Staff handbook Assessment Policy

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Part 1: Assessment

What is Assessment?

"Assessment is about the progress of the whole pupil throughout their educational journey and is the means used by teachers to evaluate that progress and diagnose the needs of the pupil. True assessment is neither wholly formative, nor wholly summative; it is embedded in the classroom rather than an activity of reflection outside it."

Why Assess?

"Assessment helps pupils engage more fully in their own development and learning. A pupil responds better to new challenges if they grasp what is necessary for progress and why. Assessment helps parents to understand and, as relevant, participate in their children's educational journey. Assessment helps head teachers and governors to plan strategically the use of the resources of the school… and ensures schools are accountable to all."

Extracts above taken from NAHT Commission on Assessment Forward by Lord Sutherland 2014

Aims of Assessment at Carleton Rode Primary School

- To identify a child's current knowledge, skills and understanding and what they need to learn next in order to progress
- To measure pupil achievement (progress and attainment)
- To inform target setting
- To inform curriculum, unit and lesson planning (at school, class, group and individual levels),
- To inform the school's self-evaluation and judgements about the effectiveness of teaching methods, policies, interventions and resourcing.
- To provide useful information to parents, governors and external partners about the school's performance at individual and/or school levels.
- To give ownership, control, understanding and challenge to pupils over their learning.
- To comply with statutory requirements and ensure national standards are met.

The school supports the findings of The Report of the Commission on Assessment without Levels (Sept 2015) which stated that "…curriculum & assessment are inextricably linked…and that a school's chosen assessment system "…should be one that works for its pupils with the sole aim of supporting their achievement." (p.7) As a result, we ensure that our in-school assessments are tied into our school curriculum planning and are therefore relevant and meaningful. In keeping with the Commission's approach, we use three main forms of assessment.

1. In-school formative assessments (day to day) using an approach known as Assessment for Learning (AfL – see below for more information).

2. In-school summative assessments (tests to assess maths and reading and a progression grid to assess writing).

3. Nationally standardised summative assessments (e.g. SATs and the Y1 Phonics Check). All three differ, but all have a role in helping us to determine how well our children are attaining and progressing through the national curriculum.

Our Assessment Scheme

The school uses an assessment data tracking system called Pupil Asset: data collected by teachers from their assessments (both formative and summative) is put onto the tracker termly. This enables the staff and leadership to analyse attainment and progress across the year groups, to identify any patterns or trends and to plan actions accordingly.

The school has adopted a 'Point in Time' approach to tracking children (PITA). This means that half termly, the teacher uses all their formative and summative assessment knowledge of a child to make a professional judgement as to whether the child is, at that point in time, secure and on track to achieve age-related expectations by the end of the academic year or whether they are performing below or above those age-related expectations (see PITA chart in appendix below).

This judgment is put on to Pupil Asset for every child. In the EYFS, a baseline assessment is made of each child by end of September is entered onto our tracking system. Children then continue to be assessed and tracked on Pupil Asset using the EYFS profile. We also use a program called Tapestry to record the children's learning journeys which are shared electronically with parents and carers at regular intervals and give parents another way to contribute to their child's record of development.

Pupil Progress Meetings

In addition to this data tracking, the head teacher holds a termly pupil progress meeting with each teacher to discuss any child whose attainment, progress, learning behaviours and general wellbeing raises a concern what is going well and what needs to improve for that child. It may be that a child who is attaining highly for their age is currently not making much

progress or a child who is disadvantaged is making a lot of progress but is still a way off attaining age-related expectations. From this meeting, a pupil provision plan (action plan for support or intervention) may be drawn up to ensure that the child's needs are met and they continue to thrive and succeed.

Children already on plans such as Individual Education plans (IEPs) will also have their plans regularly reviewed and updated in partnership with parents and carers.

Involving Parents, Carers and Children.

The school follows an assessment timetable which outlines when key assessments and associated events need to take place during the school year. Parent/carer consultations are planned to complement this so that families can be informed of their child's most recent attainment and progress and take an active part in supporting learning at home through provision planning. In the summer term, all families also receive a written report including the results of any national tests their children have taken or their Foundation Stage Profile if they are in the EYFS. We operate an 'open door' policy so if parents or carers have any concerns about their child between consultations, they know that they are always welcome to come and discuss them with us. Equally, staff are proactive in approaching parents and carers if they are concerned as we believe that rapid early intervention is the key to resolving most issues.

In addition to the daily assessments and feedback sessions, teachers also build in opportunities for 1:1 learning conferences with their children over the year. This ensures that each child has a dedicated time where they are listened to about their bigger-picture learning and have time to give a valuable input into what they think is going well or not so well and what their next steps need to be. Again, if there are issues between times staff will always speak with children to address them. The children are taught that in-school and national summative assessments are one way of showing us what they know, understand and can do. It is also a way of showing them what the national standard looks and feels like and, when they have seen their results, enabling them to see what they will need to learn next in order to reach it.

Using Summative Test Results

To ensure we continue to improve and make the most of summative information (both in-school and national), the results of any tests the children take are analysed at the question level. From this we can then identify if there are any issues with a particular area of the curriculum e.g. if all the fraction questions in a maths paper were poorly answered, it may suggest that there is an issue with the teaching of fractions. We then take the findings from question level analysis and feed them back into our planning and self-evaluation to ensure we learn from them and move our practice and the children on. It may be that advice and support is sought from other schools or external partners as to how the school can improve its provision and therefore improve achievement.

Moderation and Standardisation

To be sure that we assess confidently and accurately, we need to know what the standards are and what they look like for each year group. We use past SATs papers and

	R	Year 1	Year 2	KS2
Maths	Teacher Assess	Teacher Assess	Teacher Assess + SATs	Scholastic + SATs
Reading	Teacher Assess	Teacher Assess	Teacher Assess + SATs	Scholastic + SATs
Writing	Teacher Assess	Writing Grid	Writing Grid	Writing Grid

To assess and agree standards we use **half-termly** in-school moderation staff meetings where we all compare and assess work samples together from a subject such as writing. Key agreed moderated pieces are filed so that we have a set of standards to refer back to.

The school also participates in the annual Local Authority statutory moderation process which provides useful support, advice and validation of our judgements. The school also attends cluster meetings with other teachers of the same year groups to assist in judgement of writing.

Formative Assessment or Assessment for Learning (AfL) at Carleton Rode

Our approach is based on the idea that children will improve most if they understand the learning goal, where they are in relation to this goal and how they can achieve it. It involves several elements including…

• Establishing and embedding a positive Growth Mindset 'all can succeed' learning culture

• Promoting ownership of learning by involving children in planning stages

• Using 'Talk Partners'

• Using learning challenges in maths to enable children to have control over their access point and thereby pace of learning

• Using clear learning objectives

• Using clear success criteria (co-constructed wherever possible to aid ownership)

• Using effective questioning

• Continually assessing children's understanding as they learn so that individual and class feedback and the direction of the lesson can be adjusted appropriately

• Showing children what excellence looks like by sharing and analysing an example before they produce their own 'product'

• Quality feedback from peers and teachers which focuses on successes, where excellence is and where improvements are needed

• Using 'mid-learning' stops or mid-plenaries where examples of improvement are modelled and shared so that feedback and improvement making is immediate and part of the lesson

• Ensuring effective ends to lessons which summarise learning and reflect on it

Monitoring and Review including the Governor's Role

The head teacher monitors the day to day whole-school assessment process. Subject leaders monitor the assessment process for their subjects. Results from monitoring and any required actions are fed back to and discussed with governors through the Curriculum and Standards Committee and Full Governing Body meetings. Governors also monitor assessment through head teacher reports and through visits to school such as learning walks, talking to children, looking at data and meeting with staff as well as through any other role assigned to them in the SIDP (school improvement and development plan). The assessment policy is reviewed annually to ensure it reflects practice and is effective.

Inclusion

The school promotes and supports inclusion and recognizes that some children may need to make use of additional and/or different kinds of assessment specific to their individual needs, for example, children with SEND may follow national curriculum objectives from a younger year group's curriculum or have P-scale objectives, depending on their need and cognitive ability. They will then be assessed using the associated criteria. Children who have English as an additional language (EAL), who are at the initial stages of learning English, will be assessed using an assessment appropriate to their needs.

Adopted by staff & governors in April 2018 Review date: April 2020

Signed: N Parsons

Date: April 2018

Year	Below	At	Above
1	A1	A2	A3
2	A4	A5	A6
3	B1	B2	B3
4	B4	B5	B6
5	C1	C2	C3
6	C4	C5	C6

Maths

Assessment	Colour	Percentage	Boxes
Exceptional	Purple	95% +	
Securely greater depth	Dark Blue	85-94%	
Above expected	Blue	75 - 84 %	
Securely expected	Green	65 – 74%	
Expected	Light Green	55 – 64%	
Just below	Yellow	45 – 54%	1 box below AT
Below expected	Orange	35 - 44%	2 boxes
Well below expected	Red	Not accessing year test	3 boxes
Significantly below expected	Dark Red	Not accessing year test	4 boxes +

Reading

Assessment	Colour	Percentage	Boxes
Exceptional	Purple	91% +	
Securely greater depth	Dark Blue	80 – 90%	
Above expected	Blue	70 - 80 %	
Securely expected	Green	56 - 69%	
Expected	Light Green	50 -55%	
Just below	Yellow	40 - 49%	1 box below AT
Below expected	Orange	30 - 39%	2 boxes
Well below expected	Red	Not accessing year test	3 boxes
Significantly below expected	Dark Red	Not accessing year test	4 boxes +

Writing

Assessment	Colour	Percentage	Boxes
Exceptional	Purple		
Securely greater depth	Dark Blue	With little input, can produce a text and bring their own experience of reading to make it their own.	

Above expected	Blue	Secure and showing choice of vocab and structure of text confidently.	
Securely expected	Green	Objectives are consistently delivered (a few errors only)	
Expected	Light Green	Many examples of objectives delivered – but not always consistently	
Just below	Yellow	Many examples of many objectives (but some gaps) – but **is** delivering against *previous* year objectives	
Below expected	Orange	In previous year's objectives but with some gaps	
Well below expected	Red	Working in previous year's objectives with significant gaps and perhaps gaps in previous year too	
Significantly below expected	Dark Red	Working in year group 2 or more below their own	

Dark Red	Significantly Below	Is working significantly below the age-related curriculum & may be following a different curriculum to peers (likely to be on P scales).		
Light Red	Well Below	Is not accessing the curriculum without heavily personalised support and scaffolding, which may be due to EAL or barriers to learning. The child may be doing different tasks to the rest of the class and/or receiving focused intervention.		
Orange	Below	Is working towards meeting year group expectations. Is able to access the age-related curriculum, but has significant gaps in their learning. They struggle to embed concepts and nearly always need some scaffolding or support. Often cannot apply their learning independently.		
Yellow	Just below			
Light Green	Expected	Is on track to meet most (60%-80%) but not all end of year expectations. Is more often than not successful at learning new concepts & is starting to apply their skills independently but not consistently. May make errors but is usually able to make improvements following feedback and support. May have some smaller gaps in learning. Can explain or justify their ideas with support.		
Dark Green	Securely at	Is on track to meet end of year expectations. They are usually successful learners at that year group level, showing good understanding of over 80% of objectives taught. They are usually able to learn new skills and use them accurately and independently though they may make occasional errors in applying their learning in other contexts. Can often explain or justify their ideas		
Light Blue	Above expected	Is on track to exceed end of year expectations. They are almost always successful in understanding the key learning and are able to apply their skills, in a range of contexts making few errors. Can often explain or justify their ideas freely.		
Dark Blue	Securely greater depth	As below, but is demonstrating significant skills and knowledge beyond the curriculum. They can consistently apply their skills in a range of contexts and can synthesise and evaluate their own and other's ideas.		
Purple	Exceptional			

Part 2: Marking and Feedback

Maths Marking Process

We mark OM (objective met) MP (more practice) or OE (objective exceeded) against the objective for the lesson (see appendix 1). Teachers circulate in the lesson and mark as much as they can in order to pick up misunderstandings within the lesson. These can then quickly be addressed.

The children are given a range of challenges – the teacher will explain the progression so the children can make an informed choice about which challenge to choose. They are encouraged, if they find a challenge too easy or too hard, to move onto another challenge.

Whether a teacher chooses OM, MP or OE can depend on where this child is in their progression of learning and is therefore based on teacher knowledge of that child (not of the year group that they are in).

If we are unable to quite determine whether a child has clinched the learning, we may then set a further question that will help inform us. This may be done within that lesson or maybe included as part of the warm up or starter of a following lesson.

Regarding developmental steps in books, the teacher will write guidance that could apply whatever the maths lesson is e.g. space your working out to reduce errors e.g. it is clear which digits are in which column. They will <u>not</u> write a next step such as "multiplication of fractions" or "2 digit by 3 digit multiplication". This will be the next lesson in that strand of maths and will be shared with the children verbally and through teaching and discussion.

If there is an error they go back and correct in purple pen at the start of their independent work or whenever there is a suitable opportunity, within a few days.

Children may use pink pen to tell the teacher how they feel about their learning that day, how confident they feel or what was a help or barrier to their learning.

English Marking Process

We mark objectives in English with OM (objective met) MP (more practice) or OE (objective exceeded). This may be established via a piece of short-burst writing or within a piece of extended writing after a process of input, writing and editing. This method formatively assess whether or not a child has clinched the learning within that lesson. For the same

objective to be assessed summatively and to ensure that the learning is fully embedded, there would need to be evidence of the objective within a number of pieces of independent writing. Short-burst writing may have success criteria to help learning become embedded but a final piece of independent piece of work in KS2 will not have success criteria to scaffold their writing. This will ensure that the learning is embedded without the need for prompts and allows summative assessment to be accurate.

When marking writing, will use agreed coding (see appendix 1) to inform their children on how they can improve their work. In KS1 a toolbox is used to visually represent different expectations of the children. In KS2 the coding is used in the margin, within the text or at the bottom of the page in order to signpost children to find their mistakes and edit accordingly. A purple pen is used to make edits to work so that it is clear where the changes have been made. A series of lessons gives children the opportunity to develop skills in particular text-types. Reviewing and editing their work is a key part of this process.

Children are also set personal targets. These targets are not specific to a genre of writing and instead aim to improve skills used across all writing themes. They will be displayed in the front of the children's books and will include targets based on text, sentence, and text-type (in both fiction and non-fiction writing). As writing is marked it will be indicated as to whether or not a target has been achieved; a tick at the bottom of the page with PT (personal target) will show the piece of writing in which the target has been achieved, as well as a tick and a date being marked on the personal target in the front of their books, allowing a new target to be created. This strategy allows teachers to prioritise targets for each child and allows them to focus on one target within each area so that they are not overwhelmed. Next steps will relate to continuing to work on these targets if necessary. This process is motivating for children as they can see when they have achieved a target and track their own progress.

Handwriting targets will also be provided at the back of children's books and will be ticked as met when there is evidence of its consistency across a variety of pieces of writing.

Topic Marking Process

Work in topic books includes work from foundation subject lessons including history, geography and science.

Most pieces of work will contain an objective for the lesson and will be marked with OM, MP or OE (see appendix 1). This allows us to assess whether or not the child has met the objectives for the lesson and subsequently for the half-term within that particular subject. Some pieces of work in topic books are activities which work towards achieving an overall objective and therefore will not have an objective stated.

If a piece of cross-curricular writing is produced during a topic lesson the same standards are expected as when completing writing in an English lesson. Their work will therefore be marked in the same way. The agreed coding (see appendix 1) will be used to show children how they can edit their writing in order to improve it.

Topic books often show a process of learning and will therefore contain activities, pictures, mind maps and notes to show discussion and thought processes throughout a series of lessons. These areas are not formally marked as they reflect the process before achieving a final objective.

Appendix 1

OM – Objective met for the lesson

MP – More practice is needed

OE – Objective has been exceeded

TD – A staff member has discussed this question or piece of work with the child

PP – correct with purple pen

(I) Indicates a child has completed a question or piece of work independently – only used if need to emphasise this.

(S) Indicates a child has had support from a staff member in completing a question or piece of work.

Writing

Highlighted word – WOW word or phrase

✓✓ - Good use of a conjunction

Underlined – Check spelling

Wiggly underline – a different word should be used

⟶ - This sentence doesn't make sense or needs rewriting

(A) - A capital letter is missing

(A)× - There is an unnecessary capital letter

Full stop – there are full stop/s missing

Punc. – A piece of punctuation is missing

⌐ - Next Steps

KS1 Toolbox

Part 3: Presentation

Presentation in Maths

1. Short date underlined in the top right-hand corner

5/12/18 or 5.12.18

2. Miss a line between the date and learning objective.
3. Learning objective is written and underlined.

IALT: Put decimal numbers with 2 decimal places in order of size.

4. One neat line through mistakes.
5. If errors are marked by the teacher, make corrections with purple pen.
6. Comments on your work and learning for the day to be made in pink pen

Presentation in literacy

1. Draw a margin (if not already printed in the book)
2. Long date underlined in the top right-hand corner
3. Remember your neat handwriting.

Friday 17th November 2018

4. Miss a line between the date and learning objective.
5. Learning objective is written and underlined.

IALT: Use adverbial openers to vary my sentence openers

6. One neat line through mistakes.
7. Check your work for punctuation and spelling.
8. If errors are marked by the teacher, make corrections with purple pen.

If you need to stick anything in your book, use a little glue and try to stick it straight with the edges inside the book.

Part 4: Handwriting

Join 1: ends bottom right and goes to bottom left eg a to n

Join 2: ends bottom right and goes to half way up letter eg a to l

Join 3: Top join eg o to i   or o to w

Join 4: join that goes up and round eg d to a or a to d

Don't join:

Letters that end on the right: s, b, p,

Letters that end at the top to letters that start at the bottom eg r to e or w to e

Letters that descend: g, y, q, f, j (but if child has learnt to do this, and they do it legibly then let them continue

Use either k: k or k

Don't use lead-ins