



ASSESSMENT POLICY

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Focus Group responsible: Curriculum Committee

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Leavening Community Primary School

Assessment for Learning Policy

Rationale

Assessment for learning is the process of identifying what the learner has or has not achieved in order to plan the next steps in the teaching or learning. It involves using assessment in the classroom to raise pupils' achievement and is based on the idea that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim.

Statement of Intent

By implementing a workable, explicit whole school assessment for learning practice and policy, we are moving further towards our vision of providing excellence in learning to help each child fulfil their potential.

Aims

At Leavening Community Primary School we aim to;

- Make a judgement about a child's attainment based on knowledge gained through techniques such as observation, questioning, marking and formal assessments.
- Help children develop positive attitudes to work,
- Provide an accurate picture of every child's achievement and progress,
- Show children how they are going to make the next steps of improvement and greater attainment.
- Provide assessment information for use with the whole class, groups within the class and individuals.

Principles of Assessment for learning

We believe that effective assessment for learning involves:

- The sharing of learning goals/intentions with pupils
- helping pupils know and recognise the criteria for success
- providing feedback and marking that helps pupils to identify how to improve
- pupils learning self-assessment techniques to discover areas they need to improve
- the use of effective questioning to assess progress
- both the teacher and pupils reviewing and reflecting on pupils' performance and progress and setting targets for improvement
- recognising that both motivation and self-esteem, crucial for effective learning and progress, can be increased by effective assessment techniques.

Key characteristics of assessment for learning

1. Sharing Learning Goals/Intentions
2. Clear success criteria-written or verbal, where the child MUST be given the opportunity to respond to this feedback during lesson time. This needs to be planned.
3. Using consistent feedback and marking strategies
4. Pupil self assessment and peer self assessment
5. Using effective questioning
6. Target setting

1.Sharing learning goals/intentions

Pupils will be taught to recognise the difference between a task and its learning intention (separating what they have to do from what they will learn).

To involve pupils fully in understanding learning outcomes teachers may;

- explain clearly the reasons for the lesson or activity in terms of the learning objectives

- share the specific assessment criteria with pupils-verbally or written
- help pupils to understand what they have done well and what they need to develop.

Looking at a range of other pupils' responses to the task set can help pupils understand how to use the assessment criteria to assess their own learning.

2. Clear success criteria-written or verbal

Success criteria may be evident in;

- planning
- written form in a pupils book-copied or stuck in
- visual form on a teachers whiteboard/working wall
- a verbal explanation to a class/group/individual

Success criteria will link directly to the learning goal or intention-it is separate from the lesson content or activity, it relates more to the skills, concepts, knowledge of an activity.

3. Feedback

At Leavening school we believe marking should provide constructive feedback to every child, focussing on success and improvement against learning objections; enabling children to become reflective learners and helping them to close the gap between current and desired achievement.

Aims and Objectives

Feedback should be written and oral, it should be;

- Linked to learning objections
- Give clear strategies for improvement
- Be based on progress towards children's end of year targets
- Be consistent throughout school

Feedback and marking for **teachers** should be manageable and should inform future planning. Feedback and marking for **learners** should be understood, discussed and acted on.

STRATEGIES

- Children are encouraged to self and peer-mark when appropriate.
- Teachers and teaching assistants work with a focus group and provide feedback during the session to each child in the group.
- The children are given time to act on the feedback before the end of the session.
- Learning conferences take place for most children in KS2.
- Suggested improvements may take the form of;
 1. A REMINDER prompt, e.g. "What else could you say here?"
 2. A SCAFFOLDED prompt, e.g. "What was the dogs tail doing? The dog was angry so he..... Describe the expression on the dog's face"
 3. An EXAMPLE prompt e.g. Choose one of these or your own: He ran round in circles looking for the rabbit/ The dog couldn't believe his eyes.
- When a teacher other than the class teacher marks the children's work, e.g. supply, student, they are to initial any written feedback.
- *All written feedback **must** be in a neat cursive joined style.*

At Foundation Stage and early Key Stage 1 feedback to children is mainly through oral interaction and easily understood symbols/stickers, progressing to the whole school model when appropriate.

Feedback is to be written at the end of the piece of work or that which is finished in the focussed session; adults to use blue pen, children to use a coloured pencil when self or peer marking. Ticks may be used throughout the piece of work but when feedback is written only the following symbols are to be used:

* Evidence of a link to learning objective/success criteria.



Something I like and why I like it



How to improve

Draft books are to be used by children to edit and improve their own work normally in KS2 as appropriate. Adults do not mark children's draft books.

Written feedback for writing.

- Year R, 1 and 2 will use 1 star and a wish.
- Years 3 and 4 will use 2 stars and a wish.
- Years 5 and 6 will use 3 stars and a wish.

This procedure will be used for the BIG WRITE (piece of writing produced at the end of a unit or phase, depending on the nature of the unit)

Teachers will fill in a checklist that shows the children and themselves what skills the children have demonstrated in their writing.

All work building up to the writing in literacy to be acknowledged with stamps and stickers and necessary feedback.

'1/2/3 stars and a wish'. Highlight the good things in red/pink(perfect pink) and then 1 thing in 'growing green' that the child had to improve on next time (linked in with literacy target)

Link in with the writing objective (but occasionally mark for spelling and punctuation if it is a common issue)

Have a basic symbol key that is used from Years 2 to 6 to show spelling, punctuation, grammar and perfect pink and growing green.

_____ Target for next time

_____ This is great! I like this!

_____ Sp Check this spelling

P Check this sentence for punctuation

G Check this sentence for grammar

• For the end of term writing assessment, Years 2 to 6 need to have written feedback at the end of their piece of writing. Enough time to give this feedback needs to be allowed.

• IMPORTANT! "Sparkle Session"

As well as enough time for feedback, there also must be 'improvement time'(a sparkle session) built into your planning for children to respond to your quality marking. These improvements MUST be seen in the children's book, so progression is visibly evident.

- Allow time planned into your literacy for feedback for writing and time into your Maths planning for corrections and reinforcing misconceptions.

4 Self assessment and evaluation

Opportunities for self assessment and evaluation may be evident in planning or may be used during lessons when relevant. Once pupils understand how to assess their current knowledge and the gaps in it, they will have a clearer idea of how they can help themselves to progress. Pupils will be taught what they need to learn and why, and then actively assess their understanding, gaps in their own knowledge and areas they need to work on.

Peer assessment(Buddy Feedback)

- From Year 2 to year 6 children should be giving feedback on each others writing and work in general. This will differ in each class, but ensure that children stick with the symbols for continuity.

Children marking their own work

- There should be planned opportunity for children to self assess their work and have suffice time to respond to teachers feedback.

5 Using effective questioning

Teachers may;

- use questions to find out what pupils know, understand and can do
- analyse pupils' responses and their questions in order to find out what they know, understand and can do
- use questions to find out what pupils' specific misconceptions are in order to target teaching more effectively
- use pupils' questions to assess understanding.

6.Target Setting

Teachers and pupils may set targets relating to specific goals.

Pupils will be encouraged to guide their own learning, with the teacher providing help where necessary or appropriate.

Pupils will be given opportunities to:

- reflect on their own work
- be supported to admit problems without risk to self-esteem
- be given time to work problems out.

Pupils may look at examples of other pupils' work that does and does not meet the assessment criteria as this can help them to understand what was required from a task and to assess the next steps they might need to take and therefore set new targets.

Target cards

- All children in Years 1 to 6 have their own target cards linked in with the assertive mentoring and APP targets. The Foundation Stage children will have targets linked in with the Early Years Foundation Stage Profile These will be reviewed each half term.
- When a child has shown they have met the target 3 times then another target will be given.

Leavening Community Primary School

Formal Assessment- Policy

Rationale

We recognise the potential for assessment in developing a positive self image in the child from positive and constructive feedback and the feeling of success which encourages further learning. Formative assessment helps pupils to reflect on their own learning.

Aims

At Leavening Community Primary, through the use of formal assessments, we aim to;

- Direct teacher judgements that are as valid and reliable as possible, consistent both within school and with National Curriculum (NC) standards.
- Promote a common interpretation of the NC grade descriptors.
- Give teachers confidence in their professional judgement.
- Make formal assessments accessible and fair to all children.

Formal assessments are made from a combination of methods:-

Formative- to help children to progress.

Diagnostic- to identify specific strengths and weaknesses.

Summative- to summarise children's abilities, attainment and progress.

Evaluative- to help the planning for future need.

Our Assessment records:

- Are based on an agreed set of principles and purposes.
- Assess pupil progress against NC criteria and the Early Years Foundation Stage Profile.
- Must be easy to interpret, useful, manageable and not administratively burdensome.
- Assessment records provide confidence between teachers through the moderation process and this common understanding enhances progression for pupils.

Writing

- At the end of each unit we carry out a 'big write' which is timed in Key Stage 2, using the assertive mentoring guidelines to mark and level. This is done in writing assessment book and the book and mentoring file of detailed marking is kept through school to see the progression.
- This end of term piece of writing should always be thoroughly marked using the 3 star and a wish method.
- These writing assessments will support the child's level in writing each term.
- Assessment ladders can be used in Literacy to gather assessment information for speaking and listening, drama and work that is not recorded.

Reading

- Assertive mentoring is carried out ongoing with level judgments being made at the end of each term.
- Collect evidence cross curricular and in guided reading.
- Assessment ladders, guided reading books can be used in reading to gather assessment information to inform your termly level.

Maths

- APP is carried out each term.
- It is optional to carry out the Maths assessments at the end of every half term for a formal assessment to inform your judgements.
- Assessment ladders can be used in Maths to gather assessment information for practical work.
- Tell the children what the success criteria at the end of the unit is. Have it printed off and put on each table or on the wall to refer to.

Foundation Subjects.

As a school we are developing our assessment in the foundation subjects.

An overall sub level is given for Science and Speaking and Listening at the end of each term.

Through our themed curriculum, we will be looking to develop the most effective and efficient way of assessing pupils achievement.

Assessment Data

- Reading, Writing and Maths assessment data is recorded on the North Yorkshire County Council (NYCC) pinks and greys chart, which is submitted to the head teacher each term (the 3 data deadline dates are given to staff at the beginning of the academic year) This data is then transferred on to Schools Information Management System (SIMS) that tracks the child's achievement throughout school.
- On entering school (in Nursery or reception) children are assessed to establish a baseline so that the teacher can effectively plan learning at the appropriate pitch.
- Performance management and pupil progress targets will be based on the school priorities taken from the development plan.

The expected level of attainment throughout school is as follows:-

Year	Expected Level of Attainment upon exit from the year group
Reception	Foundation Stage Profile points 6 or 7
Year 1	1b/1a
Year 2	2b/2a
Year 3	2a/3c
Year 4	3b
Year 5	3a/4c
Year 6	4b

The levels outlined above provide useful benchmarks upon which children's progress and attainment can be compared.

The Performance Management and pupil progress meetings process ensures that all children are discussed in detail and their progress is tracked carefully, this is an efficient method of alerting teachers to take action when pupil progress across the levels is not evident.

Planning as a result of Assessment

Teacher's planning may be informed by assessments carried out and they are important for

- Identification of intervention groups
- Succinct summative hand over records.
- Discussion with receiving teachers at the point of transition.
- Children continuing to use their existing work books in their new class until the new teacher has gained a personal insight into their learning.

School assessment and tracking systems indicate the progress made term on term and year to year and times when there has been rapid improvement and other times when a plateau of learning has occurred.

Assessments all feed into the School Development Plan (SDP) and aid the monitoring and evaluation process and the development of actions for future improvement particularly Continuous Professional Development.

Learning and Teaching

Teachers and support staff require a good understanding of Assessment and must use it as a tool to assist and inform future planning. There is a direct reference to the school's marking policy that

reflects the role of assessment through marking and the necessary actions that are taken as a result.

Children are actively encouraged to be involved in self assessment one element of this is marking their own work and, when directed, the marking of their peers.

Equal Access and Outcome

All children require their learning to be assessed and there needs to be opportunity for them to contribute to their own assessment by making judgements about their own performance and what targets they set for personal improvement.

Recording and Reporting

Reporting is the process of informing others, including Parents, Head Teacher, Governors, the child and the child's next teacher or school. Records of children's attainment and achievement are used when preparing the annual report for parents and for parent consultation. Recording of assessment can take many forms but it is essential to ensure that curriculum planning details actions needed to address the findings.

Records also develop into a comprehensive picture of the child and their learning needs and this information is then shared with the child, the child's parents and colleagues. It is not possible or sensible to attempt to record all the information collected and there are a number of methods currently employed.

The Assessment Leader reports to the Governing Body once a year and assessment, recording and reporting arrangements are published in the Education Development Advisors Record of Visit annually in September.

A full report is provided for parents and carers once a year for each child. The report provides detail of the progress, attainment and achievement in each of the NC subjects plus Religious Education. The report details learned skills, concepts and knowledge learned and targets for improvement including an indication of whether the child is below, at or above the expected level for their age for Literacy, Numeracy and Science. Attendance is also indicated on the report.

Parents and carers have opportunity to meet with the class teacher at least twice each year in formally held parent consultations. Parents also know that the teachers are available at the end of the school day should they wish to discuss their child in between formal parent consultations. There is also the facility to meet with the teacher before school but this is reserved for emergencies only.

Roles and Responsibilities

The Assessment Leader works closely with the Literacy and Numeracy Coordinator to develop systems and processes that are designed to integrate assessment recording and reporting with curriculum planning.

The Assessment Leader and Leadership Team

Provide opportunities for staff to share assessment information with colleagues.

Develop a reasonable timetable of assessment requirements and monitor its teacher's contributions and the results of the actions designed as a result.

Evaluate the whole school effectiveness of assessment, planning, teaching and learning and subsequent improvement.

Curriculum Leaders

- Use the assessment data to produce subject leader reports which inform the development of the subject.
- Prepare guidance and provide support for assessment within each subject.
- Organise, review, order and evaluate resources (assessment).
- Take a proactive role in curriculum leadership and assessment through keeping up to date with current research and findings.

- Consult with colleagues and moderate assessments to ensure accuracy of assessment information.
- Systematically monitor of each subject as it is essential for the improvement of each subject/area.
- Update the co-ordinator's file and subject portfolio.

The Class Teacher

- Prepares initial assessment activities and evaluate the results.
- Follows schemes of work but prepare plans that indicate attention has been given to assessment findings.
- Assesses the work and progress of all children in the class, across the curriculum, through formal and informal methods.
- Consults with colleagues for extra information, guidance, moderated judgements and assessment opportunities.
- Provides information for informal and formal discussion with parents on the child's progress.
- Tells the children what they are going to learn as well as how to do the task i.e. makes the learning objective explicit.
- Gives clear indications of how improvement can be made and provide time for them to make these improvements.
- Helps children understand that errors are acceptable and are the starting points for learning and that learned work should not have repeated errors.
- Encourages children to check work themselves and for each other.
- Is aware of the progress of pupils in their class and each term, analyses the progress that children have made, ready for the pupil progress discussions.