learning

- Assessment provides evidence to guide teaching and learning.
- Assessment provides the opportunity for children to demonstrate and review their progress.

Assessment allows all pupils to demonstrate what they know, understand and can do

- Assessment is inclusive of all abilities.
- Assessment is free from bias towards factors that are not relevant to what the assessment intends to address.

Assessment is honest

- Assessment outcomes are used in ways that support development and maintain high self-esteem.
- Assessment outcomes are conveyed in an open, honest and transparent way to assist pupils with their learning.
- Assessment judgements are moderated to confirm their accuracy.

Assessment is ambitious

- Assessment places achievement in context against nationally standardised criteria and expected standards.
- Assessments represent a clear pathway of progress and development.
- Assessment objectives set high expectations for learners.

Assessment is appropriate

- The purpose of the assessment process is clear.
- Conclusions regarding pupil achievement are valid.

- Assessment draws on a wide range of evidence to provide a complete picture of a child's achievement.
- Assessment is used effectively and only as required in order to allow pupils, their parents and teachers to plan for future learning.

Assessment judgements are formed according to consistent principles

- Results are readily understandable by parents.
- Results can be used in comparison with other schools.

Assessment outcomes provide meaningful, useful and understandable information for:

- Pupils in developing their learning;
- Parents in supporting children with their learning;
- Teachers in planning teaching and learning;
- School leaders and governors in planning and allocating resources;
- Government and agents of government.

Assessment feedback inspires greater effort and a belief that, through hard work and practice, challenge and a greater depth of understanding can be achieved

- Teachers promote self-motivation and independence in learning
- Children adopt a growth mind-set

The assessment principles outlined above form a continuous cycle of assessments which is summarised in the diagram below:



Criteria for Assessment in Early Years Foundation Stage:

Children in our Foundation Stage are assessed against the Development Matters Framework (Nursery and Reception) and the Early Learning Goals (Reception). Assessments are made against the Prime and Specific areas of Learning. Baseline assessments are completed within the first six weeks of entry to Nursery. They are completed within the first six weeks of the autumn term for children in Reception. Assessments are updated half termly based on evidence gathered through observation, targeted activity and application of learning through self-initiated tasks. Observations of children are recorded electronically, but this is supplemented by evidence recorded in 'Learning Journeys'. Following new Government guidelines, we have opted to use the Early Excellence baseline assessment in Nursery and Reception as another measure to support teacher judgement and to provide us with a comparative, national baseline for attainment on entry.

These assessments are updated half termly using our assessment system – Target Tracker.

Discrete phonics assessments are also undertaken for all children in EYFS and updated on a termly basis using the agreed school format.

We work closely with other local settings in order to ensure that assessment information is effectively shared prior to pupils transferring from one setting to another.

Criteria for Assessment in KS1 and KS2:

Assessment criteria are derived from the national curriculum and our school curriculum document. These are short, discrete, written, qualitative and concrete descriptions of what a child is expected to know and be able to do in each subject area. Criteria are arranged into bands, setting out what children are normally expected to have achieved by the end of each academic year.

The achievements of each pupil are assessed against the relevant criteria throughout the school year, as and when teachers feel a child has demonstrated progress. A summative assessment (step assessment) is made at the end of each term.

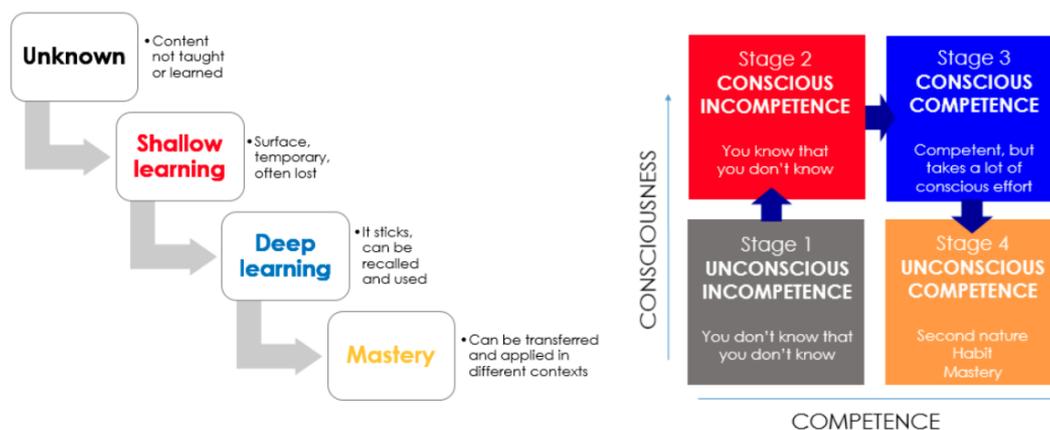
Overviews of each year's curriculum objectives are held on the school server and objectives can be clearly identified to support planning and teaching using our assessment system – Target Tracker. We want our children to have a secure understanding of the concepts they are taught so that they are able to apply these and use them in a range of contexts. This approach values the **mastery** of skills, through which children will develop an in depth understanding of the concepts they are learning.

As a school, we understand the term 'mastery' to mean: Mastery

“[Mastery] is about deep, secure learning for all, with extension of able students (more things on the same topic) rather than acceleration (rapidly moving on to new content) – Commission on Assessment without Levels, Sept 2015, p24

- Our approach values the mastery of skills. All our teachers promote mastery in order for children to gain a deeper understanding of the concepts they are learning. This is reflected in our approach to differentiated tasks within the classroom and through the provision of work promoting deeper understanding and application.
- Children will be expected to apply their learning in different contexts therefore deepening their understanding. They will be encouraged to make connections between concepts. Mastery is not just about knowing a fact but using information skilfully in increasingly more difficult situations and a range of contexts.
- Those children who have competently mastered the skills and objectives for their year group and are performing at the highest expectation will be provided with suitable extension work that challenges thinking at a higher level rather than accelerating through the content for the next year group. Acceleration is not ruled out. It may be considered appropriate, but only in exceptional cases.

A helpful application of the mastery principles (with related colours for Target Tracker statements) can be found below:



Formative assessment (day to day)

Formative assessment is a continuous process and used to ascertain children’s understanding and progress. It is used by teachers to evaluate pupils’ knowledge and understanding on a day-to-day basis and so that teaching can be tailored accordingly to meet children’s needs.

Assessing children’s learning on a day-to-day basis may take the form of:

- Questioning – probing questions - whole class, group and individual level

- Verbal discussion/ dialogue between pupils
- Whiteboard feedback - (show me, hold up 'x', solve this etc..)
- Feedback from marking
- Observations of learning approaches and application in practical activities
- Scrutiny of work produced
- Open ended tasks where children have the opportunity to 'prove' their understanding
- Use of short sharp assessments based upon specific learning objectives/blocks of learning to support teacher judgements and identify gaps in learning
- Children's evaluations of their own learning and self assessment

Marking and feedback is used to inform children of the progress they are making. This is done regularly with particular emphasis placed on independent work and on-going assessments. Assessment of a child's understanding is also supported by: -

- Working walls
- Success criteria
- Children knowing their targets, strengths and areas for development

Summative assessment

Summative assessment is an assessment of a child's skills, knowledge and understanding at the end of a unit of work, the end of a term or at the end of an academic year. This is an assessment of where a child is according to our assessment criteria and enables teachers to evaluate how much a pupil has learned.

Termly and end of year judgements will be made against the end of year expectation e.g. Target Tracker Steps Assessments.

These judgements are drawn from the bank of evidence collected through formative assessment. We make use of assessments from a variety of sources and ensure these are gathered over a period of time. We ensure children have opportunity to demonstrate their skills in a range of contexts and all assessments feed into any judgement made.

Materials supporting teacher's summative judgements include:

- Regular short class based assessment tasks before and after a unit of teaching i.e pre and post assessments
- Teacher produced assessment materials based upon key performance indicators
- Rising Stars assessments
- Salford reading or Hodder group reading assessments – tracking progress using a reading age
- Phonics assessments using the agreed school format
- Guided reading records and assessment sheets – STA
- Writing and Mathematics assessment sheets – STA

Just within band expectations	Within band expectations	Secure in band
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- Standard assessment tasks for end of Key Stages
- Optional standardised assessment tasks for each year group in KS2 (NfER)

For children involved in interventions to support 'catch up' further evidence from the following sources may be drawn upon:

- NfER and Sandwell entry and exit assessments (maths) – giving a number age and standardised score (used before 1stClass@Number and Success@arithmetic)
- Salford reading assessment – giving a reading age – accuracy, comprehension and word rate (used before and after Better Readers interventions)
- Pera reading assessments and Edge Hill diagnostic assessments (used before, during and after Phonics Counts)
- Burt reading assessment (used before reading intervention)
- Speech and language screening assessments (used before, during and after Talk Boost)
- IDL spelling and reading assessments (used before and after accessing IDL interventions)

These forms of assessment, whilst providing a standardised or percentile score, also support the identification of gaps in teaching or in a child's understanding and are analysed and fed back into planning and classroom teaching.

Nationally standardised summative assessment (used by the Department for Education)

Data is collected by the Department for Education at the end of Y2 and Y6 when standardised testing takes place. Y2 Standardised tests are marked internally and used to support teacher judgement whereas Y6 tests are externally marked. The DfE also collect data at the end of the Foundation Stage. This is used for comparison with other schools and other similar schools. In addition the DfE collect data at the end of Y1 to analyse pupils' understanding of letters and the sounds that they make through the phonics screening check.

Tracking progress

We track children's progress through KS1 and KS2 using Target Tracker. **6 steps is seen as sufficient progress across a year.** For example, a child achieving at a 3w+ in Year 3 would make sufficient progress if they achieved a 4w+ in Year 4. Likewise, a child in Year 5 achieving 5s at the end of year would have made sufficient progress if they leave Year 6 with a 6s.

Expectations for attainment to be at **age related** at the end of year are as follows:

for year group		for year group		expectations for year group	
<i>beginning (b)</i>	<i>beginning + (b+)</i>	<i>working within (w)</i>	<i>working within + (w+)</i>	<i>secure (s)</i>	<i>secure+ (s+)</i>

Age related achievement is seen as 'expected' / 'average'. As a school, our ultimate aim is for **all children to be working within + or secure** in the expectations for their year group.

End of Year expectations Secure

Those assessed at **Secure** at the end of year will be showing an in depth understanding of learning identified for their year group. Those achieving **Secure+** will have competently mastered all the skills and objectives for their year group and will be performing at the highest expectation.

Working within

Target Tracker advises that those pupils **working within/working within+** will be working at around age related expectations (see above table). As a school we expect pupils to be working at **within+** to be considered as working at age related expectations as this would appear to be more closely aligned with national expectations at the end of Y2 and Y6.

Beginning

Those assessed at **beginning/beginning +** at the end of year will only just be meeting some of the expectations for the year group. Further work is required across many objectives to improve and develop the skills and attainment expected. Children assessed here will be below age related expectations.

Working below Year group expectations

Some children may be accessing skills below that expected of their year group. These children will be working on skills identified for prior year groups, as they need further consolidation and /or further teaching. These children will be supported through interventions and, if SEND, by the SENDco to ensure appropriate programmes of support accelerated progress so that these pupils close the gap on their peers.

Tracking pupils' progress and targeting need

Assessments are entered termly into our assessment system - Target Tracker - and used for analysis by teachers, our Senior Leadership Team and for reporting to governors. Specific strategies are used to support the robustness of our assessment system. These include: -

Tracking of identified groups

The progress of all groups of pupils is tracked throughout the year. A close focus for tracking vulnerable groups is maintained throughout the year. These include the following groups of pupils:

Boys/Girls

Pupil Premium

FSM

SEND

More academically able and talented

EAL

Service

LAC

However analysis of the data at various stages throughout the year may identify other specific groups that are then tracked more closely.

Pupil Progress meetings

Pupil Progress meetings involve a professional dialogue between senior leaders and teachers. Meetings focus on targeted groups and the progress they are making and any other children who have become a concern, including any new entrants. Meetings also focus on those at risk of falling behind. This is a robust process involving challenge to ensure children are targeted appropriately, interventions are well matched and support is provided to overcome barriers to learning and support accelerated progress.

SEND Reviews

SEND Reviews take place for children who are on the Special Needs Register and require external support or additional intervention. They involve all adults working with the child in school, the child and their family members in addition to any professionals from external agencies that may be involved with a child. These reviews address the successes and the target areas for the child and any additional interventions or support that maybe required. Careful tracking of SEND children is undertaken by the SENDco to ensure these children have the best opportunities to make accelerated progress.

Pupil Interviews and Work Analysis

As part of lesson observations or learning walks, pupils may be interviewed about their work, progress and their targets. They may also be asked how they learn best, what supports them in the classroom and what would help them further. Regular scrutiny of pupils' work will also be used to moderate assessment data and the amount of progress that individuals are making. This will also be used to inform the SEF judgement on the quality of teaching and learning

Data Analysis

Senior Leaders and the Headteacher analyse data across the school (for reading, writing and maths) to ensure that pupils identified as vulnerable or at particular risk are making appropriate progress and that all pupils are appropriately stretched and challenged.

Data is also analysed by the SLT in terms of vulnerable groups. Where there are trends in data for particular classes or Key Stages these are fed back into planning and teaching e.g. boys and writing a weaker area compared to that of girls – boys writing addressed through planning and impact monitored.

Analysis is also used at whole school level to inform the SEF and the SDP and to ensure any trends across the school are addressed through training, staff development, teaching and where required through the purchase of intervention programmes or specific resources. Data is interrogated termly and overall findings are discussed at governing body meetings and with governors with dedicated roles e.g. Maths governor, English governor, EYFS governors and the governor with responsibility for SEND.

Moderation and Standardisation

Work sampling and book scrutiny relating to planning, marking and feedback ensures that consistency is maintained and progress is evident for all pupils. Regular moderation takes place in writing and mathematics involving all teaching staff ensuring standardisation across the school. EYFS, Y2 and Y6 are involved in cluster moderation including links with Y7 colleagues at our feeder secondary schools in addition to moderation sessions organised by the local teaching alliance. Our EYFS Leader, English Leader, Mathematics Leader, Y2 and Y6 teachers also moderate with Local Authority Advisors.

Reporting to parents

Foundation Stage

In Reception and Nursery, a child's attainment and progress is communicated to parents through parental consultations held at least twice a year. At the end of year, a more detailed written report is produced based upon the Early Years Outcomes (Nursery and Reception) and the Early Learning Goals (Reception).

At the end of our Foundation Stage, for each Early Learning Goal, teachers make judgements as to whether a child is meeting the level of development expected at the end of the Reception year. This is shared with parents using the following: -

1. Emerging – not yet reached the expected level of development for the age
2. Expected – reached the expected level of development for their age
3. Exceeding – beyond the expected level of development for their age

Written reports also identify whether a child has reached a '*Good Level of Development*' for their age.

Key Stage 1 and Key Stage 2

Information regarding a child's attainment and progress is communicated to parents through parental consultations held at least twice a year. At these meetings information is shared with regards to the progress the child is making towards end of year expectations in reading, writing and maths and comments upon a child's attitude to learning. Targets are set to guide parents in supporting their child with their next steps. At the end of the year, a more detailed written report is provided which makes judgements against end of year expectations for all subject areas. In Y1, additional information is given regarding the outcomes of the 'Phonics Screening Check and in Y2 and Y6, SATS performance and teacher assessment is reported.

We celebrate all achievements across a broad and balanced curriculum, including sport, art and performance, behaviour and social and emotional development. A half termly curriculum outline and outcomes is provided for parents via the website and suggestions provided to guide and extend learning are provided through half termly homework tasks (see homework policy). Information sharing from home regarding children's learning is valued and encouraged.

This policy has been checked and approved by governors.

Last reviewed: September 2016

Next review due: September 2017