Dream Believe Achieve

Assessment Policy

&

Next Steps in Learning

Assessment

Our approach to assessment without levels

I SAID I TAUGHT HIM. I DIDN'T SAY HE LEARNED IT
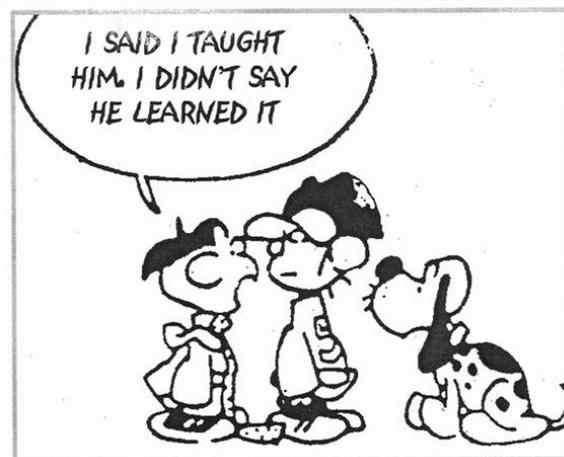
September 2015

Rationale

This policy has been written to reflect the current DfE Teachers Standards, Teachers Pay and Conditions document and the OFSTED Inspection Schedule for schools. This Policy should also be read in conjunction with the schools Teaching and Learning Policy, Feedback, Marking and Presentation Policy and the Performance Management Policy.

Beliefs and Values

In line with our school vision, we at Whittlefield Primary School, aspire to provide an outstanding education for all our learners. All pupils will grow and learn together, and will be suitably challenged and guided, so that they realise their full potential and become confident, independent young people. We aim to enable our children to; Dream. Believe. Achieve.

Introduction

Assessment is integral to high quality teaching and learning and lies at the heart of the process of promoting children's learning. It helps us to ensure that teaching is appropriate and that learners are making at least expected progress. It provides a framework for setting educational objectives, monitoring and communicating children's progress. Assessment is carried out in partnership with children. We want our assessments of pupils' progress to celebrate success and reduce underachievement. At Whittlefield, assessment must be a part of all teaching strategies, to help identify areas for development and track progress. It helps us to strengthen learning across the curriculum and helps teachers enhance their skills and judgments so that all learning is personalised to enable all children to make progress in each lesson. Next Steps in Learning is a priority of the school this year and a considerable amount of training will be implemented whilst developing and embedding the approach this academic year.

Aims and Objectives

➢ To gather information about the performance of individual pupils, groups, and cohorts which is used to set specific targets, related to learning, at different levels

➢ To inform parents of their children's progress at Parent Consultations in the Autumn and Spring Terms and through the Annual Report in July; where parents are given the opportunity to discuss the content of the report through an appointment with the class teacher.

➢ To provide information for planning, teaching and curriculum development, as well as part of our SEN monitoring, interventions and individual learning programmes.

➢ To ensure that efficient assessment and recording are key parts of Whittlefield's performance management policy, in line with the Teachers Standards.

➢ To ensure that assessment is used to inform curriculum provision, this will be evaluated on a regular basis.

➢ To let teachers, parents/carers and governors know about the school's strategic planning towards becoming an outstanding school.

➢ To allow pupils to show what they know, understand and can do in their learning; as well as helping them understand what they need to do next to achieve their targeted levels.

Our method of assessment
- Assessment serves many purposes, but the main purpose of assessment in our school is to help teachers, parents and pupils identify and plan for their next steps in learning.
- We also use the outcomes of assessment to check and support our teaching standards and help us improve.
- 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 learning objectives and success criteria, which are short, discrete, qualitative and concrete descriptions of what a pupil is expected to learn, know and be able to do.
- Assessment criteria are derived from the school curriculum, which is composed of the National Curriculum and our own curriculum adapted from the Lancashire Scheme of work. This is available on our website.
- 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 'entering', 'developing' or 'secure' each relevant criterion contained in our expectations for that year and tracked accordingly.
- Where a pupil is assessed as exceeding the relevant criteria in a subject for that year they will also be assessed against the criteria in that subject for the next year.
- For those pupils secure in the standards, we provide more challenging work.
- 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.

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.
- Pupil Progress meetings are held between teachers and leaders, who analyse the data across the school to ensure that pupils identified as vulnerable or at particular risk in this school are making appropriate progress and that all pupils are suitably stretched.
- The information from assessment is communicated to parents and pupils on a termly basis through a structured conversation and/or report.
- We celebrate all achievements across a broad and balanced curriculum, including sport, art and performance, behaviour, and social and emotional development.
- Whole school moderation and standardisation is undertaken regularly. The school is subject to external moderation at any time.
- Governors have access to anonymised Pupil Tracking data to support and challenge the schools progress.

Assessment for Learning

Assessment for Learning is pivotal and underpins Whittlefield's approach to Learning and Teaching. Staff use Learning Objectives, success criteria, effective marking and peer and self-assessment to engage pupils in their own learning journey and to inform them of their next steps. Assessment opportunities are identified on our planning proformas. Marking is in line with the Marking Policy and will identify successes and areas for improvements. Fix it Times are important to create a dialogue with pupils to extend, challenge and move their learning forward and close the gaps. Effective questioning is used which deepens understanding of pupils in their classroom. In addition teachers use other means by which to assess pupils for example: through partner or group work, talking partners, lolly sticks, observations, listening to pupil's discussion, etc.

Next Steps Learning Grids

Next Steps Learning Grids are used in the front of literacy and maths books and in the class reading file to record children's progress in Reading, Writing and Mathematics. Each year group expectations are colour coded.

Red Level   – Year 1 Are Related Expectations
Orange Level   – Year 2 Are Related Expectations
Yellow Level   – Year 3 Are Related Expectations
Green Level   – Year 4 Are Related Expectations
Blue Level   – Year 5 Are Related Expectations
Purple Level   – Year 6 Are Related Expectations

Teachers use the **three definitions** to make "best fit" judgements each term using formative and summative evidence.

> *Entering -* starting to demonstrate some of the features of this year group's expectations. Typically what you would expect if a child was on track at the end of the autumn term, in a particular year group (e.g. a child typically working at what you would expect, at end of autumn term Y3, would be "entering, Y3").

> *Developing –* demonstrating more of the features of this year group's expectations. Some learning in some aspects might not be fully embedded, across all situations. Typically what you would expect if a child was on track at the end of the spring term, in a particular year group (e.g. a child typically working at what you would expect, at end of spring term Y3, would be "developing, Y3").

> *Secure -* demonstrating most (or indeed all) of the features of this year group's expectations. **Includes Key Learning Indicators of Performance (underlined statements).** Their typical knowledge/understanding/skill demonstrated is behaviour which is embedded. Typically what you would expect if a child was on track at the end of the summer term, in a particular year group (e.g. a child typically working at what you would expect for a typical child at the end of Y3, would be "secure, Y3").

Working below chronological age?

In this way, if a child is working below their chronological age, teachers can assess using the Next Steps Learning Grid for the appropriate age related stage of development for that child, and can still demonstrate steps of progress; both in the highlighted aspects on the grid, but also in larger chunks, as age related terms of the year (e.g. a child may be, on starting in Y3, be below the expectations for that year group, and the teacher may assess the child as "developing, Y1 expectations".

The child may make great strides in progress, and close the gap, but at the end of their time in Y3, may still be behind the overall end of year expectation for the year group. They may be assessed as "secure Y2" (see Bonnie below). In other words, the gap has closed somewhat.

Working above chronological age?

Similarly, use of the 3 definitions within each year demonstrates the attainment of children working at higher expectations than their age - and it allows for differentiation between a child working just beyond, and another child working well beyond (and also therefore gives more discrete shades of progress for tracking purposes). So, if a child is working above their chronological age, teachers can assess using the Next Steps Learning Grid and the above definitions; (e.g. a child may be, on starting in Y3, be above the expectations for that year group, and the teacher may assess the child as "entering Y4 expectations".

A brief example;

Period of time assessment judgement made;	Y3 autumn	Y3 spring	Y3 summer	At end of Y3
Mae	Y3 Entering	Y3 Developing	Y3 Secure	On track
Freddie	Y3 Entering	Y3 Developing	Y3 Secure	On track
Bonnie	Y1 Developing	Y2 Entering	Y2 Secure	3 terms below expectations
Frankie	Y4 Entering	Y4 Developing	Y4 Secure	3 terms above expectations

Pupil Progress Meetings

Each half term, each teacher will complete a Pupil Progress Meeting Proforma. This will inform the discussion between the Class Teacher and Headteacher at the Pupil Progress Meeting. Discussions and results will be considered when allocating human resources (TAs) as well as deciding on intervention programmes and progress towards achieving Performance Management objectives.

Roles and Responsibilities

- The responsibility for assessment lies with the class teachers, although overall responsibility lies with the Headteacher, in conjunction with the Senior Leadership Team, overseen by the Governing Body.
- It is the class teacher's responsibility to ensure that assessment is carried out effectively and accurately to inform planning. They will update Next Steps Learning Grids regularly using formative and summative assessment. They will complete Pupil Progress Data which will be in preparation of Pupil Progress Meetings.
- Subject Leaders have a responsibility for monitoring and moderating assessments within their curriculum area, sourcing other methods for assessment, where appropriate and providing support and guidance to staff in this area.
- Governors, and in particular, the School Effectiveness Committee, are responsible for holding the school to account in terms of achievement, attainment and progress.