

Charlestown Community Primary School



Assessment Policy

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Since September 2014 the school has been following the revised National Curriculum. This assessment policy has been adapted in response to the removal of levels for assessing children and is based on recommendations in the Final Report of the Commission on Assessment without levels (September 2015) and in line with the 'Purposes and Principles of Assessment without levels.'

Rationale:

Assessment is a continuous process, which is integral to teaching and learning, allowing children to achieve their full potential.

Types of Assessment:

There are three types of assessment, formative; in-school summative and Nationally Standardised summative.

Aims of Assessment:

- **Identify** what children know and what they need to learn next.
- **Inform** planning (school / class / group / individual), target setting, information for parents, Governors, class organisation.
- **Measure** individual / group progress
- **Evaluate** effectiveness of teaching and learning methods / interventions
- **Motivate** teachers and pupils.
- **Comply** with statutory requirements; align school with National Standards

Purpose of Assessment:

This Assessment Policy sets out the key principles behind our assessment system. It is intended to provide all stakeholders with a clear and brief overview of why, how and what we assess as a school.

As a school, we believe that **formative assessment** (Assessment for learning AfL) is at the very heart of good quality teaching and learning.

Day to day in school, formative assessment is an integral part of teaching and learning. It helps children to measure their own strengths and areas for development. It allows teachers to understand pupil performance on a continual basis, enabling them to

identify when pupils are struggling, when they have consolidated learning and when they are ready to progress further. In this way, it supports teachers to provide appropriate support (corrective activities) or extension (enrichment activities to deepen understanding) as necessary and informs progress. It enables teachers to evaluate their own teaching of particular topics or concepts and to plan future lessons accordingly.

Through day to day in school formative assessment we will:

- Support children in measuring their knowledge and understanding against learning objectives and wider outcomes, identifying where they need to target their efforts to improve.
- Ensure that problems identified at the individual level and that every child is appropriately supported to make progress and meet expectations
- Staff will make use of the school tracking system (O track) to record children's progress against National Curriculum criteria that has been taught.

A range of day to day formative assessment will be used including:

- Making use of rich questions and answers
- Marking pupils' work effectively using 'pink for think' and green for good to highlight areas for development and improvement.
- Observational assessments
- Written and verbal feedback
- Discussions with children
- Children self-assessing and using purple pen to edit before work has been marked and complete corrections after it has been marked
- Peer assessment (the children will be taught how to do this effectively)
(See also Effective Feedback and Marking Policy)

The purposes of effective formative assessment are:

For children: to develop keen, ambitious children with a thirst for learning by identifying for them where they need to target their efforts to improve.

For teachers: as reflective practitioners, AfL allows us to identify what a child knows and what they need to learn next. It supports us to provide appropriate support or extension. It supports our evaluation of what is working well in our teaching and what we might need to adapt.

For parents/carers: it provides us with rich, constructive information to report to parents providing them with a broad picture of their strengths and areas for improvement.

Summative Assessment: (Assessment of learning). This is still a significant contributor to our understanding of children's learning. There are two types of summative assessment.

In-school Summative Assessment:

In-school summative assessments will be used to monitor and support children's performance. They will provide children with information about how well they have learned and understood a topic over a period of time, providing feedback on how they continue to improve. In-school summative assessments will also inform parents about achievement, progress and wider outcomes. Teachers will make use of in-school summative assessments to evaluate both pupils' learning at the end of a topic/unit of work and the impact of their own teaching. Both these purposes will support teachers in planning for subsequent teaching and learning. In-school summative assessments will also be used at whole school level to monitor the performance of pupil cohorts, to identify where interventions may be required and to work with teachers to ensure pupils are supported to achieve sufficient progress and expected attainment.

A range of in-school summative assessments will be trialed to ensure that the most effective ones are used in the future. The ones being trialed this year are:

- Rising Stars Optional tests (Reading / Maths / SPAG)
- PUMA / PIRA tests (Maths / Reading)
- NFER Optional tests (Reading / Maths / SPAG)

As all the above have been recently produced due to the Government removing levels and the changes in the National Curriculum we will decide which tests provide us as a school with the most effective information that will have the greatest impact on future teaching and learning and ultimately the progress our children make.

Writing Teacher Assessment:

Alongside the formalised test for reading and maths a programme of teacher assessment for writing will take place.

Each half term teachers will use examples of children's writing work, from across the curriculum subjects, to assess next to National Curriculum descriptor statements. The teacher will assess whether each child has not achieved, partially achieved or fully achieved each descriptor (signified by a . / or X).

A sample of six children per half term (2x working below, 2x working at standard and 2x greater depth) will be chosen. Teachers will record and date exactly where the evidence towards each descriptor can be found for this sample group. These documents will form the basis of the internal moderation process to guarantee the consistency of teacher judgements. During this moderation process, members of SLT will question and challenge the judgements to ensure a robust and accurate assessment has taken place.

Further moderation opportunities will also take place with cluster schools and LA moderators (in years 2 & 6 and also in EYFS) to ensure that the judgements made remain consistent with other schools.

Each of the above tests used will be analysed to identify gaps in children's knowledge skills and understanding. This will then be used to inform future planning.

The purposes of effective in school summative assessment are:

For children: this provides an opportunity to understand how well they have understood and retained information on a particular topic / theme.

For teachers: This is an opportunity to evaluate the children's learning and the impact of their teaching of different concepts and skills. All of this information supports the planning of future teaching and learning.

For parents / carers: It allows the school to summarise the information provided by formative assessment and feedback.

For school leaders: It helps to support and verify judgements made through formative assessment. To assist in monitoring the progress and attainment of individuals, classes, year groups and other identified groups within the school and to use this analysis to re deploy resources as required to close gaps.

Nationally standardised summative assessment:

Nationally standardised assessments will be used to provide information on how children are performing in comparison to children Nationally. They will provide parents / carers with information on how the school is performing in comparison to schools Nationally. Teachers will have a clear understanding of National Expectations and assess their own performance in the broader national context. Nationally standardised summative assessment enables school leadership team to benchmark the school's performance against other schools locally and nationally and make judgements about the school's effectiveness. The Government and Ofsted will also make use of Nationally standardised summative assessments to provide a starting point for Ofsted's discussions, when making judgements about the school's performance.

Nationally standardised summative assessments that will be used are:

- **A Phonics test in year 1**
- **National Curriculum teacher assessments at the end of Key Stage 1**
- **National Curriculum tests at the end of Key Stage 2**

The purposes of National summative assessments are:

For children: allows them to see how they perform alongside children of the same age Nationally

For teachers: allows comparisons to performance Nationally and clarity on nationally expected standards.

For parents / carers: allows comparisons to how the school and their child is performing nationally

For the Government: To hold schools to account

For Ofsted: To provide information on the school's performance and effectiveness.

Special Educational Needs:

Pupils identified as having Special Educational Needs are assessed using PIVATs document (pre National Curriculum levels) or the National Curriculum Criteria for their year group if it is appropriate. If the criteria for their relevant age group is not appropriate they may be assessed against an earlier year groups criteria. If a test is being used as part of in school summative assessment, then a test from an earlier year group may be used if it is felt to be appropriate to support ongoing teacher assessments. Modifications will be made by teachers to ensure questioning, talk, marking etc are all suitable for children depending upon their needs.

Assessment in the Early Years:

Evidence is collected through observation and discussion and these are recorded in pupils Learning Journeys and on an electronic system called 2 Simple Software. Photographic evidence is also collected along with pupil quotations. Along with any written work, these form the basis of the ongoing teacher assessments in line with National Expectations.

These judgements are currently placed on the school tracking system for Early Years (Classroom Monitor) and on the whole school tracking system (O track).

These teacher assessments are used to monitor the progress of the children in the foundation stage and used to target specific groups and identify gaps in children's learning.

How is assessment carried out at Charlestown Community Primary?

Formative assessment is at the forefront of our approach to assessment. Formative assessment will be carried out continually by all staff – 'formally' and 'informally'. It is important to remember that this is a process that everyone is involved in; adult – pupil ; pupil – pupil.

This creates a cycle, which is used to improve teaching and learning across the school. As a minimum, all Charlestown Primary staff will:

Before / After lessons:

- Mark work from previous lessons (See effective feedback and marking policy). Marking should maximise what will impact on progress of individuals: specific next steps or close the gaps. It should be scaffolded as appropriate to allow children to access learning.
- Reflect on previous lessons – was the pitch appropriate? Who struggled? Why? How can I adapt / scaffold the learning to support them? Who found it easy? What is their next step?
- Use information gained to adapt planning as appropriate for groups / individuals / whole class.

During lessons:

- Question children – fully explore children’s understanding (this is not a test to see if they have listened or if they understand) We will use the information we get from children’s responses to adapt lessons: move on quickly if they are secure; scaffold further if needed: re-group children if some need extra support.
- Provide immediate feedback – we do not simply reward ‘getting it right’: provide feedback on the response (correct or incorrect) and what the next steps are – further challenge or scaffold understanding. We reward perseverance, resilience, an ability to accept failure as central to the learning process and tackle it with determination and greater effort and a positive mindset.
- Talk – give children opportunities to formulate answers and share strategies / ideas with partners using Kagan structures where appropriate. We will listen to these conversations as they can provide invaluable insights into children’s (mis) understanding. We will continue these conversations throughout the lesson – regular dialogue with children will further inform our understanding of where the children are and where they need to go next, allowing us to move the learning on at a suitable pace.
- Mark- marking work during the lesson will provide immediate information to us and immediate feedback for the children to correct mis conceptions or to move learners on.
- Response to marking – children should be given opportunities to respond to marking during lessons or at another point shortly after- start of day, immediately after lunch etc.
- Peer / self –assessment – modelled and scaffolded as appropriate to allow all children to reflect meaningfully on their learning; whiteboards, think pair share post it notes etc.

Weekly:

- Staff will update the O track system (Class track) for the children in their class to identify if children have met the criteria covered in learning for that week. This should be done during the first part of PPA each week as this will enable teachers to identify which children need more support / which children can move on and this will then inform the next steps in future planning.
- Using the O Track (Class Track) will help to identify gaps in the children's learning and be used to plan next steps in learning for individuals / groups / whole class.

Half termly / termly:

- Moderation will take place – this will focus on discussing the evidence used to say children are secure in a particular skill and whether this is consistent across year groups and the whole school.
- O Track (Class track) will continue to be updated and whole school tracking system O track will be updated each half term. This will be updated based on a combination of teacher assessment and standardized scores from tests.
- Phase leaders will produce teaching and learning reports each term to provide an overview and analysis for all stake holders (Governors / SLT).

Annually:

- Staff will use teacher assessments to baseline children on entry to the school Nursery.
- KS1 and KS2 SAT's – Charlestown Community Primary will implement the guidance on end of Key Stage SATs as set out by the DfE as information is produced by the DfE and made available to the school.
- Year 1 Phonics Screen – Charlestown Community Primary School will carryout the phonics screen in accordance with the arrangements set out if the guidance produced by the DfE and will also carryout a re assessment of year 2 pupils who failed the year 1 phonic screen last year.
- School will take part in writing moderation exercises with other schools in the school cluster and will compare children's work at different points in the school year.

Parents / Carers:

We believe that learning is most effective when carried out as partnership between school and home. We will formally share next steps with parents and carers each term through assertive parents evenings and written reports at the end of the school year. We will also endeavour to share next steps informally through: the type of homework set; feedback in reading records and research journals; informal conversations at the start and end of the school day with parents.

In school tracking system:

Each year the children start the curriculum for their current year group. As the curriculum is specific to their year group children start at W1 in the current school assessment system:

There are various bands within the assessment system. B (Below Age Related Expectations) / W1 (Beginning) / W2 (Developing) / W3 (Embedding) / MET (At Age Related Expectations) / GDS (Working at a greater depth). As the children met the criteria for their year group, they should move through the assessment bands. It is expected that average progress would be one band movement per term. Those children who complete the previous year at GDS are expected to make four bands progress over the following year to ensure that they remain achieving at GDS.

Below the National Standard	Working within age typical			Met	GDS
This column is for SEN children who are being assessed using Pivats or a lower year group.	W1 Beginning	W2 Developing	W3 Embedding		
	Between 0% - 27% achieved by end of Autumn term	Between 27% - 54% achieved by end of Spring Term	Between 54% - 80% achieved by end of the Summer term	80%+all the KPI's achieved by end of the summer term	Children who have met the year group and the exceeding expectations
	This is the expectation to be on track to achieve ARE by the end of the Autumn Term	This is the expectation to be on track to achieve ARE by the end of Spring Mid Term	This is the expectation to be on track to achieve ARE by the end of Summer Mid Term	This is the expectation for the end of the year	This is the expectation for the end of the year for those children who are more able.
				If a child finished the year at Met they start the new year at W1 and average progress means they move three bands over the year and finish at MET	
					If a child finishes the previous year at GDS they start the new year at W1 but are expected to move four bands over the next year and reach GDS again

Expected Progress Expectations:

End of previous year:	Starting point for new year:	Target for current year (with expected progress moving up three bands)
Below	Below (May be earlier year group expectation or PIVATS / P levels)	
W1	Below	W3
W2	W1	MET
W3	W1	MET
MET	W1	MET
GDS	W1	GDS (Moving up four bands)

Termly expectations to be on track for ARE (Age related expectations):

	Below the National Standard	Working within age typical			Met	GDS
		W1 Beginning	W2 Developing	W3 Embedding	Met	GDS
This column is for SEN children who are being assessed using Pivats or a lower year group.						
Children with SEND may start below and may be following a lower year group criteria		Children start here at the beginning of each year				
Autumn Mid Term	Below	On Track	Above	Above	Above	Above
End of Autumn Term	Below	On Track	Above	Above	Above	Above
End of Spring Mid Term	Below	Below	On Track	Above	Above	Above
End of Spring Term	Below	Below	On Track	Above	Above	Above
End of Summer Mid Term	Below	Below	Below	On Track	Above	Above
End of Summer term	Below	below	below	Below	On Track	Above

Assessment Policy:

Reviewed: January 2017

Agreed by the Governing Body: March 2017

Signed: _____

Chair of Governors: _____