



# Policy on Assessment

### Introduction

We believe that effective assessment provides information to improve teaching and learning, provide feedback to pupils and to communicate their progress to parents. To do this in our school, we undertake two different but complementary types of assessment: assessment for learning and assessment of learning.

**Assessment for learning** (*formative assessment*) involves the use of assessment in the classroom to raise pupil achievement, it 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 this aim (i.e. to close the gap in their knowledge).

**Assessment of learning** (*summative assessment*) involves judging pupils' performance against national standards. Teachers may make these judgements at the end of a unit of work, of a year, or of a key stage. Test results, too, describe pupil performance, in terms of levels<sup>1</sup> and age related expectations.

We give our pupils regular feedback on their learning so that they understand what it is that they need to do better. Research has shown that their involvement in the review process raises standards, and that it empowers pupils to take action towards improving their performance. Our assessment creates a positive learning environment where children can see the steps necessary for their own success.

### Objectives

The objectives of assessment in our school are:

- to enable our children to demonstrate what they know, understand and can do in their work
- to help our children recognise the standards to aim for, and to understand what they need to do next to improve their work
- to allow teachers to plan work that accurately reflects the needs of each child
- to provide information for target setting for individuals, groups and cohorts
- to share learning goals with children
- to involve all children with self-assessment
- to help pupils know and recognise the standards they are aiming for
- to raise standards of learning
- to identify children for intervention
- to provide regular information for parents that enables them to support their child's learning
- to provide the Head Teacher and Governors with information that allows them to make judgements about the effectiveness of the school.

## The Assessment Process

### **Assessment for learning** (*formative assessment*)

Formative Assessment is a powerful way of raising pupils' achievement. It is essential that teachers know how well a child has progressed and that pupils understand how well they are doing and what they must learn to help them improve.

Assessment opportunities, which are a natural part of teaching and learning, are constantly taking place in the classroom through discussion, listening and analysis of work. 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.

### **To achieve this at Ashmole we:**

- evaluate pupils learning to identify those pupils with particular needs (including those with dyslexia and the more able) so that any issues can be addressed in subsequent lessons
- adjust plans to meet the needs of the pupils, differentiating objectives where appropriate
- ensure pupils are aware of the learning objective and encourage them to evaluate their progress so that they understand the next steps they need to make
- plan lessons which make clear the expected outcomes for each lesson.
- set group targets and individual, challenging targets in numeracy and literacy on a regular basis and discuss these with the pupils so that they are involved in the process. These are also placed inside their work books so that they always have access to their current targets and through 'I can..' statements see what they are working towards
- regularly share these group/ individual targets with parents to include them in supporting their child's learning
- encourage pupils to evaluate their own work against success criteria based upon specific, key learning objectives - self assessment
- mark work so that it is constructive and informative in accordance with the marking policy – to provide positive comments and next steps.
- incorporate both formative and summative assessment opportunities in medium and short term planning
- assess all subjects termly using a common format and make relevant comments about pupils progress, especially those working below or above the national average
- pass on a class assessment file to the next class teacher so children can be tracked as they progress through the school
- use Assessment for Learning (AFL) strategies such as:
  - targets
  - working walls
  - success criteria
  - self and peer evaluation
  - discussion and talk
  - wonder/ topic walls (showing the learning journey – children know what is next)

### **Assessment of learning** (*summative assessment*)

Formal summative assessment is a systematic part of our school's work which is used in conjunction with formative assessment to track identified cohorts in the school. It is through the tracking system that the needs of every pupil can be met and that the school develops a clear understanding of how to raise standards. Assessment of learning is important to inform parents

and teachers of a child's attainment and progress and also to give a picture to governors of school performance.

### **The Assessment Cycle**

The school uses the government approved system to baseline and profile the new Reception pupils.

All pupils are assessed by their teachers at least every half term in terms of progress made against statements and criteria relevant to their ages. These assessment criteria are short, discrete, qualitative and concrete descriptions of what a pupil is expected to know and be able to do. The assessment criteria is derived from the school curriculum, which is composed of the National Curriculum and the school's own local design. The statements used for this periodic assessment are arranged into a hierarchy, setting out what children are normally expected to have mastered by the end of each year. Each pupil will be assessed as either 'developing', 'expected' or 'exceeding' each relevant criterion contained in the expectations for that year. Pupils meeting and exceeding the expected standards will be provided with more challenging work. Those judged still to be developing will be provided with intervention to achieve the expected progress.

These on-going formative assessment judgements made by teachers are recorded centrally on the school's data system (Scholar pack) and backed by a body of evidence created using observations, records of work, the pupils' books and summative testing. An essential element of formative assessment is through marking and feedback. Teachers are expected to implement next step marking which will provide pupils with opportunities to show their understanding and move their learning forward. Pupil response to pertinent feedback is an expectation. Teacher assessment judgements are moderated by colleagues in school and by colleagues in other schools to make sure that assessments are fair, reliable and valid. Cross phase assessment moderation occur in KS2 developing a better degree of judgement and understanding between teachers at the transition phase.

In addition to formative data; summative testing is used half termly to ensure that pupils are provided with an opportunity to show what they know, understand and can do in relation to age related targets. These tests further quality assure teacher assessments and provide a benchmark for moderation by subject leaders.

- Statutory tests – Foundation Stage Profile, Phonics check near the end of Year 1, Teacher Assessment at the End of Key stage 1 informed by externally set and internally marked tests (Maths, Reading, Writing, Grammar, Punctuation and Spelling) and national tests at the End of Key stage 2 (Maths, Reading, Grammar, Punctuation and Spelling) and a Teacher Assessment of writing, speaking and listening and science.
- Y4 x tables check
- Optional Standardised Tests in KS2
- Termly assessments in reading, writing and maths
- On-going teacher assessments in all core subjects on a termly basis and for foundation subjects, termly judgements following each unit will be made using the previous National Curriculum expectation statements and level descriptors (until such a time as new performance descriptors are made available).

Diagnostic testing is used to inform intervention programmes; for example spelling and reading tests, including the use of phonics testing. The school operates a range of intervention programmes, which are closely monitored to ensure impact by the SLT.

The regular reviewing of tracking data gives teachers the opportunity to revise and refine targets for the class. It is in recognising the individual abilities of pupils, that the school can make finely, tuned adjustments for target setting for each pupil. The discipline of regularly analysing pupils'

attainment ensures that every pupil has challenging and realistic targets set for them and that the path of reaching those targets is determined through effective classroom organisation; setting learning intervention groups and careful planning.

### **Recording**

We recognise various methods of assessing a child's learning. The type of assessment that we make varies from subject to subject. We find it unnecessary to keep a formal record of all these assessments; we record only the information that affects future learning.

On our planning sheets, we record those pupils who do not meet the planned learning objectives, or who achieve more than was planned, so that we can take the needs of these pupils into account when planning for the next lesson. Where the majority of the class makes the planned progress, there is, of course, no need to record this, and we use our annotated lesson plans as a record of progress measured against learning objectives.

We take the objectives for individual lessons from the essential learning objectives within the school's curriculum plan. These in turn reflect the demands of the National Curriculum. Our teachers record the progress of each child against these essential learning objectives and the age related criteria. This enables them to make a judgement about the work of each child in relation to the National Curriculum level of attainment. This allows us to monitor the progress of each child. Each teacher passes this information on to the next teacher at the end of each the year.

### **Reporting to Parents**

We have a range of strategies that keep parents fully informed of their child's progress in school. We encourage parents to contact the school if they have concerns about any aspect of their child's work.

Each term, we offer parents the opportunity to meet their child's teacher. During these meetings we also share the targets that the children are working on and what the children need to do to reach the next stage in their learning.

During the spring term we share a mid-term report with all parents and carers and in the summer term, we give all parents a written report of their child's progress and achievements during the year. We write individual comments on all subjects of the National Curriculum, and on Religious Education. We include a space for parental feedback at all our parent consultations.

In reports for pupils in Year 2 and Year 6, we also provide details of the attainment achieved in the National Curriculum tests.

At the start of a term, each of our teachers gives parents an update that identifies the main areas of study for that particular class.

### **Feedback to pupils**

We believe that feedback to pupils is very important, as it tells them how well they have done and what they need to do in order to improve their work. We have an agreed code for marking, as this ensures that we all mark in the same way, and the children learn to understand it.

We give the children verbal feedback on their work whenever possible. We usually do this when the children are working during the lesson, although we sometimes give feedback on a particular

lesson at the beginning of the next one. When lesson time does not allow for verbal feedback, we write comments on the children's work during marking. We give written comments to children of all ages. We do not always aim these comments at the children; quite often we write something that is useful to both parents and teachers.

When we give written feedback to a child, we relate this to the learning objective for the lesson. We make clear whether the objective has been met, and we produce evidence to support our judgement. If we consider that the objective has not been met, we make it clear why we think so. In either case, we identify what the child needs to do in order to produce (even) better work in the future. At this stage we also indicate on the child's personal target card if they have achieved a target using a sticker and date when it was achieved.

Teachers give pupils feedback which confirms they are on the right track, and which encourages them to make an improvement. Teachers give pupils suggestions as guidance but they recognise that pupils gain most when they think things through for themselves.

Having children assess their own or each other's work can be very effective, because it enables them to clarify their ideas on progressing to the next step, but this must be carefully managed, to avoid unhelpful comparisons and with the guidance of a success criteria. Teachers always mark the work themselves afterwards.

We allow time at the beginning of each lesson for the children to absorb any comments written on their work, to answer any questions written on it by the teacher, and also to ask any questions of their own. There may also be improvements they can work on during this time. We start the lesson in this way in order to ensure that the time our teachers spend on marking really has an impact. We believe that learning is maximised when children enter into a dialogue about their work.

### **Inclusion and assessment for learning**

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils.

We achieve educational inclusion by continually reviewing what we do, by monitoring data, and through asking ourselves questions about the performance of these individuals and groups of pupils. In this way, we make judgements about how successful we are being at promoting racial and gender equality, and including pupils with disabilities or special educational needs.

### **Moderation of standards**

All subject leaders study examples of children's work within their subject area. All our teachers discuss these, so that they have a common understanding of the expectations in each subject. By doing this, we ensure that we make consistent judgements about standards in the school.

To ensure a consistent approach in assessment throughout the school, moderation also takes place for the core subjects in phase groups. It is important that when teacher assessments are carried out, there is evidence recorded to justify judgements made.

### **At Ashmole we:**

- meet regularly when in phases meetings, staff meetings or PPA time to moderate writing assessments

- moderate work through planning and book scrutinies, then reporting findings back to members of staff
- collate evidence to back up teacher assessments
- participate in moderation schemes in the Local Authority

May 2022

Next review due: May 2023