



Introduction

Assessment is integral to high quality teaching and learning. It helps us to ensure that our teaching is appropriate and that learners are making expected progress. **Assessment OF Learning** (summative assessment) is assessment for accountability purposes, to determine a child's performance such as at the conclusion of a unit of work. It is **Assessment FOR Learning** that underpins our assessment practice throughout the whole school. Effective assessment and feedback of work are fundamental to successful learning and teaching. All assessment information should be used formatively.

Assessment forms the basis of everything we do in school. Teaching staff are continually making informal assessments every time they interact with any child. This includes observation, questioning and marking; both verbal and written. These form the basis of the next steps for the child. Formal summative assessments are built into the programmes of teaching in order to gain evidence for judgements made of what a child has learnt over a period of time. These assessments profile the child's progress through school. They also form the basis for staff / staff and staff / parent discussions and often result in regrouping in order to meet the child's needs.

Assessment, feedback and marking are essential elements of the role of the teacher and as such are recognised in the Teacher Standards and Ofsted Frameworks:

Teacher Standard 6 – Make accurate and productive use of assessment

- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- Make use of formative and summative assessment to secure pupils' progress
- Use relevant data to monitor progress, set targets and plan subsequent lessons
- Give regular feedback, both orally and through accurate marking and encourage pupils to respond to feedback

Aims:

The aims and objectives of assessment in our school are:

- to embed AFL strategies as part of all learning and teaching
- to assess whether children have mastered fundamental concepts, knowledge, skills and understanding as set out in the National Curriculum
- to develop independent, enquiring learners
- to help our children 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 regular information for parents that enables them to support their child's learning
- to help the school to make informed judgements relating to the way the curriculum is planned and resourced
- to allow the school to set realistic pupil and school targets

- to provide the Local Authority, Headteacher and Governors with information that allows them to make judgements about the effectiveness of the school
- to empower children and motivate them to learn by making good choices and setting smart targets

AFL strategies

We aim for all pupils and staff to follow the following AFL strategies:

Staff

- Lessons are planned to be appropriately challenging for all
- Links between lessons, other curriculum subjects and real life are explored
- Intended lesson objectives or outcomes are shared with children
- Success criteria are determined (with pupils where appropriate)
- Progress is tracked during and after the lesson
- Teaching strategies are flexible and take account of individual needs
- Skilful questioning is used to develop and extend learning
- A range of resources are used to engage pupils and develop learning
- Effective marking and feedback are used to ensure children progress rapidly
- Opportunities are provided for pupils to reflect on learning and make improvements

Pupils

- Understand what they are learning and why
- Are clear about the criteria for success
- Can judge the quality of their own work and identify areas for improvement
- Respond to marking and feedback to improve their work
- Relate learning to past, present and future learning and the 'bigger picture'
- Engage in discussion to develop their thinking, ideas and learn from others
- Are confident to take risks and therefore develop their learning
- Contribute to peer and group assessment

Planning for Assessment

We use our long-term overview (National Curriculum), medium and weekly plans to guide our teaching. In these plans, we set out the aims and intentions / objectives and give details of what is to be taught in each year group.

We use published or national schemes of work to support our teaching where appropriate. We use the assessment guidance in these schemes to help us identify each child's achievement.

We plan our lessons with clear learning objectives and success criteria. We base these upon the teacher's detailed knowledge of each child. We strive to ensure that all tasks set are appropriate to each child's ability. We 'note' children who do not achieve at the expected standard for the lesson, and we use this information when planning for the next lesson.

Pupils are encouraged to use mind maps, self and peer assessment, targets, talk partners and active learning techniques- marking ladders, star and a wish / traffic lights / faces on their work and other ideas individual teachers adopt to support their learning.

Teacher assessments involve observation, marking, questioning and testing. This may not always involve a written comment or record. Verbal feedback and encouragement is often more immediate and effective for the pupil.

Teachers analyse and input summative data into the tracking database (iTrack). This data is used to identify pupils for interventions (one to one, after school tuition etc.) as appropriate. Each term our provision map is updated and interventions evaluated. The proportion of children working at the expected level, below expected and greater depth are tracked to ensure school is on target to meet challenging targets.

Organisation and Moderation

Assessments are carried out as part of the normal classroom routines. They inform our planning and the differentiation of tasks. As teachers mark work both verbally and in writing, they are assessing each child's level of understanding and this feeds into the next step for the child. These form part of the ongoing informal teacher assessment. Assessment results determine groupings in English and Maths to ensure all children are given appropriate work. Children may have the opportunity to self-assess and select the work they would like to do – in maths for example. Such self-assessment allows groups to be flexible and motivates children.

Occasionally assessments take place out of the classroom on an individual or small group arrangement. This would normally be in The Sett with either teachers or teaching assistants.

The professional discussion that supports moderation of teacher assessments contributes significantly to the improvement of teaching and learning. In face-to-face discussions during moderation activity, teachers naturally exchange information about practice and approaches that have promoted children's learning. Moderation is therefore critical to achieving accurate teacher assessments and to promoting pupil progress. We moderate internally, with senior staff leading this using exemplification materials and DFE benchmarking resources. Cluster work with local schools ensures our moderation and assessment procedures are accurate and robust.

Target Setting

Curriculum / Next Steps Targets:

Children have curriculum targets that are linked to their individual needs. The targets may be recorded in different ways depending on a pupil's age and stage e.g. target card / front of books and the teacher and child review these on a regular basis.

Annual & Key Stage targets

We acknowledge that:

1. High expectations are key to securing good progress.
2. Accurate assessment is essential to securing and measuring pupil progress.
3. Age and prior attainment are the starting points for developing expectations of pupil progress.

We use data, based on age and prior attainment, to make predictions about the likely outcomes of learners across the key stage. We consider past performance but then add a degree of challenge.

$$\text{Prediction} + \text{Challenge} = \text{Target}$$

Each year, the governing body set Key Stage Targets for the following year in June which are cohort dependent.

Recording

We recognise various methods of assessing a child's learning. The type of assessment that we make varies from subject to subject. We record only information that affects future learning.

Core subjects are assessed three or four times a year and other subjects are assessed as a unit of work has is completed. Data is added to iTrack.

- Baseline Y3 and Y6
- Assessment 1
- Assessment 2
- End of Year

Summative Assessments: Teachers record pupils as – Working below Year Group expectations, Year Group Emerging, Mastering the year group standards or Working at Greater Depth. Teachers use the marking schemes of summative tests and knowledge of ongoing formative assessment to assess overall.

The data is added to the school tracking by class teachers and is analysed by teachers, subject leaders and the SLT. Spellings and mental maths/arithmetic are tested regularly. Termly progress meetings, led by a senior leader, will ensure progress is being monitored and children not making expected progress are identified for intervention.

National data sets are used to support tracking and the evaluation of progress by introducing benchmarks against which the achievement of individuals and groups can be compared. The data can be set alongside evaluations of the quality of teaching and of the effectiveness and timeliness of interventions.

Reporting to Parents

During the summer term we give all parents a written report of their child's progress and achievements during the year. In this report we also identify target areas for the next school year. Parents are offered the opportunity to meet with the class teacher or head

teacher to discuss any issues arising from this report. In reports for pupils in Year 6 we also provide details of the statutory test outcomes.

Each term parents are given an outline plan, via the school website, that identifies the main areas of study for that particular year group. This update identifies how parents can support any elements of the work during the term. Parents are invited to meet with teachers to discuss targets and learning during meetings held in October and March. Pupils are encouraged to attend the meetings. Open evenings in the other terms give parents an opportunity to scrutinise books and see their child's progress.

Teachers inform parents whether their child is working at age related expectations – or above/below. They are given comparisons with national averages.

Marking and Feedback for Impact

These are powerful tools to show progress over time. They involve the assessment of children's attainment and literacy skills, and also check that pupils are completing the

Date:		
The Learning Intention for this piece of work is:		
I will try to include these aspects in my work:	Self-Checked	Seen or Teacher Checked
Pupil Reflection (Purple) Brief comment on how the child feels about this piece of work. E.g. I enjoyed this and am pleased I remembered to add...		
Teacher Feedback (Green) Include something positive about what the child has achieved. This is your evidence of meeting a standard etc Tick the English target sheet showing what has been achieved. Continue to tick showing increased 'secure' as the weeks go on to a maximum of three.		
Next Steps Add any corrections or improvements you expect. Examples... Correct spelling of... Use a dictionary to correct spelling of... Redraft the sentence starting... When you give a target it needs to be linked to the English Target Sheet and then followed up in the next piece of work.		

work set to the standard expected by the teacher. Main mistakes / misunderstandings and incomplete work must be addressed and commented on.

Written feedback includes exactly what the learner has done well, what they have been less successful in doing and a brief indication of how improvements can be made. Marking Ladders, adapted from this example, are used to show this.

In Maths, teachers are guided by The NCETM Marking and Evidence Guidance April 2016 (see attached).

During Maths lessons regular feedback and checking is essential to ensure children are being successful whilst they are working (answer sheets for checking made available, mini plenaries etc.).

- During lessons, teachers intervene having a direct, immediate impact on learning. This can result in less written feedback, but is still meaningful in the spirit of assessment for learning.
- Feedback links to the learning

objective/intention (LO) or success criteria(SC)

- In addition to developmental comments, praise and reward feedback is valued.
- Elements taught before are non-negotiable and highlighted during marking / feedback across all curriculum areas.
- Non-negotiable spellings are targeted in all writing.
- Year group spelling words are also non-negotiable.

- Self and peer assessment are encouraged wherever possible.
- A minimum of three pieces of writing are assessed summatively using Year Group Learning Outcomes.
- Children are given time to 'Correct, Consolidate and Extend' and respond to both verbal and written feedback before moving on.

Spelling, Punctuation and Grammar

This is a whole school responsibility which requires a common approach. Significant errors / non-negotiable error due to prior teaching, should be highlighted in children's work and designated time should be identified for corrections to be completed. These corrections must be acknowledged by the teacher. Non negotiables for each year group spellings must be corrected.

Below is an example of how pupils' work may be corrected.

Feature of Work	Indicative Code
Missing or misplaced capitals	Circle around
Missing or misplaced punctuation	Empty circle
Incorrect spelling	Underline and write in margin to be copied X3 at the end. If self-correcting is within the child's capability underline and ask the child to correct in purple.
New paragraph required	//
Unclear sentence / poor grammar	Squiggly line under with a ?
Missing word	^(upside down V)
Good example of year group expectation e.g. parenthesis (Y5) noun phrase (Y4).	√√

As children become more fluent writers, they will be expected to proof read and self-correct more independently. The marking of work will reflect this e.g. specific mistakes may not be directly identified but dots in the margin will focus pupils on an area in their work that requires improvement.

We allow time at the beginning of many lessons for the children to absorb any comments written on their work. We do this to ensure that the time that our teachers spend marking really has an impact on the children's work. Teachers have a variety of ways they give feedback – traffic lights, checklists, peer & self-assessment, star and a wish, targets, stamps, comments, Dojos etc. Children should be given time to respond to feedback in order to improve. We encourage the children to make verbal comments about their own work and the work of fellow pupils (self and peer assessment). We encourage older pupils to be the first markers of some pieces of work.

Summative Assessments

National Test Examples (SATs) including optional papers and use of PIRA (Reading Tests) and GAPS.

Baseline: re run of KS1 tests in September, Salford Reading, Single Word Spelling Test (SWST), and a piece of moderated writing.

Writing – Up to 6 pieces annually, 3 of which are given age related comment and all completed in the writing portfolio.

All of the above are moderated by subject leaders and with colleagues in cluster schools. Reading Conference and exemplification tests from Testbase, White Rose and NCETM will be used to assess too.

The purpose of the reading test in September is to allocate children books from the reading scheme. Book banded assessments used at BIS will help inform our decisions.

Monitoring

All teachers are responsible for their class data. It should be added to the tracking database promptly, and used to inform Teaching and Learning, including differentiation and interventions. The Headteacher updates the Governors and School Improvement Partner each year. The Assessment Co-ordinator is responsible for monitoring the effectiveness of this policy.

Equal Opportunities and Special Educational Needs

We have high expectations of all children. Where appropriate we set targets using National Progression Guidance and aim to set targets in the upper quartiles. Children working at National Curriculum levels have targets in line with the top 25% of school.

Assessment is the tool used to ensure equal opportunities for all in school. By assessing children's ability, we can target their next area for development. We want all children to be successful. For this reason, we use Key Stage One outcomes and our own baseline assessment as a record of starting points at the Juniors. We praise progress and success at all stages and, through the monitoring, problems are spotted regardless of the child's ability. Adaptations are made to assessments for children with physical disabilities and other special needs. When children are operating at a completely different stage from the rest of the class they are given personalised assessments to assess the work they are doing. Everything is done, including assisting children to record answers where appropriate, to ensure that all children are given every opportunity to show what they can do in every subject.

Groups, including pupils receiving SEN support, are highlighted on the tracking database so their progress can be monitored closely. This information informs our provision mapping for children in need of intervention.

Parental Involvement

Assessments are used to form factual reports to parents. In addition to the open evenings, there are 3 formal opportunities every year for parents to discuss their child's progress. Assessments are used as for dialogue at these times. In the summer term teachers write individual reports on all children using the assessment records. In addition to this, teachers

are available every day to talk with parents and answer questions and concerns they may have. At these times, teachers use their extensive knowledge of the child, drawn from assessment results, to answer parents' concerns.

Success Criteria

The success of this policy is judged by the progress our children achieve. Good results in end of key stage assessments are the result of good teaching and learning. Effective assessment informs teaching and ensures it is the best use of learning time. Work scrutiny will ensure an effective approach that children understand and that the marking / feedback in books reflects this policy.

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