



Malmesbury C of E Primary School

Company Number 8483768

Assessment Policy

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Introduction

Why do we assess?

We recognise the importance of rigorous, purposeful, manageable, and child centred assessment procedures, which fully support and enable the very best learning, for every child, to take place. Assessment is fundamental in supporting children to be able to extend and challenge their learning so that they can reach their potential and 'grow in wisdom'.

Assessment should be incorporated systematically into teaching strategies in order to assess progress and diagnose any needed developments whether on an individual, group, class or whole school basis.

Our assessment cycle aims to:

- Monitor pupil progress and support pupil learning
- recognise and celebrate the achievements of pupils and identify areas for development
- Inform pupils of their progress and next steps in learning
- guide effective planning, inform good teaching, identify additional support, guide curriculum development and drive resource procurement
- inform parents and the wider community of pupil achievement
- provide information to ensure continuity when the pupil transfers school or changes year group
- comply with statutory requirements

"Feedback is often the spark that ignites the motivation!" - Marzano

This policy outlines the school's cycle of assessment, one which takes into account the distinction between the two types of assessment: Assessment **for** learning and Assessment **of** learning.

Assessment for learning

Assessment for learning helps to identify the next steps needed to make progress. It takes account of pupils' strengths as well as weaknesses. Teachers use a variety of strategies that help to inform them of their pupils' current level of understanding and progress at the outset of; within and at the end of a lesson/theme.

Such techniques include

- Mini whiteboard work
- Use of "lolly sticks" for random selection of children and allowing for equality.
- Targeted questioning – to find out specific understanding of pupils and groups of pupils
- Mini Plenaries to check understanding: stopping the class and recapping on learning and checking understanding in relation to our marking and feedback policy (see scooping and pushing)
- Children's oral comments about their progress and dialogue between child and teacher
- Feedback and marking which link to the WALT and Success Criteria

Day to day Assessment strategies – Formative Assessment

Day to day assessment is an essential aspect of effective teaching. It

involves the teacher focusing on how learning is progressing during the lesson, determining where improvements can be made and identifying the next steps within the lesson.

During the lesson teachers should be listening to, observing and engaging with the pupils to be assessed. Strategies such as questioning, observing and discussion with pupils can be used. To make full and effective use of assessment strategies, pupils regularly need to be involved in the process - assessment in partnership.

Effective learning, and assessment for learning, takes place when learners understand **what** they are trying to achieve. This is done by sharing learning objectives with the pupils to ensure they know what they are learning and why. There is a clear focus for pupils and teacher to review progress in the lesson.

Learning intentions (WALT- We Are Learning To): Learning intentions are written in a child friendly language and are shared with pupils at the beginning of a lesson. There are 3 main types of learning intention:

1. Skills (to be able to...)
2. Concepts (to understand...)
3. Knowledge (to know...)

Learning intentions should not be muddled with the context of a lesson. For example, 'to list what a pet needs to remain healthy' muddles the learning intention and the context. 'To be able to make a list' is the learning intention and 'a healthy pet' is the context. They should remain separate.

Success criteria: Written as **Steps to Success (StS)** suggest ways to achieve a learning intention. They are like a recipe of ingredients which when put together meet the learning intention effectively. Steps to Success should be generic for all pupils with access to the same learning intention. Where possible, pupils should be involved in the writing of success criteria, as this gives them ownership.

Examples

Foundation (maths): Farm animals

WALT to be able to count a set of objects reliably

Steps to success

- I can count one by one
- Move each animal as you count it
- Put the animals in a line to check accuracy

Year 2 (English): making jelly

WALT: to be able to write instructions

Steps to Success

- Write everything in the correct order
- Use bullet points, numbers
- Use a verb to start each sentence

Year 5 (English): The Jungle Book

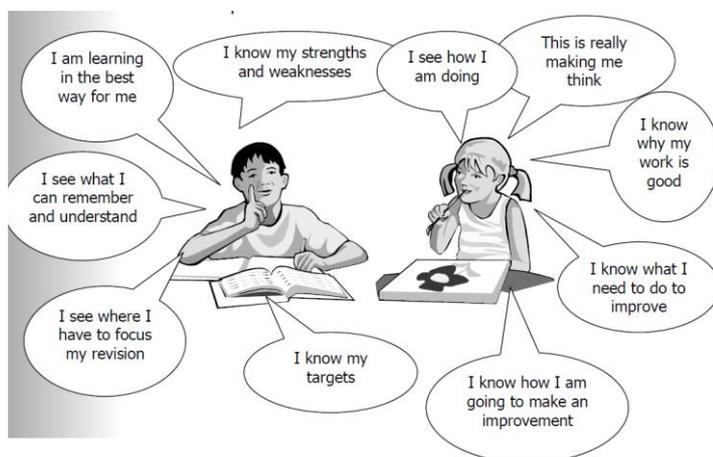
WALT: to write complex sentences

Steps to Success

- Use appropriate conjunctions
- Include main and subordinate clauses
- Moving the position of the subordinate clause for effect

Marking and Feedback Policy

In lessons assessment of children's learning is a vital part of our marking and feedback policy. There should be very little written feedback in the children's books. Feedback should be verbal and should be immediate: identifying what children have done well, their difficulties and giving them their next steps in order to improve their work. Equally, if they have excelled what is the next step or extension in deepening their understanding. If a child has not understood a concept, they should be scooped to improve their understanding before the next lesson. (See Marking and Feedback Policy for more guidance)



Assessment of learning (Summative Assessment)

Assessment of learning is more associated with judgements based on grades and ranks and with public accountability. Assessment of learning finds out what the pupils know, whereas assessment for learning finds out what the pupils know and then plans the pupils' next steps. We recognise the importance of both in maximising pupil achievement and attainment.

Teachers will use summative assessment as necessary through the year to inform their assessments of the children and to understand where there are gaps in individuals and the classes learning. There will be one formal assessment a year in Term 6, for all pupils except Year

2 and Year 6 who take part in national assessments. Children will be assessed in English Reading and Maths by using Headstarts assessments which give a Standardised score in their Reading and Maths.

Writing will be moderated three times a year to make sure that grades are agreed across the school and mileposts. In years 2 and 6, moderation across schools will take place to make sure assessment of writing is current with schools. Where possible we will try to make sure that the school has a county moderator to help support expertise in the moderation of writing across KS1 and 2 and to keep up to date with current practise. If there is not a moderator in school, then teachers will attend county moderation exercises annually.

Teacher's Assessment Formats

Each term (6 times a year), teachers will update the school assessment format. Each assessment format has been adapted to work with the school curriculum to show children's understanding on the objectives that have been taught. All the assessments give an understanding of how much of the curriculum the children are 1.) Not achieving 2.) Working towards 3.) Working at 4.) Working at greater depth. From this data, teachers will be able to come up with a judgement on how the children are succeeding. ***More importantly it will show where children need support in order to catch up, or where there are gaps in their learning.***

Maths: Our maths assessment is based on the 'White Rose', small step objectives which have broken the National Curriculum Objectives into smaller more easily understood steps. These are broken down further into units called blocks, so that teachers can fill them in as they teach. From Year 3 to 6, at the beginning of each block, the objectives will be printed and placed in the children's books. This will enable the children to self-assess their learning and help to give them ownership.

English Writing: The writing assessments are based upon Wiltshire's writing framework. These are moderation materials which break down the 2014 national curriculum objectives. They show clear progression through KS1 and 2 objectives and what the children should have learned before entering a given year group. At the end of a writing unit children will use success criteria to assess their own work. This will be based upon what they have been taught in that unit and will be related to the genre they are writing in.

English Reading: These are based on 2014 English curriculum. We have adapted them as a school and have agreed progression of skills from year to year.

Pupil performance targets

At the beginning of every academic year, children on the cusps of attainment are identified i.e. those who are working towards, who can be targeted to move to working at; those at risk of moving down from at or greater depth; and those that show they are nearly at greater depth. These children form part of target setting in performance management and are targeted within the classroom. Every two terms, these individuals along with the rest of the class are discussed in pupil progress meetings.

Lesson observations

The school conducts a regular cycle of classroom observations. These will often have an agreed focus, and in order to moderate our own judgements, tend to be paired observation, with other members of the SLT. Feedback is given and strengths and areas to secure improvement shared.

Learning Walks & Book Scrutinise

Regular Learning walks are undertaken by members of the SLT in order to collect evidence about teaching and learning, evidence of progress and areas for school development. These are intended to be developmental and constructive.

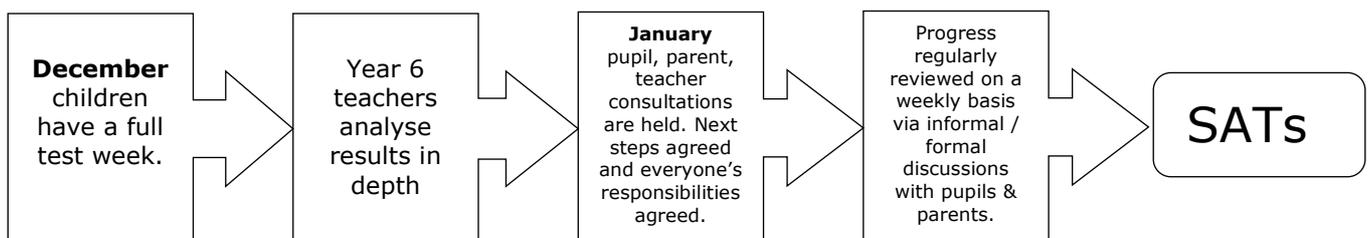
Assessment of SEN children

Children on the SEN register may require assessment in different ways. These children will sometimes need a more bespoke curriculum tailored to their needs and therefore an assessment system that mirrors this.

- a.) Children with an **Educational Health Care Plan (EHCP)** will be assessed against the outcomes set out in their EHCP. Progress against this plan will be assessed and judgements made at regular intervals. Children who are able to access the curriculum, will be assessed using the other assessments formats outlined above, but this may not always be appropriate. In these cases, judgements using other assessment systems may be used to track and monitor progress e.g., reading, writing and maths standardised assessments and other specialised tests. It might also be appropriate to assess these children against lower age groups objectives, but only in exceptional cases.
- b.) Children with a **My Support Plan** will be assessed against the desired outcomes on their plans. They will be shared with parents three times a year where progress against these outcomes will be discussed. In general, children should be assessed against their in-year targets, but where progress is difficult to measure in this way, other assessment strategies as described above may be necessary.
- c.) **Children on Special Needs Register without a Support Plan.** We have some children that have some additional needs, but they do not have a My Support Plan, with additional support documented through the class provision maps. In these cases, children should be assessed in line with the rest of the class. When doing more summative assessment, care must be taken to give these children the emotional support they need to carry out the assessment. Depending on their needs, they may need short breaks, extra time or slightly adjusted tests. These children, may also need other assessments, alongside that of the main assessment policy, in order to assess their needs and monitor their progress.

Year 6 Mock SATs

In order to moderate teacher assessments, prepare the pupils and better equip parents to support with learning at home, during December we hold a mock SATs week for our year 6 pupils. The pupils experience a full week of SATs papers, in test conditions. These are then marked, analysed in depth, and parent consultations, which include the pupils, held to discuss strengths and next steps. The full cycle is detailed below –



Support of Children During the Test Process

We recognise that formal assessment, particularly in Year 6, presents significant challenges to all children, especially those with Special Educational Needs, and can create increased anxiety. This will be the first-time children have faced tests of this style and type. As detailed above, practise or 'mock' papers will be used earlier in the year to prepare children for the experience of SATs.

Children will be supported by staff to set the outcomes of tests in context. Results will be communicated sensitively, and privately where necessary. The emphasis will always be on what pupils can do to improve, and children will be strongly discouraged from seeing their result as a 'pass' or 'fail'. Teachers will use their best judgment and knowledge of pupils' individual circumstances to adjust the messages according to pupils' needs.

The SENDCo is closely involved in decisions about whether children should be removed from statutory assessments. Many aspects of our practise are governed by the annual DfE publication 'Assessment and Reporting Arrangements'. This defines circumstances in which children may be dis-applied from SATS. It also gives detailed guidance on when they may be allowed a range of access measures, including extra time, rest breaks, enlarged text, differently coloured paper, a reader, an amanuensis and / or special marking consideration. Many of these measures require the submission of evidence to the DfE and prior approval.

Where we believe it is likely that a child will be eligible for support of this type, similar support will be given in mock / practise tests during Year 6 wherever possible.

SATs

The statutory SATs tests for Year 2 and Year 6 pupils take place in Term 5. We will follow the guidance from the DfE publication: 'Assessment and Reporting Arrangements' in giving guidance on supporting children with additional needs as outlined above.

Assessment in Early Years Foundation stage (EYFS):

Before entrance to school:

Prior to the start of term in September the foundation stage team seek to gather as much information on their new children as possible in order to ensure a smooth transition into school. This involves the following:

April/May - Liaison with all applicable feeder preschools. Discuss children's needs and those who may need extra support during transition ie: SEN/Behaviour/emotional/medical etc.

May – Sort classes based on needs and assessment from Pre-school settings

June – Induction evening for new parents

June – Transition days x 5 (4 sessions half the class in afternoons and 1 whole class):

Observations of children made to support transition and the needs of the children.

July – Parental consultations

Assessment Tool

In EYFS we use Target Tracker as our assessment tool. This is an online app that contains all EYFS goals. This allows us to record observations, via notes, video and photographic materials whilst teaching the children. It assesses the children against the new EYFS profile (2020).

Assessment within School

On entry to EYFS the children have a staggered transition into the primary school setting. This is over three weeks and follows the following pattern:

Week 1 and 2: Mornings (not including lunch)

Week 3: Morning with Lunch

Week 4: Full time.

Within these 4 weeks baseline assessment through observation is carried out. These are recorded on Target Tracker and a report is written on the children's entry-points to school. The results of baseline are discussed with parents during the October parents evening.

From the analysis of baseline assessments targets are set. Each child is assessed within the focussed strand and individual pupil targets are set and monitored/tracked as part of pupil progress and performance management targets.

Assessment should not entail prolonged breaks from interaction with children, nor require excessive paperwork. When assessing whether an individual child is at the expected level of development, practitioners should draw on their knowledge of the child and their own expert professional judgement and should not be required to prove this through collection of physical evidence. Ongoing observations are made to create 'snap shots' of learning and show the teacher's understanding of where children are against the Early learning goals. This can then be used to support a teachers' assessment of each individual child's area of learning.

At the end of each term the children's EYFS profile is updated using target tracker based on the evidence described above and teacher judgements.

Parents contribute to their child's learning journey by the use of our Early Years homework which is based on Personal, social and emotional development. These tasks are given both as paper copies and via our virtual learning platform – Edmodo. This allows video and photographic evidence to be uploaded for the teachers to see what the children do out of the school environment.

Understanding of the children's learning is achieved through both in adult led and child-initiated learning with an emphasis on child-initiated learning. This evidence is collated through target tracker. At the end of the year a teacher's judgment can be made using this evidence to decide a best fit for that child.

Pupils on SEN support may have 'one-page profiles' with support plans and/or behaviour targets, with progress being monitored and reviewed.

Roles and Responsibilities

Governors: Monitor whole school progress data with support of HT and DHT

Head Teacher / Deputy Head Teacher: Moderate assessments regularly and provide data analysis reports to staff and governors. Hold teaching staff to account for pupil progress using

pupil progress meetings and performance management to address underperformance and set targets.

Teaching Staff: Regularly assess pupils and provide feedback. Adapt planning in line with assessments to ensure good progress for all. Provide assessment information for pupils and parents as well as school leaders.

Teaching Assistants: Provide feedback to the teaching staff on progress and attainment of pupils.

Parents and Carers: Support children at home with homework to positively impact on progress.

Pupils: complete all work to highest of standard in order to make good progress in school.

All staff

Autumn term 1

Appraisal Targets Setting
 School assessment data filled in and uploaded to server by term end.
 Digital Portfolios completed
 Parents' evening (**October**)

Autumn term 2

School assessment data filled in and uploaded to server by term end.
 Digital Portfolios completed
 Writing Moderation
 Interim Pupils Reports sent home (**December**)

Spring Term 1

School assessment data filled in and uploaded to server by term end.
 Parents' evening (**January**)
 Digital Portfolios completed

Spring Term 2

Writing Moderation
 School assessment data filled in and uploaded to server by term end.
 Digital Portfolios completed
 Interim Reports (**April**)

Summer Term 1

School assessment data filled in and uploaded to server by term end.
 Digital Portfolios completed
 SATS tests in Year 2 and 6

Summer Term 2

School assessment data filled in and uploaded to server by term end.
 Writing Moderation
 Headstart tests carried out
 Final Reports handed out (**July**)
 Year 6 reports will be sent out once the SATs results have been published.
 Digital Portfolios completed

SLT

Autumn term

National data analysis
 School Improvement Planning and target setting
 Staff appraisal Targets Monitoring / Pupil Progress Meetings / Moderation of assessment
 Whole school data analysis
 Present to governors

Spring Term

School Improvement Planning and target setting
 Staff appraisal mid-term review
 Monitoring / Pupil Progress Meetings / Moderation of assessment
 Whole school data analysis

Summer Term

National test results analysis
 School Improvement Plan review
 Staff appraisal review
 Monitoring / Pupil Progress Meetings / Moderation of assessment
 Whole school data analysis
 Present to governors

On-going formative assessment, marking, observation, target setting.

Policy adoption

Signed: Steve Heal
(Headteacher):

Date:

Signed: Laurence
Mussett
(Chair of Governors):

Date: