



# School Assessment Policy

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## Principles and Aims

At Bankwood Community Primary School we believe that assessment is an integral part of effective teaching and learning. Children learn best when teaching is planned to effectively teach new concepts, fill identified gaps and is adapted to respond to pupil achievement. At Bankwood Community Primary School progress is measured against individual, group, school and national benchmarks to ensure our children make at least good progress and no children are left behind. The assessment and tracking of pupils' progress is used to inform school improvement planning and individual teacher planning.

We acknowledge that there are two distinct types of assessment used by the school. These are:

- **Assessment for learning (formative assessment)**
- **Assessment of learning (summative assessment)**

### **Formative assessment**

Formative assessment is an integral part of all lessons and is used to directly impact on teaching and future planning. It helps to identify the next steps needed to make progress. It takes account of pupils' strengths as well as weaknesses.

The aims of formative assessment are to:

- Provide insight into pupils' learning for both pupils and teachers
- Promote success for all, including vulnerable groups
- Enable continuous reflection on what pupils know now and what they need to know next (feedback and feed forward)
- Measure what is valued
- Promote immediate intervention and link judgements to learning intentions
- Raise standards by taking pupils to the 'edges of possibility'

### **Summative assessment**

Summative assessment is associated with judgments based on attainment and enables us to map progress over time.

The aims of summative assessment are to:

- Provide a summary judgment about what has been learned at a specific point in time
- Establish national benchmarks about what children can do and about school performance
- Show what pupils can do without support
- Hold the school to public account

## Arrangements for the governance, management and evaluation of assessments

Middle leaders monitor the effectiveness of formative and summative assessment practices in specific subject areas supported by the Senior Leadership Team. Monitoring arrangements include lesson observations, work book scrutiny and pupil interviews. Evidence from learning observations, work book scrutiny and half termly progress data is triangulated to ensure consistency and accuracy of assessment judgements.

### **Data gathering for summative assessments**

Assessment cycles are planned annually using the whole school calendar. The following formal assessment procedures are used to measure outcomes against all schools nationally:

- EYFSP at the end of foundation stage  
(% of pupils achieving a “Good Level of Development”)
- Phonics Screening Test at the end of Year 1  
(% of pupils achieving the required screening check)
- End of KS1  
( % of pupils achieving age related and above in reading, SPaG, maths and teacher assessment in writing, speaking and listening, science)
- End of KS2  
( % of pupils achieving age related and above in reading, SPaG, maths and teacher assessment in writing and science)

Class teachers provide half termly judgements in reading, writing, SPaG, maths and science. Teachers use a combination of summative assessment tools including the Sheffield Tracking and Assessment Tools (STAT) and further testing which is included in Appendix 1. Teachers take ownership of their class data, analysing and writing data stories to identify trends and inform planning to ensure that no child is falling behind. Progress and attainment in year is tracked alongside progress and attainment from end of key stage scores. Progress towards targets set is also tracked. Individual assessments and case studies are completed for children making limited progress.

A team of staff including main scale teachers, middle and senior leaders, leads on assessment. The team now contains several members who show an in-depth knowledge of how to assess and track progress without levels. Every half term, they analyse and evaluate patterns of attainment and progress across year groups, to support consistency and ensure good outcomes for all children. Areas for development identified form the basis of a PDM for teachers to set school improvement priorities and support future action planning. Outcomes are reported in the SEF. Pupil progress meetings are planned for targeted teachers.

During Pupil Progress Meetings teachers are challenged around patterns in their class data and any pupils/groups identified as not on track are targeted for support.

Professional Development Meetings (PDMs) are used effectively, both to share data stories and for moderation of judgements within phases, across phases and within the Family of Schools.

## Information about how assessment items will be collected and used

### **Formative Assessments**

Formative Assessment information will be used to:

- guide and support the teacher as planner, provider and evaluator
- enable the active involvement of pupils in their own learning by providing effective feedback which closes the gap between present performance and future standards required
- promote pupil self-esteem through a shared understanding of the learning processes and the routes to improvement
- enable the teacher to adjust teaching to take account of assessment information and to focus on how pupils learn and draw upon as wide a range of evidence as possible using a variety of assessment activities

All lessons are planned and adapted to respond rapidly to learning needs, identified through ongoing formative assessment. Lessons are adapted to suit the needs of all children. Maths and reading are taught in differentiated groups across phases; this allows for flexibility between the groups in response to the children's achievement and progress on a day to day basis.

In books pupils have reading, writing and maths skills bookmarks. Marking and incisive feedback ensure that realistic and focused next steps are set for all children following guidance in the marking policy (Appendix 2). Children clearly understand their next steps and are eager to improve. Children have opportunities to respond to feedback and can talk about their learning and next steps. Children are encouraged to self and peer assess using clear success criteria linked to specific group or individual targets prior to staff marking. Additional needs are identified swiftly and appropriate scaffolding or challenge provided. Support staff provide targeted support throughout school both in lessons and teachers lead same day interventions.

The creative curriculum allows for opportunities for staff to observe children applying their learning in different contexts and through formative questions staff address misconceptions in children's learning and assess for mastery of skills. This in turn provides further evidence to support summative assessments.

More able pupils are tracked and targeted as all other pupils. Opportunities to deepen learning are identified and put in place to support these children to reach their potential. Formative assessments are used to inform SEN Reviews which are held three times a year to discuss progress. Structured conversations with the parents evaluate performance against targets to narrow the gap. EAL children are assessed through formative assessment and placed in appropriately targeted groups.

## **Summative Assessments**

Assessment information will be used to:

- provide a periodic summary measure against expectations outlined in the National Curriculum
- track pupil performance, identifying those pupils at risk of underachievement and implement strategies to accelerate progress for all pupils
- Identify weaknesses in the taught curriculum and in specific areas of learning through analysis of performance which can guide future planning
- provide information which can be used by parents or carers to understand their pupils strengths, weaknesses and progress
- provide information which can be used by other agencies
- provide information to share with all stakeholders including governors, which can be used to evaluate a school's performance against its own previous attainment over time and against national standards.

All pupils are assessed every half term in reading, writing, SPaG (spelling, punctuation and grammar), maths and science. Judgements are based on pupil progress towards end of year and key stage expectations. Throughout school children are assessed using the criteria of: expected level, greater depth, working towards, working below year group expectation or well below (p-levels) in relation to the National Curriculum objectives. Progress is tracked both in year and against previous key stage results. The assessment data is entered onto the school's tracking system and analysed by the assessment team and class teachers. Any pupils / groups identified as not on track are targeted for support. Summative assessments are based on teacher assessment and may be informed by test scores. Evidence is collected from a number of sources: observations in lessons, written work in books, informal tests and independent writing sessions. With the changes in national assessment systems, evidence in books will be a key assessment tool.

Foundation subjects are assessed using skills based progression which we have adapted to reflect expectations in the new National Curriculum. Children are assessed as being at, above or below age related expectations.

Summative assessments are used by pupils and parents to measure performance against externally agreed criteria and standards and to have a measure of performance at specific milestones in life. Assessments are reported to parents through termly teacher parent consultation meetings and through the annual written report in July.

## Arrangements for ensuring teachers are able to conduct assessment competently and confidently

The teachers are at the centre of the data dialogue within our school, which is then managed and directed by the assessment team. Personalised planning enables the staff to effectively analyse and plan on the basis of pupil progress and need, both as individuals and groups.

The assessment team is representative of all staff from main scale teachers to SLT, who have a distinct ownership over the process. Data is inputted by the assessment lead teacher prior to meeting, in order to cut teacher work load and make the process purposeful for all. Ultimately the Headteacher ensures the development of assessment team members through the offering of expertise to the city as a whole therefore enabling new ideas and validation of school processes.

Moderation takes place within key stages, across the whole school and within the locality. We are developing links further with our secondary providers in order to consider the child's education as a whole journey beyond our own building.

The school coordinates the sharing of best practice at regular events. Assessment moderations, shared PDMs and national agendas are frequently the focus of these meetings; this keeps staff up to date with the local and national picture.

An external consultant visits the school termly; part of her role is to validate progress and attainment judgements.

## Appendix 1 – A guide to assessment for teachers.

Day-to-day in school formative assessment;

- Marking and feedback
- Sharing examples of children’s work and identifying next steps using a visualizer
- Oral feedback
- Targeted questioning to assess misconceptions or mastery of skills
- Teacher observation
- Skills bookmarks

In school summative assessment – Key Stage 1				
Reading	Writing	SPaG	Maths	Foundation
NC expectations PM bench marking. End of KS1 assessments. RWI assessments. Phonics screening. End of Year reports.	NC expectations Assess independent writing and moderate samples in staff meeting. End of Year reports.	NC expectations School spelling test results. RWI assessments. Phonics Screening. End of KS1 assessments. End of Year reports.	NC expectations Assess outcomes and moderate books in staff meeting. Mental and Oral tests. End of KS1 assessments. End of Year reports.	Progress judged against new national curriculum. End of Year reports.

In school summative assessment – Key Stage 2				
Reading	Writing	SPaG	Maths	Foundation
NC expectations PM bench marking. End of KS2 assessments. RWI assessments. Test base. SATs papers. National curriculum practice tests End of Year reports.	NC expectations Assess independent writing and moderate samples in staff meeting. End of Year reports.	NC expectations School spelling test results. RWI assessments. End of KS2 assessments. Test base. SATs papers. National curriculum practice test End of Year reports.	NC expectations Assess outcomes and moderate books in staff meeting. Mental and Oral tests. End of KS2 assessments. Test base. SATs papers. National curriculum practice tests End of Year reports.	Progress judged against new national curriculum. End of Year reports.

## Appendix 2 – Marking and Feedback Guidance

All staff conform to common practices when responding to children's learning. A response to a child's work, behaviour or actions can be oral and/or written. Whenever possible, marking is completed alongside the children.

### Written Responses

**All Key skill morning work should be marked and assessed by staff and children using the marking symbols. Children will use this feedback to inform their independent enrichment projects.**

#### **Staff**

- Each piece of work must be dated and have the Learning Objective written using age appropriate language.
- All work must be marked.
- All staff (including supply staff) marking children's work must use the agreed marking symbols.
- Constructive written comments are required at least once a week in core subjects and, as appropriate in non-core subjects.
- Constructive written comments must refer to the learning objective and individual targets and identify improvements or next steps.
- A ticking system (small and discreet) is to be used to highlight good examples within the children's work.
- Underlining is used to highlight work that requires improvement with a short comment in the margin e.g. Spelling mistake underlined, 'spelling' written in the margin.
- Spellings are corrected with a specific focus, e.g. key words or topic words in line with teacher expectations for that child.
- Written comments must be clear and legible thus modelling good handwriting for children.
- All marking must be completed using a green pen.

#### **Children**

- Children are encouraged to self-assess their work using clear success criteria linked to specific group or individual targets prior to staff marking.
- Children are given the opportunity to peer assess using the visualiser. Children are encouraged to reflect upon and respond to their own work and that of their peers in a positive way

- Children must be given time to edit and improve their work, and respond to the marking comments made.
- Children must respond in purple pen.

### **Monitoring and Review**

Middle Leaders will be responsible for monitoring the marking that takes place throughout the school in their area. Work samples will be carried out in a variety of subjects across each term. Written and oral feedback will be provided for members of staff regarding the findings.

### **Marking Symbols**

**All work is presumed to be independent unless marked with the following symbols:**

- S** supported work
- M** moderate level of support e.g. resources
- H** high level of support e.g. supported by an adult ( add + for 1:1 support)
- T** taught piece of work e.g guided write with teacher

- ✓ used in maths to show a correct answer
- . used in maths to show an incorrect answer

- VF** to highlight where verbal feedback has been given to the pupil (KS2)

- VF**  to highlight where verbal feedback has been given to the pupil (KS1)

-  Highlight area for improvement or next steps (KS1 wish symbol)