



Assessment Policy September 2017

Assessment leaders:- Charlie Smith and Tim Barrow

Assessment is viewed as essential to, and an integral part of effective teaching and learning. The purpose of assessment is to provide information for a range of audiences.

Assessment at The Meadow will be:

- ◆ Positive
- ◆ Manageable
- ◆ Useful and *used*
- ◆ Consistent

Aims

- ◆ To gather information about the performance of individual pupils, groups and cohorts of pupils so that it can be used to inform target setting at a range of levels.
- ◆ To gather information to inform teachers what will be taught next.
- ◆ To ensure that assessment and recording is an integral part of the school's performance management system.
- ◆ To provide information to inform the school's strategic planning.
- ◆ To track individual progress.

Assessment will be used in the following ways:

- ◆ **Formative** - the information gained "forms" or affects the next learning experience. *Assessment for Learning.*
- ◆ **Diagnostic** - finding out what attitudes, knowledge, understanding or skills are not properly learned or acquired and therefore preventing pupils making the expected progress.
- ◆ **Evaluative** - informing the strategic planning and direction of the whole school by evaluating the impact of planning, teaching and the curriculum on pupils' achievements.
- ◆ **Summative** - systematic recording of information which leads towards a summary of where the pupils have reached at a point in time. This is an essential tool for identifying progress over time.

Effective assessment in this school is characterised by:

- ◆ Meaningful and useful information about the pupils' achievement and progress transferring with the pupils as they move from;
 - Pre-school to Foundation Stage
 - Foundation to Key Stage 1;
 - End of Key Stage 1 to end of Key Stage 2;
- ◆ An analysis of performance in terms of cohorts or pupils as well as analysis of the achievement and attainment of pupils:
 - ◆ Pupil Premium
 - ◆ Vulnerable children
 - ◆ from ethnic minorities;
 - ◆ with special educational needs;
 - ◆ boys and girls;
 - ◆ with English as an additional language;



- ◆ travellers;
- ◆ asylum seekers;
- ◆ refugees;
- ◆ pupils who are looked after by the local authority.

Assessment in this school is enhanced by:

- ◆ Pupils' involvement in self-assessment.
- ◆ Parental involvement.

Monitoring and evaluation

◆ The Head Teacher will ensure this policy is implemented consistently throughout the school using strategies such as discussion with teachers, pupils and parents/carers, sampling pupils' records and reports and sampling teachers' planning. This policy will be evaluated and **reviewed every three years**. Any implications relating to issues for the whole school will be considered for inclusion in the school development/improvement plan.

Assessment - who is it for?

Teachers will know:

- ◆ Where the pupils are starting from
- ◆ How the class have achieved the learning objectives
- ◆ Whether pupils are making expected progress against national expectations
- ◆ How pupils are applying their skills, knowledge and understanding across the curriculum
- ◆ Which pupils need more help and in which areas
- ◆ Which pupils need extension work and could be More Able Gifted or Talented
- ◆ Whether the planning for activities, resources and staffing was well targeted
- ◆ How the teacher can do it better next time

The Head Teacher, other teachers and subject leaders will know:

- ◆ What progress pupils are making
- ◆ Any major problems
- ◆ Whether pupils' progress is in line with school targets
- ◆ How the school compares with other similar schools
- ◆ What aspects of the curriculum and teaching need to be strengthened

The parents/carers will know:

- ◆ Whether their child is making good progress
- ◆ If there any major problems
- ◆ How their child is doing compared with others of the same age
- ◆ What they can do to help

The DfE/ OFSTED will know:

- ◆ How well the school is progressing against their targets
- ◆ What impact the school development/improvement plan is having on pupil's attainment
- ◆ What the attainment is at the end of each Key Stage
- ◆ How the school compares with other similar schools

Recording

◆ Recording will be manageable and relevant at short, medium and long-term levels. The degree of detail in the recording will depend upon whether:

- ◆ It is a core or foundation subject

The school has agreed to maintain:

- ◆ Short term recording (weekly)
- ◆ Medium term recording (termly)
- ◆ Long term recording (end of year)

Short-term recording

Each week teachers will grade children in reading writing and maths:-

- 1 - On track to reach the end of year expectation
- 2- Will need intervention to reach the end of year expectation
- 3 - Not on track due to external issues e.g medical issues, home life issues
4. EHCP/Top-up plan for learning needs

At the end of each half term, this data will be reviewed by the SMT

The notes will

- ◆ Help planning at short and medium-term levels
- ◆ Be useful when talking to another teacher/SENCO or in identifying particular problems
- ◆ Inform the teaching approach
- ◆ Inform which children need intervention

The school will make effective use of verbal assessment for short term assessment. Teachers will:

- ◆ Use questioning to check understanding at the beginning of lessons, e.g. "Think of three things you can remember from our last lesson about....."
- ◆ Make explicit to pupils the purposes of the lesson, though the use of WALT (We Are Learning To) and WILF (What I'm Looking For). WILF will be broken down into three targets for the children to aim for.

Teachers will use different types of questioning to enable pupils to self-assess in the short term.

Teachers will use a range of closed and open questions. Teachers will:

- ◆ Provide opportunities for pupils to explain their thinking to each other in pairs, groups or as a class using appropriate technical vocabulary.
- ◆ Use the plenary to check understanding and reinforce learning.
- ◆ Conference with pupils so that they know what it is they need to improve.
- ◆ Provide opportunities for pupils to review their achievements.
- ◆ Mark/respond to pupils' work as directed in The Meadow Marking Policy.

Medium-term recording

Recorded assessments will inform:

- ◆ Any discussion with parents and carers including the end of year report.
- ◆ Target setting for improvement with individuals or groups of pupils.

- ✓ Reading and writing assessments will involve termly ongoing assessment of pupil's attainment in reading and writing on the SAS grids, which are inputted onto 'O' track. It will also include the use of a writing assessment book which will include a levelled piece of work completed independently by the pupil for each term.

- ✓ Mathematics assessments will involve termly ongoing assessment of pupil's attainment on the SAS grids, which are inputted onto 'O' track. Assertive Mentoring tests will also be used in maths where appropriate. Rising Stars arithmetic papers are also used.

In all other subject areas, teachers will complete the relevant tracking/assessment sheet for each subject area as and when they deem it necessary. At the end of a unit of work, pupil's attainment will be passed on to the relevant subject leader for analysis and a copy will be kept for the teacher's own records.

Long-term recording:

- ◆ Recorded assessments will be in the form of:
 - Foundation Stage Baseline
 - Statutory assessments at the end of Key Stage 1 and 2
 - Symphony Assessment System grids
 - Assertive Mentoring tests in maths
 - Other standardised tests

- ◆ Statutory assessments and optional tests in conjunction with teacher assessment will be used to update SAS trackers which will form the basis of annual rates of individual and cohort progress. This is analysed using 'O' track. This will be collected at the end of each term. Annual reports/ mid-term to parents will clearly identify gains in skills, knowledge and understanding, with the next steps in learning. At the end of the Foundation Stage, Key Stage One and Two, parents will also be given attainment levels based upon the statutory tests and teacher assessment.

Overview

- ◆ **Assessment information will be used:**
 - To analyse records to help clarify patterns of performance over time and respond to specific teaching approaches.
 - To review curricular targets so that they can be amended if necessary and yet still be realistic and challenging.
 - To review and, if necessary, adjust curriculum provision in terms of breadth and balance.
 - To inform the governing body of the school's standards and improvement through the Head Teacher's report to the governing body. (This will include an analysis of comparative data.)

To maintain confidentiality Individual Assessments will only be made available to the pupils parents and professionals who need to see them.

Marking

- ◆ Marking will be used to inform planning and therefore will be a continuous assessment. The marking will adhere to the marking policy and include feedback to children which must be responded to.

Special Education Needs and Disability

- ◆ The SENDCO will arrange any necessary external assessment. The Head Teacher will report to the governing body on standards and school improvement involving SEND pupils.

An overview guide to assessment timescales

	Short-term	Medium-term	Long-term
	Daily/weekly	Termly	Annually
Who uses the assessments?	Teachers Learning support	Teachers, pupils, parents/carers, learning	The next teacher, pupils, parents/carers,

	assistants Pupils	support assistants.	the whole school and the next school.
Are the assessments recorded?	Mainly no; yes for the 1-4 assessment and teachers own notes, annotation of work, marking, highlighting significant, evaluating planning.	SAS records, O track, foundation subject tracking sheets, end of term assessment.	O track - used to create pupil's individual attainment portfolio and analysis progress and attainment of different groups of learners
Should records be retained or discarded?	Kept by teacher, if recorded. Marking in children's books and 'Target Cards' 1-4 assessments to SMT every half term	Kept and updated when necessary.	Retained and passed on, e.g. annual reports, information on skills, knowledge, understanding and next steps.
How do the assessments relate to teaching and planning?	Strong link to daily/weekly planning and intervention groups	Links to medium term planning - highlight issues in planning, target setting - review progress towards curriculum and other targets.	Links to long-term planning, e.g. balance overall, strengths and weaknesses within curriculum provision, target setting.
What are the points of reference?	National Curriculum, school schemes of work and SAS grids	National Curriculum, school schemes of work and SAS grids	Predominantly national standards
Where will the information be used?	SMT SENDCo (for intervention) Individual teachers	SMT SENDCo (for intervention) Individual teachers	Individual teachers, school management team, governors parents, L.A , OFSTED, and other Government agencies

Agreed by the Local Governing Body on 14th September 2017

Signed:



Mr Steve Lilley Chair of the Local Governors

To be reviewed in September 2020