Assessment Policy

Prepared by: Brian Ostro

Agreed by governing body: Spring 2018

Signed:

Chair of Governors:

Headteacher:

Contents

Introduction, aims, purpose of policy
The aim of this policy is to discuss Chase Bridge's assessment system, which is at the core of the pedagogic approach used throughout the school. Teachers use assessment to inform their planning, ensuring lessons continually build on children's strengths and address areas for development. Children are actively involved in assessment, as they become better learners when they are given time to reflect on their success in lessons and are aware of their own learning goals. Qualitative and quantitative assessment information is shared regularly with parents throughout the year so that teachers and parents can work together to help children succeed. The purpose of the Assessment Policy is to set out the underlying principles and overview of how we assess children's learning in order to help them meet high standards.

Policy summary
This policy describes our various assessment procedures. Our target setting is informed by Fisher Family Trust Aspire (FFT), which uses contextual data, prior assessments and whole-school trends to generate individualised targets. Through FFT, we can ensure that our target setting is ambitious and aspirational. Both formative and summative assessment are important evaluative tools for helping teachers understand where children are at with their learning; this policy explains how the school uses these to help children move forward with their learning, and how we feed this information back to parents. In addition, the policy addresses ways we monitor learning across the school to ensure high standards, through pupil progress meetings and Target Tracker. In the appendices, we have included our Assessment Principles, which summarises our philosophy on assessment.

Target setting
We believe that setting appropriately ambitious targets, which are challenging and achievable, is an important step towards helping children excel at learning. Research demonstrates that it is a teacher's ambition for a pupil which raises that pupil's expectations and leads to higher standards being achieved. Using Fisher Family Trust Aspire to ensure our target setting is ambitious and aspirational, the leadership team sets provisional end of year targets for each child in Key Stage 1 and Key Stage 2, for reading, writing and maths. A child's target is in relation to the national expectations for their year group; for example, a child may be targeted to reach the expected standard, or to exceed expectations. Children's targets are also related to teachers' performance management. Teachers select particular children who were 'working towards' the expected standard the previous year, and target them to meet the expected standard in the current year; those specific children meeting their target acts as one of the performance management objectives for class teachers. We provide continuous professional development for teachers on pedagogy so that they can better help children reach these aspirational targets, and our performance management system holds teachers to account for the value that is added to each child's learning during the academic year.

Formative assessment
Effective formative assessment is one of the most important factors when it comes to children reaching their full potential as learners. Formative assessment is used to track progress on a day-to-day basis, and essentially, it is about teachers knowing where their pupils are at in relation to what is expected. At Chase Bridge, children are actively involved in this process, as we believe it is important for children to be aware of their own strengths, next steps and targets. An example of formative assessment is a teacher providing an expectation for the learning in the form of success criteria or a learning objective, pupils doing a verbal or written task (so the teacher can assess where they're at) and then feedback being provided. Other examples of formative assessment strategies include: targeted questioning, talk partners and use of mini-whiteboards to gauge where children are in their learning; mini-plenaries to provide an opportunity to give feedback in the middle of a task; and self and peer assessment to fully involve children in the assessment process. By using these strategies, children are able to reflect on their learning, and teachers are able to understand how best to support or challenge particular children, which informs interventions.

We have clear expectations for English and maths marking depending on the child's age. Throughout the school, we believe it is important to continually provide clear, comprehensible feedback, verbally and in writing, which indicates what has been done well and what needs to improve. Children are frequently given opportunities to respond to teachers' next steps, through 'response to marking', which consists of them improving past work and further developing particular skills that were identified.

Key Stage 1 English books - marking expectations
- Chase Bridge marking code used
- 2 stars and a wish at least once a week in Key Stage 1, and with increasing regularity as the year progresses in Reception (both are related to intended learning; marking is clear, precise and easily comprehensible; red pen used)
- Response to marking at least once a week in Key Stage 1 and with increasing regularity as the year progresses in Reception (children respond to the wish/question and spelling, punctuation and grammar errors by improving their work; children progress to using green pen when they are ready)
- Spellings are corrected by the teacher and then children write them out three times in response to marking. Teachers to use best judgement as to how many spellings should be corrected, considering what the child is able to access and embed in their learning.
- Self-assessment - In Year 2 children complete a 'tick list' having completed an extended piece of writing at the end of a taught unit, underlining examples of the success criteria in different colours.

In EYFS and Year 1 the use of 'pupil voice' scribed by the teacher would be age appropriate self-assessment.

Key Stage 2 English books - marking expectations
- Chase Bridge marking code used
- 2 stars and a wish at least once a week (both are related to intended learning; marking is clear, precise and easily comprehensible; red pen used)
- Response to marking at least once a week (children respond to the wish/question and spelling, punctuation and grammar errors by improving their work; green pen used)
- Punctuation and grammar errors are noted in the margin using our marking code – children then need to find these errors and improve their work during response to marking.
- Self-assessment (there is evidence that children regularly evaluate and improve their own work in reference to the success criteria; green pen used for general corrections but children may use a colour coded system for identifying particular examples of language skills and techniques)

KS1 and KS2: maths marking principles
Teacher feedback happens once a week, and pupil reflection and/or response to marking happens once a week (modified by EYFS and the transition into Year 1).
- *My marking shows the children that I value their work:*
  Stampers, stickers and comments will be used regularly and often to show children that you believe their work is important.
- *I praise children's achievement and hard work through my marking:*
  Praise hard work and other learning attitudes so children achieve recognition for their personal best. This will encourage them to keep on putting in the maximum amounts of effort and therefore help towards them meeting their full potential.
- *Children improve their skills because of my marking:*
  Children use green pens to develop their skills further and make corrections (this may be completed with a teaching assistant or in a small group).
- *There are opportunities for children to self-assess their work:*
  Traffic lights or faces are an effective way for children to self-assess their own work. If appropriate, a comment from the child can also help you understand where they need help.

Summative assessment
Whilst formative assessment refers to the ongoing, day-to-day assessment, summative assessments are used to evaluate children's learning at the end of a longer teaching period. They are a useful tool to help teachers recognise what knowledge, skills and understanding have been learnt over time, allowing teachers to provide additional support for children who are finding learning more difficult, and provide additional challenge for those who are ready for it. In addition, summative assessments help school leaders have an overview of how groups of children are progressing across the school, and they are used to inform parents where a pupil is in relation to national expectations.

Our in-house summative assessments come in the form of tests which assess against the National Curriculum Key Skills. These tests have been resourced in each year group, and will be used after a longer teaching period, in order to see what learning has been embedded. Teachers then adapt planning, timetabling and provisions accordingly. We track and monitor children's progress in these skills, so every teacher has a record of each child's achievement in the core subjects, and can make the necessary adjustments to their practice.

Evaluating children's attainment
Using the information gained from both formative assessment, and the aforementioned summative assessments, teachers decide whether a child is behind national expectations, in line with the

expectations, or exceeding. This happens termly in reading, writing and maths. Essentially, teachers decide whether a child is on track to meet the 'expected standard' for their year group. A child has met the expected standard for their year group if they are secure in the significant majority of the key skills in that subject by the end of the first half of the Summer Term. We prioritise the moderation of summative judgements to help refine the accuracy of our benchmarking, before inputting the data into Target Tracker. The leadership team then analyses this data, monitors whole school standards and makes adjustments accordingly.

Statutory tests
Schools are required to take part in statutory tests in Year 1, Year 2 and Year 6. In the Summer Term of Year 2, there are National Curriculum tests in maths and reading as well as spelling, punctuation and grammar; these tests are provided by the Department for Education. They inform the final teacher judgement reported for each pupil at the end of Key Stage 1. Schools are not obliged to report task or test results separately, however, parents must be allowed access to their child's results on request. There is no formal test for writing as it is assessed by teachers, based on knowledge of how a pupil has performed over time and across a range of contexts. For Year 6, the Department for Education also provides statutory National Curriculum tests in maths and reading as well as spelling, punctuation and grammar; these take place early in the Summer Term and are marked and scored externally. Like Year 2, teacher assessment in writing in Year 6 takes the place of a formal test. Finally, the phonics screening check in Year 1 tests children's phonics skills by evaluating their ability to read a range of real words and 'nonsense' words. Children who don't pass the test retake it in Year 2.

Assessment in the Early Years and Foundation Stage
Assessment plays an important part in helping parents, carers and practitioners to support children's learning in the Early Years. This begins before the children join the school with a meeting in the Summer Term between parents and teachers. This is to introduce the parents to the school, gain an idea of any needs the children may have and to help the staff gain insight into each child's starting point using the Early Years outcomes. Once the children start Nursery or Reception, daily observations and assessments begin, with all Early Years staff contributing to these. As a school we use Tapestry, an online learning journal that provides a place to store written observations and media files for each child, which can also be shared with parents. Tapestry is updated weekly and parents can add their own observations or comments.

On entry to Nursery and Reception the staff compete a baseline assessment using observations, discussions and planned activities to provide a platform for gathering information on each child. This information is added to Tapestry which is updated termly to provide a tracking system that is used to identify gaps in learning, interventions that may be needed and what levels of challenge are appropriate for each child. We complete the baseline using one of the government approved providers and share the information formulated with the Department for Education. As a school we have chosen a baseline provider that best fits our school ethos around assessment in the Early Years: an observation based approach to assessing each child through interactions and everyday activities to build an understanding of each child.

At the end of Reception, the Early Years staff make a judgement against all 17 Early Learning Goals detailed in the Early Years outcomes. These judgements made state where the child is in relation to the expected level of development and come in the form of either 'emerging', 'expected' or 'exceeding'. This information is then used to determine whether a child has achieved a Good Level of Development (GLD) in Reception. To achieve a GLD a child must receive a judgement of at least 'expected' in all of the Early Learning Goals in the prime areas (personal, social and emotional development; communication and language; physical development) as well as Literacy and Maths.

Pupil progress meetings
On a regular basis, the SENCo meets with each year group to provide support and monitor children's progress. Focuses include identifying children's needs, targeting children for intervention, setting up case studies and checking the effectiveness of provisions. Information across the whole school is compiled, collated and fed back to the leadership team so that they have a clear overview of the school and next steps are in place. Assistant Head Teachers also meet with Year Group Leaders to support them to complete their responsibilities to a high standard, as well as to hold them to account. Focuses for these meetings include looking at the cohort's progress in English and maths and monitoring the embedding of whole school initiatives. Assistant Head Teachers then collate the information from these meetings and brief the rest of the leadership team. The aim of this system is to provide a whole-school monitoring structure with support and accountability distributed appropriately across the management structure of the school, to help our pupils make sustained progress.

Reporting to parents
We host two parent consultation evenings during the year which are supplemented by 'book look' opportunities. Teachers are also available to speak with parents after school, or if needed, parents can arrange further meetings to discuss their child's learning in more detail. Schools also have a statutory duty to compose a report to all parents, annually. The information in our reports is transparent and communicated in a format that parents can understand, and also use to assist their child's future learning. The format of our reports include the following: an overall comment and summary of achievement that should be evaluative; strengths and next steps; a comment for each individual subject; and a contextual benchmark for each subject which shows if the child is working at national expectations, above expectations, or below. Included in the report are examples of the children's best pieces of work from over the year.

Report writing guidance for teachers
Ensuring standardisation across the school
- The first letter of all subjects, apart from English, should be a lower case letter. For example, 'science' not 'Science'
- The names of subjects should be written in full. For example, design technology (not DT); religious education (not RE); physical education (not PE)
- Use a capital letter for year groups: 'Year 3', not 'year 3'

In the top right corner
- In KS2, the class should look like this   Class: 5T
- In EYFS/KS1, it should look like this   Class: Year 2, Acacia

The 'Subject Comment' section
- Remember to not have colons after the subject

No education jargon
Avoid phrases such as 'medium frequency words' as parents may not know what this means

Don't use abbreviations:
For example 'vocab' for vocabulary

Be careful about using superlatives:
Words like '*excellent; brilliant; exceptional*' should be used with care. These words can be used, and are fitting for some pupils, but they should not be used incorrectly

Sentence construction:
Try to alternate use of the child's name and the pronoun to avoid every sentence starting with the name, or 'he/she'. Some other useful phrases are below:
- *Frank shows an ability to . . .*
- *Frank experiences difficulty with _____ because . . .*
- *Amongst his strengths is the ability to…*
- *He has a tendency to . . .*
- *One of his strengths is . . .*
- *His appreciation of…*
- *He now needs to . . .*
- *To improve further he should . . .*
- *Frank knows how to . . .*
- *He is adept at . . .*
- *He regularly . . .*
- *He has demonstrated the ability to . . .*

Sentences should provide clear, straightforward, factual information. Make sure that your sentences aren't overly long and don't use the word 'and' multiple times, such as this example: *Jane has a good circle of friends and has grown in confidence this year and has a good attitude towards learning and takes on leadership roles well in class*. Please use punctuation accurately and, usually, only have one connective per sentence.

The 'Overall comment and summary of achievement' section
Ensure that this section is divided into two paragraphs. The first paragraph should be a summary of achievement. The second paragraph should be about their overall learning.

In the achievement paragraph, indicate how the child's work compares with the national expectation for pupils of their age.

- Here is an example of the format: 'xxxxx has made slow/steady/good/significant/excellent progress across all areas of the curriculum and is achieving well below/below/slightly below/within/slightly above/above /well above national expectations'.

- You may wish to add a qualifying statement if a child's achievement is significantly different in the core subjects (e.g. when a child is successful in maths, but not as effective in writing).

The achievement paragraph should also indicate strengths and areas for improvement in English and maths. Comment on specific reading, writing, SpaG and maths skills the child has developed over the course of the year. In the case of a lower attaining child always ensure that positives are clearly stated. Bear in mind that paragraphs that are overly positive can lead to complacency, whilst overly critical paragraphs can lead to demotivation - so it is important to find the right balance.

The second paragraph should evaluate the child's attitude to learning and behaviour for learning (but without using the term 'learning muscles'). Possible areas to discuss include persevering, working well with others, reflecting on their own progress, and managing distractions. This paragraph should also include information on the child's emotional and social development, and could include their involvement in the wider aspects of school life (orchestra, football squad, house captain…).

The 'Next Steps' section:
Inform parents/carers what they can do at home to support their child. Try to be as specific as possible.

Assessment Policy – updated Spring 2018

Evaluating your reports
- Proof read – paying particular attention to how well the report reads. Is the phrasing repetitive?
- Check cohesion – does one sentence follow on logically from the last one?
- Check punctuation
- Check spellings using the spell check option
- How would you feel if you were the parent of the child and you read this report?
- Would the report help you to support your child in their learning?
- Would you be impressed with the quality of the report and the professional advice it offered?

The following steps are in place to help report writing become a more efficient process:
1) The Year Group Leader should lead the moderation of a report in PPA before any other reports are written in the year group, so everyone is clear on expectations.
2) Teachers should write a single report and have it checked by their SLT link before future reports are written.
3) SLT will do a final check of all reports.
4) If during this check, there are several mistakes that are noticed consistently, such as typos or mispellings, all reports will be returned to that teacher to be edited.

Appendices

Assessment Principles: we are committed to:

Continually providing clear, comprehensible feedback, verbally and in writing, which supports children's learning.
- Feedback is a vital element of assessment. Effective feedback is positive, constructive and ensures pupils understand what they have done well and what they need to do to improve.

Ensuring children engage in their feedback, through discussion or in writing, to show that they understand how to improve further.
- Children are given frequent opportunities to respond to teachers' next steps, which consists of them improving past work and developing particular skills identified in teachers' marking.

Using assessment strategies within lessons to systematically check children's understanding so we can intervene with noticeable impact on children's achievement.
- By using targeted questioning techniques, teachers are able to understand how best to support or challenge particular children.

Creating clear learning objectives and appropriate success criteria for all children, so they understand the aim of the lesson, how to achieve it and can access and are challenged by their learning.
- All children are given opportunities during lessons to understand where they are in relation to the success criteria, and what they can do to make even better progress.

Encouraging children to take the lead in their own assessment.
- This is facilitated through self-assessment and peer-assessment activities and half-termly reviews, which enable children to reflect on the standard of their work over a longer period of time.

Using summative termly judgements as a mechanism for tracking children's progress over the course of the year.
- We use summative judgements to help monitor whole-school standards; analyse the performance of key groups; ensure all children can access and are challenged by their learning; provide additional support for those who are finding learning more difficult and provide additional challenge for those who are ready for it; and to ensure that every child is supported to meet their full potential. We prioritise the moderation of summative judgements to help refine the accuracy of these assessments.

Giving reliable, meaningful and regular information to parents about how their child, and the school, is performing.
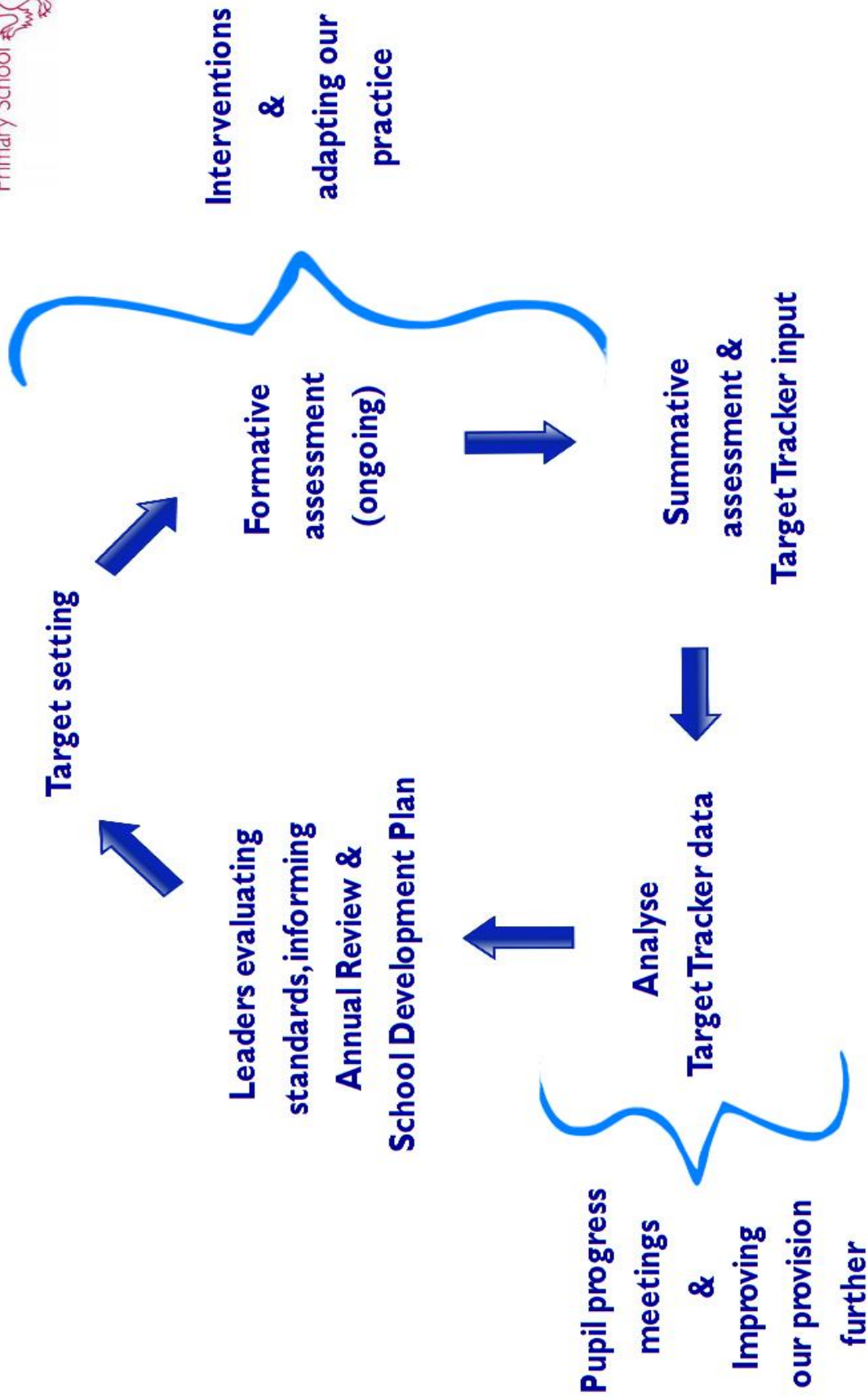- This information will be clear, transparent and communicated in a format that parents can understand and also use to assist their child's future learning.

Making sure the school is keeping up with external practice and innovation.
- We continually reflect on our assessment policy and practice. We do this by ensuring we are aware of high quality work locally, nationally and internationally.
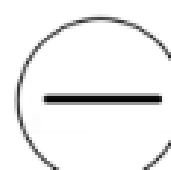
Assessment Flow Chart

Target setting

Formative assessment (ongoing)

Interventions & adapting our practice

Summative assessment & Target Tracker input

Analyse Target Tracker data

Pupil progress meetings & Improving our provision further

Leaders evaluating standards, informing Annual Review & School Development Plan
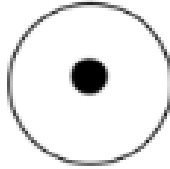
Mark code for EYFS & KS1

KS1 and EYFS

Reporting Template

Annual Report 2016-17

Name: Anthony Anteater

Teacher: Mrs Smith

Class: Year 2, Chestnut

Authorised absence: 2.1%

Unauthorised absence: 0.0%

Lateness: 1.2%

Chase Bridge Primary School

Overall comment and summary of achievement

Gill Sans 10pt. Comments to follow school guidelines.

Summary of achievement (context of national expectations; progress over the year; specific achievements)

Attitude to learning, including an area for development (persevering, focusing, working well with others, reflecting on their own progress, questioning, imagining, etc.)

Emotional and social development (temperament/disposition; playing/interacting with other children and adults)

Wider aspects of school life (orchestra, football squad, etc.).

Next Steps:
- Key skill in English – delete this when you write in key skill
- Key skill in maths

Teacher's signature:

Headteacher's signature:

Subject	Comment	Emerging	Expected standard	Exceeding
Reading	An enthusiastic reader who selects challenging text. I know how much he enjoyed Harry Potter this year.		✓	
Writing	Test text Gill Sans 10pt		✓	
Grammar, Spelling, Punc	Test text Gill Sans 10pt		✓	
Mathematics	Test text Gill Sans 10pt		✓	
Science	Test text Gill Sans 10pt		✓	
Computing	Test text Gill Sans 10pt		✓	
Design Technology	Test text Gill Sans 10pt		✓	
History	Test text Gill Sans 10pt		✓	
Geography	Test text Gill Sans 10pt		✓	
Religious Education	Test text Gill Sans 10pt		✓	
Languages	Test text Gill Sans 10pt		✓	
Music	Test text Gill Sans 10pt		✓	
Physical Education	Test text Gill Sans 10pt		✓	
Art	Test text Gill Sans 10pt		✓	