

# **Assessment Policy**



**Autumn 2 2014**

## **Assessment in the New National Curriculum**

### **Introduction**

We believe that effective assessment provides information to improve learning and teaching. We give learners regular feedback on their learning, both through marking and verbal feedback, so that they understand what it is that they need to do better. All lessons are therefore based on a detailed knowledge of each pupil. We give parents verbal and written reports on their child's progress so that teachers, children and parents are all working together to raise standards for all our children. Written reports are given to Parents throughout the year in Term1, Term 3 and Term 5. A more detailed report for every curriculum subject is given at towards the end of Term 6. Parents are invited to attend verbal reporting towards the end of Term 1 and Term 6, however communication happens as necessary throughout the year.

Currently we are continuing to design a range of tools to enhance assessment using the new National curriculum since the removal of National Curriculum Levels descriptors. During this period of transition (Autumn 2014) we will continue to use the existing national curriculum levels as determined by DFE for Year 2 and Year 6, and work in partnership with the other schools in the SWPET (Trust), the teaching school and its partners to continue to design new assessment tools. We have started to use School Pupil Tracker Online (SPTO), assessing pupils in Year 1, Year 3, Year 4 and Year 5. Based on continuous detailed assessment including observation, pupil's recorded

learning and pupil conferencing, children are assessed at their understanding and ability in the new national curriculum for Reading, Writing, Spoken Language, Computing Mathematics, and Science, which tracks their progress and allocates them in one of the following bands: Emerging, Developing or Secure for each year group. This ongoing assessment clearly shows the areas a child is secure on, and also what their next steps in learning need to be. The expectation will be that children are in the 'Secure' band for their year group by the end of the academic year. As children learn at different rates from a range of starting points there will be some children who do not reach this point, however we will be tracking on SPTO to ensure that from their baseline they make at least the expected progress by the end of the year.

Children will be assessed annually on the Foundation subjects of the new national curriculum and these will be used to inform future planning, and areas for curriculum development and training.

Our school policy needs to be read in conjunction with our Assessment, Marking and Feedback and Teaching and Learning policies.

### **Aims and objectives**

The principles of assessment in our school are that:

- \* Assessment is ambitious
- \* Assessment embodies, through objective criteria, a pathway of progress and development for every child
- \* Assessment objectives set high expectations for learners
- \* Assessment is at the heart of teaching and learning
- \* Assessment provides evidence to guide teaching and learning
- \* Assessment provides the opportunity for students to demonstrate and review their progress
- \* Assessment is fair
- \* 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 minimise undesirable effects

- \* Assessment outcomes are conveyed in an open, honest and transparent way to assist pupils with their learning
- \* Assessment judgments are moderated by experienced professionals to ensure their accuracy
- \* Assessment places achievement in context against nationally standardised criteria and expected standards

**Through these principles assessment should:**

- Enable our children to demonstrate what they know, understand and can do in their learning
- Help our children understand what they need to do next to improve their learning
- Allow teachers to plan work that accurately reflects the needs of each child
- Provide regular information for parents that enables them to support their child's learning
- Provide school leaders and governors with information that allows them to make judgements about the effectiveness of the school

Assessment is not a singular activity; it is about measurement of performance at a given point in time and a way of gaining information to promote future learning. Our first point of principle should be to hold on to aspects of assessment that aim to measure what we value rather than simply valuing what we are able to measure.

There are two distinct types of assessment used by the school. These include:

Assessment for learning (formative) helps to identify the next steps needed to make progress. It takes account of pupils' strengths as well as weaknesses.

Assessment of learning (summative) is more associated with judgements based on grades and ranks and with public accountability.

Therefore we use the following formal assessment procedures to measure outcomes against all schools nationally:

**End of EYFS**

(% of pupils achieving a "Good Level of Development") as well as the months progress the cohort as a whole, and key groups and individuals have made in the 7 areas of the Early Years curriculum.

**Phonics Screening Test at the end of Year 1**

(% of pupils achieving the required screening check)

**End of KS1**

(% of pupils achieving Level 2c and above in reading, writing, maths and teacher assessment in speaking and listening, science) and (% of pupils achieving Level 3 in reading, writing, maths and teacher assessment in speaking and listening, science)

**End of KS2**

(% of pupils achieving Level 4c in reading, writing and maths)

(% of pupils achieved 2 levels or more than 2 levels in reading, writing and maths)

**When children's attainment and progress are judged against the national level expected for this age, we will use the language of Emerging, Expected and Exceeding, a language that should be easily understood by all stakeholders.**

**Good assessment practice will:**

- Enable the active involvement of pupils in their own learning by providing effective feedback which closes the gap between present performance and future standards required
- Promote pupil self-esteem through a shared understanding of the learning processes and the routes to improvement
- Build on secure teacher knowledge of the diverse linguistic and cultural background of pupils
- Guide and support the teacher as planner, provider and evaluator
- Enable the teacher to adjust teaching to take account of assessment information and to focus on how pupils learn and draw upon as wide a range of evidence as possible using a variety of assessment activities
- Raise standards of attainment and behaviour, and improve pupil attitudes and response
- Track pupil performance and in particular identify those pupils at risk of underachievement
- Provide information which can be used by teachers and managers as they plan for individual pupils and cohorts
- Provide information which can be used by parents or carers to understand their pupils' strengths, weaknesses and progress
- Provide information which can be used by other interested parties
- Provide information which can be used to evaluate a school's performance against its own previous attainment over time and against national standards

**The purpose of Assessment for learning is to:**

- Provide insight into pupils' learning for both pupils and teachers
- Promote success for all
- Enable continuous reflection on what pupils know now and what they need to know next (feedback and feed forward)
- Measure what is valued
- Promote immediate intervention and link judgements to learning intentions
- Raise standards by taking pupils to the 'edges of possibility'

## **Implications for teaching**

### **The teacher will:**

- Provide continuous oral and written feedback which identifies strengths and the next step for improvement
- Promote pupil involvement in self-assessment
- Act on insights gained to inform personal targets
- Plan against what children know/can do/understand
- Provide opportunities for all pupils to demonstrate their achievements
- Make standards and objectives explicit to pupils
- Promote inclusion by attending to all pupils' learning needs, particularly for pupils who are at risk of underachievement
- Engage pupils in rich questioning with 'wait' time
- Build in time for focused observation of teacher-directed and child-initiated activity
- Impact on learning and the learner

### **The pupil will:**

- Know what to do to improve
- Know what standards are required
- Know what has been achieved against known and shared success criteria and what to do next
- Gain confidence, motivation and self-esteem as a learner
- Improve their own self-evaluation skills
- Make progress and be ambitious for themselves

### **The purpose of Assessment is to:**

- Provide a summary judgement about what has been learned at a specific point in time
- Establish national benchmarks about what children can do and about school performance
- Show what pupils can do without support
- Hold the school to public account
- Implications for teaching

**The teacher will:**

- Provide a periodic summary through teacher assessment and formal tests
- Identify gaps in pupils' knowledge and understanding and clearly communicate these with all pupils
- Personalise learning so that every child has any barriers to learning removed
- Identify weaknesses in the taught curriculum and in specific areas of learning through analysis of performance which can guide future planning
- Implement strategies to accelerate progress to meet local and national expectations
- Mark and measure against expectations outlined in the National Curriculum
- Impact on learning and the learner

**The pupil will:**

- Know what they need to do to improve their learning
- Be able to gauge own performance against previous performance
- Be able to measure own performance against externally agreed criteria and standards
- Have a measure of performance at specific milestones in life
- Know what standards and expectations are required
- Ask questions about what they want to know or do not yet understand

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