St John's C of E First School

Learning together, aiming high

ASSESSMENT POLICY

This policy should be taken as part of St. John's C. of E. First School's overall strategy and is implemented within the context of our vision of Government aims and our values as a Church of England School.

This Policy is based on the FLP Assessment Policy

INTRODUCTION

This agreed Policy for Assessment, Recording and Reporting Pupil Achievement adheres to our agreed principle that the prime purpose of these processes is to support quality learning for all pupils in the school. It fully reflects the agreed standards for classroom practice and the procedures to be used by leaders for collecting, using and reporting evidence of pupil achievement over time.

The aim of the policy is to:
- ❖ ensure that adults and learners are equipped with a wide range of methods that enable the goals embedded in the standards of learning, and progress towards them, to be addressed effectively
- ❖ make explicit the expectation that agreed strategies and tools are used consistently to ensure that planning and provision is accurately matched to identified need
- ❖ ensure that an appropriate amount of time is allocated for recording and reporting purposes, such that it does not negatively impact on the time available for personal interaction with learners
- ❖ ensure that all statutory requirements for assessing, recording and reporting indications of pupil mastery, attainment and progress annually and at the end of each Key Stage are met.

Our policy recognises that pupil outcome data will be used for a range of accountability purposes, but makes clear that this must not compromise the validity or the accuracy of the assessments made.

As a result of our assessment systems, the school will be effective in:
- ❖ providing the evidence to clearly demonstrate the progress and attainment [Sarah Pri1]of pupils
- ❖ keeping parents/carers fully informed
- ❖ enabling governors to make judgements about the school's effectiveness
- ❖ informing OFSTED inspections

The named Assessment Leader in our school is: MRS CLAIRE MARSLAND
This policy will be reviewed **annually** to ensure that the school is keeping up with external best practice and innovation.

Date adopted by the Board of Governors: September 2016

Signed: To be updated September 2017

DEFINITIONS:

Assessment is the "knowing and understanding of learning", a continual behaviour by which adults process information and make informed decisions about how to support on-going learning and development. It is the relentless processing, analysing and utilisation of information that is available to them.

Recording and documentation is a by-product of the assessment process. It reflects the assessments made but it is not an assessment in itself. Its purpose is to provide a clear understanding of the knowledge and understanding of the child as a learner; it supports the knowledge but does not replace it; it assists in recalling and remembering information, but is not a substitute for it. Any recording and documentation will never be at the expense of interaction.

Reporting is the communication to others beyond the school the summative assessment information collected about individuals and pupil groups at key points in their learning journey.

Any and all activities associated with assessment, recording and reporting pupil progress must adhere to the following principles embedded in good practice:

They will:
- ❖ ultimately **improve learning and meet the needs of every pupil,** recognising them as diverse, yet richly competent learners
- ❖ reflect current knowledge and understanding of child development and **the way children learn**
- ❖ enable attainment in, and progress towards national Age Related Expectations (ARE) to be facilitated and reported
- ❖ include explicit processes to ensure that information is valid and is as reliable **as is necessary for its purpose**
- ❖ promote public understanding of ARE and their **relevance to learners' current and future lives**
- ❖ Formative Assessment is acknowledged as 'a best fit'
- ❖ be a part of a **manageable process** of teaching that enables learners to understand the aims of their learning and how the quality of their achievement will be judged
- ❖ promote the **active engagement of learners** in their learning and its assessment
- ❖ **empower and motivate learners** to show what they can do
- ❖ draw on and combine a **range of sources of evidence,** including learners' self-assessments, to inform decisions about learning and next steps
- ❖ meet standards that reflect a broad **consensus on quality** from classroom practice to national policy.

ASSESSMENT: Roles and Responsibilities

All adults working in classrooms will be responsible for:
- ❖ planning lessons embedded in learning journeys that are carefully designed to enable learners to MASTER the ARE required by the end of an academic year, phase or Key Stage
- ❖ providing frequent opportunities for learners to demonstrate and articulate what they can do through tasks planned to yield information about skills, knowledge and understanding mastered, without compromising the breadth and balance of the curriculum
- ❖ developing their own and pupils' assessment skills through a variety of professional learning activities, including reflecting on and sharing experiences with peers and colleagues.

Additionally they will be responsible for using evidence gathered over time to:
- ❖ help learners master their learning, apply their learning and to deepen and enhance the learning appropriately
- ❖ summarise mastery of learning in line with agreed reporting principles
- ❖ reflect on and improve their own teaching.

Leaders and managers in schools will be responsible for:

❖ establishing and maintaining a positive climate for learning that motivates and encourages all learners

❖ providing a manageable and meaningful system for record keeping to monitor and report on learning periodically and as required by statute

❖ analysis of recordable measures that demonstrate comparisons against expected standards and reflect progress over time in order to identify at an early stage, those who are not on track to meet age related expectations or to be working at greater depth by the end of a year

❖ the provision and organisation of appropriate intervention, additional time or resources required by pupils or groups who fail to master skills and concepts

❖ ensuring that parents/carers are fully informed about pupil achievements in a manner that engages them in next steps and maintains high levels of confidence in the assessment processes that take place routinely

❖ providing opportunities for training in formative, diagnostic and summative assessment so that all staff can improve their practice through professional learning and collaboration

❖ developing quality assurance procedures within and beyond the school to maximise consistency in assessment judgements.

ASSESSMENT: Forms and Purpose

The nature of assessment related activities in which the school community engages is determined and defined by the specific purpose to which they will be put.

Those aspects of assessment whose **prime purpose is formative** are integral to high quality teaching and learning. They take place as learning is happening and are expected to:

❖ be embedded in all lessons

❖ provide evidence of learning that is used to support learners in next steps in their learning

❖ drive teaching that matches the needs of the learner

❖ facilitate the collection of evidence of mastery of standards over time.

Adults working with learners will use a **range of formative assessment strategies** to plan activities and tasks that require pupils to respond in ways that demonstrate or articulate their current level of mastery. These planned opportunities will yield rich assessment information that is noted by adults and shared and discussed with learners. Adults in classrooms are provided with professional development in using the following formative assessment strategies effectively:

Closed Responses (CR): In which children are required to select a response from a range given to them. Closed responses are typified by activities that include: Multiple Choice; True - False; Yes – No; ABCD cards or other all pupil response systems (APR) such as: whiteboards, fans (number / punctuation etc); matching activities.

Short Answers (SA): Children are required to create a response or a short answer for themselves typically using cloze procedure/short sentences or paragraphs. Short answers can take a recorded or verbal form. Labelling and visual representations such as diagrams, concept maps, flow charts, graphs, tables, mind maps are examples of short answer responses.

Products (PR): Children are required to create documents or artefacts such as forms of extended writing across the curriculum, artwork, model etc.

Performances (PER): Children are required to demonstrate their learning through some kind of action or interaction with others, typically through an oral presentation, science investigation, dramatic reading or performance, formal debate, problem solving, athletic competition etc.

As a result of our use of formative assessment strategies, both teachers and learners will have a clear idea of where learners are in their learning; this will be confirmed with reference to responses made by learners to the tasks and activities planned for and with them. Using this information, next steps in teaching and learning will be determined and will closely match needs and contexts.

Aspects of assessment whose **prime purpose is summative** provide information as a snapshot judgement of learning that has occurred by a particular point in time. It is used to:

❖ analyse the attainment and progress of individuals and groups of pupils at key points

❖ indicate the extent to which pupils are on track to achieve mastery of end of year or Key Stage ARE

❖ inform decisions about interventions and resource allocation

❖ inform transition between year groups, Key Stages and schools

❖ provide evidence for both internal and external accountability, comparing the school community with others, locally and nationally.

As a result of our use of summative assessment, leaders in our school will regularly be informed about pupils' learning as each cohort passes through the school year and through the school. Where pupils or specific pupil groups encounter temporary barriers to learning, appropriate interventions beyond those provided at the point of learning can be swiftly arranged and resources deployed according to need. Pupils vulnerable to falling behind in any year will be well supported to give them the best opportunity to keep up and achieve the expected standards so that they are ready to tackle learning for the following year.

WHAT PURPOSE does it serve?	WHY is it important?	How will we do it?	What the adults will be doing	What the pupils will be doing	Principle? Effective assessment must be
FORMATIVE ASSESSMENT *(Assessment for or as learning)*	*Because it is integral to quality teaching and facilitates deep and profound learning* *Because it provides immediate evidence that can be used to support the learners in learning* *So that chosen teaching strategies closely match the learning needs of the learner* *The synthesis between adult understanding of pedagogy and progression in a subject allows the collection of evidence that informs support for progression in learning to be provided over time, towards an agreed summative goal or standard*	*Be responsive in lessons* *By making expectations clear in lessons and being explicit about how it contributes to ARE* *By sharing the secrets of success* *Through questioning and the giving and seeking of appropriate, focused feedback.* *Through regular, planned learning conversations (adult / adult, adult/learner, learner/adult, learner /learner) about learning journeys* *By seeking, reflecting on and responding to evidence from dialogue, demonstration and observation with reference to ARE*	*Making expectations and ARS clear* *Providing models and exemplars* *Supporting identification of successes and next steps* *Using a wide range of assessment strategies when teaching* **(CR SA PR and PER)** *Asking questions to promote thought and to elicit information of existing knowledge or of learning taking place* *Engaging in interactive dialogue with learners that focuses on the goals and standards* *Managing questioning in ways that engage all pupils* *Looking for the negative and positive impact of the learning experiences they provide* *Giving feedback that requires every learner to think and respond in order to improve* *Creating positive teaching and learning relationships* *Praising and encouraging effort rather than ability* *Using information gathered to intervene appropriately and in a timely manner to take learning forward*	*Actively thinking and articulating their learning achievements* *Identifying their learning needs* *Focusing on key aspects of the tasks with reference to success criteria /expectations* *Responding in ways that demonstrate where they are in their learning* **(CR SA PR and PER)** *Collaboratively identifying next steps in learning* *Expecting/demanding feedback on their efforts* *Evaluating their own and others' work against known criteria* *Explaining their difficulties Making improvements in response to suggestions given* *Demonstrating their learning successes* *Helping each other* *Helping the adults to know how to help them* *In receipt of information about their personal achievements*	o Integral to the planning and teaching cycle o Central to classroom practice o Linked with known standards that are predetermined and shared o Promoting the understanding of learning goals and associated criteria o Sensitive and constructive o Fostering motivation o Recognising all educational achievements o Focusing on how learning happens o Helping the learner know how to improve o Developing the capacity for self and peer assessment o A key professional skill

WHAT PURPOSE does it serve?	WHY is it important?	How will we do it?	The adults will be	The pupils will be	Principle? Assessment must be :
SUMMATIVE ASSESSMENT *(Assessment of learning)*	*As a series of snapshots in time it provides evidence of what learning has taken place individually or collectively to date*	*Collect periodically, summative judgements based on observations and evidence gathered in lessons*	*Using evidence from a range of children's responses collected and gathered over time in the course of their teaching to inform and record, in an agreed manner, summative judgements against the specific standards taught (3-6 times annually)* [Sarah Pri2]	*In the course of their learning, producing clear evidence of what they know, can do and understand Articulating their successes and difficulties as well as their learning needs Engaging with interest and enthusiasm in well planned activities that yield rich information about what they have learned, are relevant to the standard being taught and closely matched to their learning need*	o Reliable o Valid o Fit for purpose o *Measuring what has been taught* o *Very clear about the standards/criteria being measured* o *Used to develop an understanding of progression*
	Provides evidence over time that can inform decisions made about interventions and resource allocation	*By analysis of summative periodic data, determine where focused support is needed and where deeper learning or application is required* *Pupil Progress Meetings*	*(SLT) Collecting centrally and analysing cohort data, using the analysis to inform adults and pupils about changes required to provision and focus required in interventions*		
	Provides evidence at the end of a year/Key Stage about the extent of the required mastery that an individual/group/cohort has achieved	*Use end of year and end of key stage summative assessment to judge the extent of the mastery of the standards by individuals, groups and cohorts*	*(Teachers) Reporting end of year outcomes as required by statute*	*Engaging in appropriate transition activities that are fully informed by accurately reported assessments*	
	Provides evidence for accountability purposes – how successful are schools/teachers at improving pupil learning compared with other schools nationally	*Administer end of Key Stage statutory tests and provide evidence of progress over time from internal tracking*	*(SLT and teachers) Recording and reporting outcomes of summative end of Key Stage tests and teacher assessments according to statutory requirements*	*Confident in the knowledge that the next teacher is well informed about their personal learning needs*	*Used appropriately as a useful indicator of classroom/department or whole school performance*

ASSESSMENT: Classroom Strategies

We believe that the most effective learning takes place when both teachers and learners use questioning and feedback techniques well. In order for this to develop we agree that:

a) **Questions used by adults will be planned:**

- ❖ for specific purposes, either to promote thinking or to yield information about a learner's current understanding
- ❖ and managed well so that all pupils can and will engage in the dialogue
- ❖ to require extended responses in the form of explanation or justification
- ❖ to support an understanding that more than one opinion may be valid.

b) **Pupils will be taught how to use a range of questions to support their own independent learning and enquiry.**

c) **Pupils will be provided with feedback from adults and their peers which takes their learning forward. In order for this to develop we agree that oral and written feedback must:**

- ❖ take place regularly
- ❖ be timely and specific to the intended learning
- ❖ be targeted at cognitive rather than emotional need
- ❖ be specifically about what is next rather than what is right or wrong
- ❖ require action when appropriate

d) **Pupils will be trained in the principles that underpin effective feedback techniques, so that they become skilled in giving and receiving feedback, and can evaluate their own and others' efforts accurately and robustly with sensitivity.**

e) **Staff will be entitled to high quality CPD that focuses on these key skills that will enhance assessment. They will be expected to work together in a Teaching and Learning Community that is committed to improving and sharing good practice.**

Agreed strategies for feedback and marking are detailed in the School's 'Feedback and Marking Policy'.

Key to the mastery model of teaching and learning in the 2014 standards based curriculum, is the assumption that given time and quality instruction, **all pupils can and will eventually** master the core intended learning (basic skills). We consider a normal distribution of APTITUDE for learning as a baseline from which all things are possible, rather than considering baseline as an indicator of ABILITY that is necessarily fixed. We believe that the time required for some pupils to master new learning in any context will be greater than that required by others, and the learning must therefore be planned to take account of this. We do not believe that it will be the same pupils in each new learning experience that will require more time and are committed to personalising intervention at the point of learning, in order to remove identified barriers to successful mastery.

Thus, in lessons embedded in longer sequences and units of work, first **all** pupils are introduced to new learning and given opportunities to develop their understanding. Then formative assessment strategies are used to distinguish those learners who successfully mastered the new learning and could clearly demonstrate it, from those who needed more time and correctional instruction in order to do so. Thereafter, the former group will be provided with opportunities to deepen and enrich their understanding, whilst the latter group will receive further support and feedback personalised to their needs, so that they too achieve the intended learning in the time allocated. Intervention and additional support are immediately provided for any pupil not mastering the basics required in the time given.

RECORDING AND REPORTING ATTAINMENT AND PROGRESS:

Assessing mastery in the classroom is a key skill. Adults and pupils are fully supported by agreed recording and reporting processes as follows:

Evidence of pupil attainment and progress will be generated from:

❖ the outcomes of daily learning as observed and noted by adults and pupils themselves

❖ annual end of year teacher summative judgements of mastery of ARE

❖ standardised tests in reading (reading age), spelling (spelling age) and maths (White Rose Hub) for all pupils In Year 1 and above

❖ the outcomes of and comparison between the cohort's scores in statutory assessments in Reception on entry (BASELINE) and at end of Year 2 - KS1 Teacher Assessment informed by KS1 SATs tests.

Principles that underpin our recording and reporting system:

❖ Formative assessment strategies must be **integral to daily teaching and learning** and routinely used by teachers to gather information to enable them to plan provision that is well matched to need.

❖ Records kept by teachers of formative assessments must be simple, manageable and flexibly linked with planning documentation.

❖ Pupils will be fully engaged in evaluating and collecting evidence of their learning journeys and be expected to contribute to or lead, pupil conferencing with adults, including parents/carers.

❖ Systems for measuring and recording summative assessments are to be regarded **as assessment tools only** - a means of taking a step back to periodically reflect on the "big picture" of where a learner or a group of learners are in their journey. As such, summative judgements will be **made between three and six times annually.** [Sarah Pri3]

❖ To guard against possible negative effects of summative assessment on key elements of successful learning behaviours (self-esteem, self-efficacy, confidence, motivation and positive mind-set), the articulation of these summative measurements will **not be part of the dialogue with pupils** about their learning. The purpose of these summative measurements is purely for recording periodic attainment, in a tracking system, [Sarah Pri4]as **a tool for management.** So the language we use to articulate learning and progress to pupils and parents/carers will be clear and direct and will support learning, but will be different from the language we use at leadership level to articulate learning and progress for statutory reporting purposes.

Our aims for an effective recording and reporting system are that it will:

❖ Be manageable, simple and easily understood by internal and external users

❖ provide key indicators about attainment and progress of pupils and the quality of instruction

❖ enable the analysis of the extent to which learners are on track within ARE to meet the expected standards as measured by end of KS1 and KS2 statutory assessments

❖ use a language that is sensitive to those whose attainment is currently below the age related expectation

❖ enable parents/carers and learners to understand the extent of their learning so far, and the next steps to be supported on the journey

❖ fully inform the performance management of adults

❖ not give teachers an unnecessary workload nor will it detract from their core purposes in planning and provision.

RECORDING: For the Purposes of Teaching and Learning

The teaching sequences ("constructs") planned, will provide a learning journey in which learners will be assessed as:

1. **Working towards** (**emerging** at EYFS) age related expectations, when they have been introduced to new knowledge and skills, and be expected to make efforts to recall and reproduce the learning.
2. **Mostly achieved** when they are developing their understanding of the concepts and applying their learned skills and knowledge.

3. **Achieved** (**expected** at EYFS) when they can increasingly demonstrate their grasp of new learning by using thinking and reasoning strategies to use it in a range of contexts.
4. **Greater depth (exceeding** ARE at EYFS**)** when they are being provided with meaningful and relevant opportunities for wider and or deeper experiences because they have met the requirements of the core learning and are now ready to go beyond the basics of this and be independently flexible in their use of it.

School Pupil Tracker Online (SPTO) is used by teachers and teaching assistants, together with teaching plans, to keep a record of children's demonstration of their learning. Teachers and teaching assistants record the extent of pupils' mastery of the planned learning, and identify what needs to be done to support pupils who are not yet able to demonstrate the ability to independently use and apply the basics of the intended learning. The SENCO will access these assessment records and allocate support staff to work under the direction of class teachers, to implement strategies that help ensure that pupils are supported to master the intended learning.

Continual formative assessment will ensure that those who are identified as needing more time or instruction will receive intervention at the point of learning. Where barriers persist for any pupil beyond the time planned then further action will be taken to ensure that the pupil can access the subsequent learning.

Careful planning ensures that **all** pupils revise, revisit and build on new learning within the year, so that by the end of the year they are confident and can be judged to still be able to apply the learned skills and are ready for the challenges of the next stage.

SUMMATIVE RECORDING: For Management Purposes

Class Teachers will record pupil attainment for all pupils on an 'End of Term Summary Sheet' at the end of every term. Best fit professional judgements that are well evidenced are made for individuals and recorded that they are on track to meet age related expectations or to be working at greater depth by the end of the year in core subjects. Teachers will also record the amount of progress pupils have made, using the SPTO tracking system.

Having analysed datasets for the class / cohort, the SLT completes further analysis to show the percentage of each specific pupil group that is on track/not on track to meet the standards. This information is used to support 'Pupil Progress Meetings' that are held in December and April of each year.

Specific, additional interventions are then planned in order to remove the barriers to these pupils' mastery, and to ensure they will meet the ARE at the end of the year as a result. We use a range of strategies to increase the time available for pupils who require it **beyond that planned for the majority**.

These include:
❖ Focused one-to-one and small group support from TAs employed by the school to work across all classes, delivering time limited[Sarah Pri5], evidence based and measurable interventions to address key aspects of learning that particular pupils have failed to master
❖ Engaging parental support in homework
❖ One-to-one teaching delivered by a teacher trained in working with pupils who have specific Literacy difficulties (dyslexia)
❖ Personalised Learning Plans[Sarah Pri6] and timetables for pupils who have high level access needs in combination with significant learning difficulties

Pupils unable to access the Y1 Programmes of Study are recorded separately using *either*:
❖ EYFS Outcomes
❖ P Scales (SEND only) during the Summer Term of Y1
❖ Language in Common (EAL only)
❖
Leaders and managers will record pupil attainment and rates of progress on the Data Summary Report at the end of each term, which is reported to Governors.

All statutory and other periodic test outcomes for all pupils will be recorded in the SIMs and SPTO database as follows:

- ❖ Baseline assessment on entry to EYFS
- ❖ Year 1 phonics screening (and Year 2 if a pupil did not meet the threshold in Year 1)
- ❖ End of Year 2 KS1 SATS tests in reading and maths and teacher assessment in writing
- ❖ Reading Ages and Spelling Ages for all children from Year 1 upwards in September, February and June.

REPORTING: Attainment and Progress to Pupils and their Parents/Carers

When reporting to parents/carers we believe that in order to avoid pupils becoming labelled, expectations becoming limited, and the development of fixed mind-sets with regard to achievement possibilities, a different language should be used.

The information from assessment is communicated to parents/carers and pupils twice each year (October and March) through a structured conversation about learning, and an Annual Written Report (July) of each year) as required by statute.

Reports to Parents/Carers will be a rich, qualitative profile of what has been achieved and will indicate next steps. In particular they will:

- ❖ Meet statutory requirements
- ❖ Use clear, jargon free language to provide information about attainment compared with national expectations (ARE)
- ❖ Indicate whether the pupil is working well within/slightly below the expected range for his/her chronological age, or that he/she has a strong understanding of the concepts taught in the year and has been working on extension activities to[Sarah Pri7] challenge and deepen his/her knowledge in preparation for the next phase.
- ❖ Provide examples of particular areas of success, current focus and indications of next steps.
- ❖ Promote engagement in their child's learning with an opportunity for dialogue that involves themselves, staff and the pupil
- ❖ Initiate discussion as to the nature of support provided throughout the year so that achievement is celebrated and action taken appropriately where learning is less secure.

Standardisation:

We regularly work together to conduct work scrutiny and pupil conferences to ensure that assessment judgements made within the school are collaboratively agreed and robustly moderated. The outcomes of these will be collated to develop a 'Whole School Standards File', which will exemplify what children should be achieving in Reading, Writing and Maths by the end of each term for each year group. These standards files will be reviewed and updated annually and used in moderation meetings with other schools.

Moderation:
Teachers at St John's CE VA First School meet with a local cluster of schools at least three times per year to compare our performance and to moderate each other's judgements in core subjects. Where possible, we arrange for an external moderator with appropriate expertise to attend these meetings in order to further moderate our judgements.