



CHANGE SCHOOLS PARTNERSHIP TRUST

Principles of Assessment Policy

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Our Approach to Assessment

Effective assessment is integral to high quality teaching and learning. Regular feedback given to children on their learning helps them to understand how to be successful, what they have achieved and what they need to do to improve further. Good assessment practice ensures lesson planning is relevant and is based on a sound knowledge of the pupils' learning styles, attainment, and progress. Reporting to parents at Parent Consultations, through progress reports at key points in the year, and with a full written report at a key point in the year ensures that teachers and parents are working together to raise the standards of our children. Detailed analysis of assessment information plays a crucial role in school self-evaluation by identifying areas of strength and weakness at an individual, group, class, year group and whole school level. This information then guides [strategic](#) planning at these levels. This analysis is also essential in enabling the ~~governors~~ [Governors](#) to have a clear understanding of the performance of the school. Different assessment tools are utilised by the school to raise attainment and accelerate progress. All staff are regularly trained in our approach to assessment and the Head of School/Deputy Head and Assistant Headteachers are responsible for the monitoring and moderation of assessment practice.

Commented [SE1]: day to day and strategic...

Assessment of Learning - Assessment of learning is any assessment which [determines](#) ~~summarises~~ where learners are at a given point in time – it provides a snapshot of what has been learned (in terms of both attainment and achievement.)

Assessment for Learning - "Assessment for Learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there."
(Primary Framework, 2007)

Assessment as Learning - "Students as active, engaged and critical assessors, can make sense of information, relate it to prior knowledge, and master the skills involved. This is the regulatory process in metacognition. It occurs when students personally monitor what they are learning and use the feedback from this monitoring to make adjustment, adaptations and even major changes in what they understand. Assessment as learning is the ultimate goal, where students are their own best assessors." (Lorna Earl, Using Classroom Assessment to Maximise Student Learning, 2003)

Aims of Assessment

The aims of assessment in our school are:

- to enable our children to demonstrate what they know, understand and can do in their learning
- to develop children's ability to self-assess and to understand what they need to do next to improve
- to help our children recognise the standards to aim for
- to allow teachers to plan work that accurately reflects the [learning](#) needs of each child
- to help parents to support their child's learning at home

- to provide information which allows Senior Leaders and [G](#)overnors to make judgements about the effectiveness of the school

Purpose of Assessment

- Assessment serves many purposes, but the main purpose of assessment in our school is to help teachers, ~~parents~~ and pupils [\(together with support from parents\)](#) plan their next steps in learning.
- We also use the outcomes of assessment to monitor and support our teaching standards and help us improve by identifying strengths and weaknesses, and planning subject specific support where needed.
- Through working with other schools and using external tests and assessments, we will compare our performance with that of other schools.
- We assess pupils against assessment criteria, which are short, discrete, qualitative and concrete descriptions of what a pupil is expected to know and be able to do.
- Assessment criteria are derived from the school curriculum, which is composed of the National Curriculum and our own local design.
- Assessment criteria for periodic assessment are arranged into a hierarchy, setting out what children are normally expected to have mastered by the end of each year.
- The achievement of each pupil is assessed against all the relevant criteria at appropriate times of the school year.
- Each pupil is assessed as either 'beginning', 'within' or 'secure' in each relevant criterion contained in our expectations for that year and will be recorded as such on Target Tracker, the school's online [assessment-tracking](#) tool.
- The curriculum objectives will be taught in a spiral curriculum, where pupils revisit criteria for their year group, until they have developed a 'mastery' standard of learning for their age related band.
- However, in the exceptional circumstance that a pupil is showing a secure mastery standard for their age related band, and is deemed to be exceeding the relevant criteria in a subject for that year they will also be assessed against the criteria in that subject for the next age related band. For those pupils meeting and exceeding the expected standards, we provide more challenging work. In Mathematics, this may involve children showing depth of understanding through problem solving and application of skills in their own year group criteria first.
- Assessment judgements are recorded and backed by a body of evidence created using observations, records of work and testing.
- Assessment judgements are moderated by colleagues in school and by colleagues in other schools to make sure our assessments are fair, reliable and valid.
- Assessments will provide the child's next teacher with information which will ensure smooth transition and promote continuity and progression across the school. Furthermore, it will provide receiving schools with information to ensure the child's swift transfer and continuous progress.

Commented [SE2]:

Our Use of Assessment

- Teachers use the outcomes of our assessments to summarise and analyse attainment and progress for their pupils and classes.
- Teachers use this data to plan the learning for every pupil to ensure they meet or exceed expectations. Teachers and leaders analyse the data across the school to ensure that pupils identified as vulnerable or at particular risk in this school are making accelerated progress and that all pupils are suitably stretched.
- The information from assessment is communicated to parents and pupils throughout the year at Parent Consultation and through a brief end of term progression report at key points throughout the year. Parents and pupils receive rich, qualitative profiles of what has been achieved and indications of what they need to do next in the full school report.
- We celebrate all achievements across a broad and balanced curriculum, including sport, art and performance, behaviour, and social and emotional development.

The Assessment Cycle

Ongoing Formative Assessment

We believe that thorough assessment procedures are essential for informing the next stages of planning and helping children to know what they have to do to make progress. We endeavour to achieve this by:-

- Informing children of the learning intentions and success criteria for each lesson.
- Providing regular opportunities to review learning against the success criteria.
- Involving the children in peer and self-assessment by setting next steps and success criteria which help them to assess their own progress and the progress of their peers.
- Questioning throughout lessons in order to judge the children's understanding.
- Observing children engaged in their learning, tackling misconceptions and reshaping tasks as necessary to maximise progress.
- Producing high-quality displays which celebrate achievement and progress
- Feeding back to children on an ongoing basis both verbally and in writing matched to the age and the individual needs of the child.
- Ensuring that children have time to respond to feedback marking and make progress based on the advice that they receive.
- Sampling and moderating children's work.
- Planning specific assessments against learning intentions in medium/short term planning.
- Using assessments and feedback from marking to inform the next stages of learning and planning.
- Carrying out diagnostic assessments (e.g. Miscue Analysis, Dyslexia Screener etc). Further information can be obtained from our Inclusion Leader/SENCO who oversees the use of diagnostic material for identifying the progress made by children with Special Educational Needs.

Commented [SE3]: having success

Commented [SE4]: using a range of questions

Commented [SE5]: e.g. 'cold' and 'hot' tasks

Termly Summative Assessments

Formal assessment of children's attainment is carried out on a half termly basis in order to track attainment and progress at an individual, group, class, year group, key stage and whole school level. This information is also used to identify pupils who need to be targeted for additional support and to set the focus of discussions in Pupil Progress Meetings.

- The Foundation Stage Profile is utilised to assess pupils in Reception
- In KS1 and 2, children are assessed against National Curriculum age related expectations in reading, writing and maths.
- Class teachers complete a termly Progress Review Report focusing on how well the children are attaining and progressing. They will identify clear targets to ensure children achieve the next level in their learning and identify any groups of children that require additional support to maximise progress.

Commented [SE6]: together with the government baseline assessment

Commented [SE7]: (It is expected that national testing will be brought in for 7 year olds)

Commented [SE8]: in reading, writing and mathematics

Commented [SE9]: Teachers ensure that children are not falling behind in particular subjects so that they achieve their potential in all these

Target Setting

Feedback marking is used to set individual targets and next steps on a day to day basis. Targets are based on children's performance against learning intentions and success criteria and are also informed by on-going and summative assessments. In terms of the National Curriculum, children will use the paper based target setting and tracking document to self assess their progress against the expected criteria for the year group. Teachers track progress towards age related expectations using paper based systems. Please note that some children may be working on the criteria for the year group above or below, however, class documents will not have the year group published on them and are referred to as a 'band'. This is more likely if a child has special educational needs or is very able.

Commented [SE10]: At the start of the academic year challenging targets are established using FFT Aspire.

Data Analysis

Assessment information is forwarded to the Senior Leaders with responsibility for assessment and is recorded on Target Tracker. The Senior Leaders utilise the class teacher reports and the assessment data on Target Tracker to carry out an analysis of the data each term. This information is utilised to inform the:-

- Pupil Progress meeting discussions,
- School Self Evaluation,
- Termly data report to the Governors
- School Development Plan

Progress Meetings

These are held throughout the year and are attended by the class teachers and senior leaders. The focus of the Progress Review Meeting is:-

- to discuss attainment and progress generally within the class, to gather contextual information and to discuss the progress and attainment of specific groups.
- to set targets for any children that require additional support and devise plans for how these targets will be achieved.

Commented [SE11]: agree actions

Record Keeping

Foundation Stage: The foundation stage profile (FSP) is the national assessment scheme for the Foundation Stage. It is designed to help teachers record observations throughout the year and summarise children's achievements at the end of the foundation stage. The FSP covers the Prime and Specific Areas of learning in the foundation stage curriculum. In addition, Tapestry is used to record observations to be shared with parents and carers.

KS1 and 2

Children are regularly assessed against National Curriculum age related expectations in Maths, Reading and Writing. Records of progress are kept by each class teacher on Target Tracker. Each child's individual record is available to all staff members.

Commented [SE12]: lower case for subject names

Reporting to parents

Reports to parents are given verbally at parents' evenings twice a year. A comprehensive written report is provided once a year as a summative report of the child's achievements over the year. Shorter mini reports are provided at the end of the Autumn and Spring term. The reports are written in a clear, straightforward manner and are personal to the child. They inform parents of: -

- How their child is performing in relation to their past achievements and to national standards.
- Their child's strengths and any particular achievements.
- Areas of development and improvement.
- How they can help.
- Whether the child is happy, settled and behaving well.

In addition meetings with parents to discuss their child's progress can be arranged at a mutually convenient time.

Assessment Moderation

Subject meetings are utilised for assessment moderation to ensure that all teachers have a shared understanding of assessment practices. Assessment moderation is also carried out by subject leaders with subject leaders of other schools in order to ensure consistency.

Monitoring and evaluation

Senior leaders will ensure this policy is implemented consistently throughout the school using strategies such as discussion with teachers, pupils and parents/carers, sampling pupils' books and reports, lesson observations, learning walks and sampling teachers' planning. Phase Leaders and subject leaders will carry out assessment moderation, book and planning scrutinies as part of their monitoring process.

S.E.N.D

Early identification of children with special educational needs [and disabilities](#), EAL or those deemed to be disadvantaged is essential. The school's S.E.N.D Policy and Pupil Premium statement gives details of the procedures for identification and assessment.