

	SLINGSBY SCHOOL Assessment Policy	Date for Review October 2020
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(To be read in conjunction with policies on Marking and Feedback, Target Setting and Teaching and Learning.)

1 Introduction

- 1.1 We believe that effective assessment is an essential element of effective teaching and learning, and provides crucial information without which teaching cannot be appropriately focused on the needs of learners.
- 1.2 We use two different but complementary types of assessment: assessment *for* learning and assessment *of* learning.
- 1.3 Assessment *for* Learning (AfL) is a type of formative assessment, in that it involves a judgement about what the pupil has successfully learned and what the next developmental steps in their learning should be. It therefore informs and directs the teacher's planning, and is used in the classroom to raise pupils' achievement. The sharing of learning intentions with pupils is an important part of AfL, and is based on the idea that pupils will learn most effectively if they understand the aim of their learning, how they have progressed towards that aim, and what they need to learn next in order to achieve it. This principle applies equally to the most able learners and those with additional needs.
- 1.4 Assessment *of* learning refers to summative assessment and involves judging pupils' learning and attainment against national standards. Teachers may make these judgements at the end of a unit of work, at the end of each term, and at the end of a key stage. Tests are a straightforward form of summative assessment, though teachers' ongoing assessments of pupils' progress in terms of National Curriculum levels, or sub-levels, will also be mainly summative in nature.
- 1.5 We give our children regular feedback on their learning so that they understand what it is that they need to improve or to learn next. Such feedback will be both oral and written (marking). Research has shown that pupils' involvement in the process of assessing their own learning (self-assessment) raises standards and empowers pupils to take action towards improving their achievement.

2 Aims and objectives

- 2.1 The purpose of assessment in our school is:
 - to enable teachers to plan work that accurately addresses the learning needs of each pupil, by ascertaining what they need to learn next;
 - to enable teachers to record the attainment and progress of pupils;
 - to increase pupils' motivation by celebrating their learning achievements and enabling them to understand what they have learned and what they need to learn next;
 - to help pupils recognise the standards they are aiming for, and to understand the criteria of effective learning and achievement;
 - to enable teachers to provide regular information for parents and carers about their child's progress in learning and enable them to support their child's education;

- to provide the headteacher and governors with information that allows them to make judgements about the effectiveness of teaching and learning in the school.

3 Planning for assessment

- 3.1 As teachers plan their lessons, so they should plan for assessment opportunities. These will occur at key points in the lesson and will be based on pupils' response to the learning task in question and, more specifically, to the teacher's use of focused questions, designed to assess learning. Teachers will also, of course, plan to assess pupils' understanding more formally through the use of tests.
- 3.2 The school uses assessment guidelines, such as those provided in the Assessing Pupils' Progress (APP) materials, to help teachers to assess the National Curriculum sub-level which pupils have attained. These assessment materials then help the teacher to determine what knowledge, skills or understanding a pupil needs in order to progress to the next sub-level. It is very important that such teacher assessments are based on a range of work in different contexts, over time, and not solely on one or two pieces of work.
- 3.3 Teachers in the Early Years Foundation Stage (EYFS) will plan and assess children's learning against the Early Learning Goals, and use the EYFS Profile to assess children's achievements and progress.
- 3.4 We use our school's curriculum plan to guide our teaching. This long-term plan follows the New Framework. Teachers understand the age-related expectations of the National Curriculum, in terms of sub-levels, and will plan their lessons to enable the maximum number of pupils to be working at age-related expectations or above. For those pupils working significantly below age-related expectations, teachers will plan additional support, sometimes together with the special educational needs coordinator (SENCO). We use our 'life without levels' materials to enhance our assessments.
- 3.5 We plan our lessons with clear learning intentions. These may differ for groups of differing ability or for individual pupils. Where necessary, teachers' short-term planning will make clear this differentiation. This is based on the teacher's detailed knowledge of each child. Our lesson plans make clear the expected outcomes for each lesson.
- 3.6 Teachers always share the lesson's learning intention with the children, either at the beginning of the lesson or, in some cases, as the lesson develops. They also share with pupils, or, indeed, often agree with them, the criteria for success for the particular learning tasks in the lesson, so that pupils can assess their own learning and that of their peers. Some aspects of self-assessment or peer-assessment, against the shared success criteria, will be a common, planned feature of our lessons.
- Teachers strive to ensure that learning intentions and success criteria are expressed in language which can be understood by the pupils whom they are teaching. This ensures that children from the very youngest age in school have a good understanding of their learning and are able to talk about it.
- 3.5 Teachers ask well phrased and carefully directed questions and analyse pupils' responses to find out what they know, understand and can do, and to reveal any misunderstandings, which they can then plan to address.

4 Target-setting

4.1 Target-setting is used by the school in a number of ways and at a number of levels. Each year group has targets for the whole cohort, for reading, writing, mathematics and science, in terms of the percentage of pupils attaining specific levels by the end of the year, and the percentage of pupils working at age-related expectations or above. We also have targets for the percentage of pupils making good progress, exemplified, for example, by two National Curriculum sub-levels progress in any one year in Key Stage 2. These targets are based on each individual pupil's end-of-year target, which will seek to ensure that each individual makes good progress from their starting point at the beginning of the year.

Pupils' progress towards their targets is reviewed termly, and targets revised where necessary.

4.2 We also set learning targets for particular areas of the curriculum, especially reading, writing and mathematics. These will often be group targets or, sometimes, individual. We involve pupils in this target-setting and record these targets at the front of their exercise books, or elsewhere, for them to refer to. We ensure that these 'curriculum' targets relate to the learning intentions and success criteria of lessons, and that pupils are able to review their own progress against such targets. The teacher reviews these with each child on a regular basis.

4.3 We encourage our older pupils to review their targets with fellow pupils, because we believe that this encourages them to work together and share evidence of progress. We also encourage them to involve their parents and carers in this process.

5 Recording

5.1 We use various methods of assessing a child's learning. The type of assessment that we make varies from subject to subject. It is unnecessary to keep a formal record of all these assessments; we record only that which will inform planning for future learning, or contribute towards our overall evaluations of pupils' attainment and progress.

5.2 On our planning sheets, we note only those pupils who do not achieve the planned learning intention, or who excel by achieving more than was planned, so that we can take the needs of these pupils into account when planning for the next lesson. Where the majority of the class makes the planned progress, there is, of course, no need to record this, and we use our annotated lesson plans as a record of progress measured against learning intentions.

5.3 Using the assessment guidelines referred to above, teachers record the progress of each child against age-related expectations. This involves making a judgement about the work of each child in relation to the National Curriculum level of attainment. This allows us to monitor the progress of each child. Teachers record this information, at the end of each term, on progress tracking grids, allowing judgements to be made, over time, about each pupil's rate of progress. Care should be taken not to judge progress over too short a period. While we make such on-going assessments at least termly, one term is too short a period to judge progress in terms of National Curriculum sub-levels, though teachers will record whether pupils are 'on track' to meet challenging sub-level targets, based on an aspiration of good progress. At the end of each year, each teacher shares and discusses this information with the pupils' next teacher.

Teachers in the EYFS will record summative assessments, termly, in the school's e-profile system.

6 Reporting to parents and carers

- 6.1 We have a range of strategies that keep parents and carers fully informed of their child's progress in school. We encourage parents and carers to contact the school if they have concerns about any aspect of their child's work.
- 6.2 Each term, we offer parents and carers the opportunity to meet their child's teacher. At the first meeting of the school year, we share and discuss the targets that we have identified for their child. At the second meeting of the year (which we hold at the end of the spring term), we evaluate their child's progress as measured against the targets. In the summer term we send out long reports and offer the opportunity for a meeting with parents. Short reports are sent at the end of the autumn and spring terms. It is not school policy to rewrite reports once released at the request of parents.
- 6.3 During the summer term, we give all parents and carers 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. We write individual comments on all subjects of the National Curriculum, and on religious education. In this written report, we reserve a space for children to give their own evaluation of their performance during the year. It is not school policy to rewrite reports once released at the request of parents.
- 6.4 In reports for pupils in Year 2 and Year 6, we also provide details of the levels achieved at the end of the key stage. At the end of Year 2, these are based primarily on teacher assessment, informed by formal assessment tasks in reading, writing and mathematics, and at the end of Year 6, on Standard Assessment Tests (SATs), in reading and mathematics. Where Year 6 SATs results differ from teacher assessments, this will be reported to parents. Test results do not always demonstrate accurately the levels at which a pupil is working.
- 6.5 We offer parents and carers of pupils in the EYFS the opportunity, at parents' meetings as well as incidentally throughout the year, to discuss their child's individual learning journal with the teacher. This will be based on children's achievements against the Early Learning Goals in the Early Years Profile.
- 6.6 At the start of each term, each teacher gives parents and carers an update that identifies the main areas of learning for that particular class. In this update, the teacher identifies how parents and carers can support any elements of the learning during the term.

7 Feedback to pupils

- 7.1 We believe that feedback to pupils is very important, as it tells them how well they have done, and what they need to do next in order to improve their work. We have an agreed code for marking, as this ensures that we all mark in the same way, and the children are taught to understand it.
- 7.2 We give children verbal feedback on their work whenever possible. We usually do this when the children are working during the lesson, although we sometimes give feedback on a particular lesson at the beginning of the next one. When lesson time does not allow for verbal feedback, we write comments on the children's work during marking. We give written comments to children of all ages, appropriate to the child's age, thereby getting them accustomed to reading and responding to teachers' comments. It is important that teachers' handwriting in pupils' books is entirely legible and models good handwriting for the pupils.
- 7.3 Most written comments in pupils' books are intended for the pupils. Occasionally, however, teachers may annotate a piece of written work with notes intended for their own, or another teacher's, future reference, for example, indicating the degree of independence with which the work was completed. This happens more frequently

with younger pupils. Pupils are taught to distinguish between annotations of this kind and proper feedback to them.

- 7.4 When we give written feedback to a child, we relate this to the learning intention or the success criteria for the lesson. Comments may also relate to the pupil's targets. We make clear whether the learning intention has been met, and we point to evidence to support our assessment. If we consider that the learning intention has not been met, we make it clear why we think so and what the pupil needs to do to improve. In either case, we identify what the child needs to do in order to produce even better work in the future. In this way, we intend marking comments to be instructional and formative.
- 7.5 It is important to note that not all 'errors', for example, every spelling inaccuracy, will be corrected when a piece of work is marked. Rather, marking will focus on the particular intended learning involved in the task in question.
- 7.6 Having children reflect on and assess their own or each other's work can be very effective, because it enables them to apply the shared success criteria and to clarify their ideas on progressing to the next step. However, this must be carefully managed to avoid pupils being overly critical of themselves or their peers, and simply wanting to 'play the teacher'. Self and peer assessment, a central part of assessment for learning, should always support the intended learning. Teachers always mark the work themselves afterwards.
- 7.7 We take care to allow time, perhaps at the beginning of the next lesson, for the children to absorb any comments written on their work, to answer any questions written on it by the teacher, and also to respond with any comments or questions of their own. There may also be improvements they can work on during this time. We often start lessons in this way in order to ensure that the time our teachers spend on marking really has an impact. We believe that learning is maximised when children enter into a dialogue about their work.

8 Inclusion and assessment for learning

- 8.1 Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils.
- 8.2 We achieve educational inclusion by continually reviewing what we do, by monitoring data, and through asking ourselves questions about the performance of these individuals and groups of pupils. In this way, we make judgements about how successful we are at promoting, for example, racial and gender equality, and including pupils with disabilities or special educational needs.

9 Moderation of standards

- 9.1 All subject leaders study examples of children's work within their subject area. Teachers use national exemplification materials to make judgements about the levels of the children's work. All our teachers discuss these levels, so that they have a common understanding of the expectations in each subject. By doing this, we ensure that we make consistent judgements about standards in the school. Teachers also attend moderation meetings with teachers from other local schools, to ensure that our assessment judgements are consistent with local and national benchmarks.
- 9.2 It is each subject leader's responsibility to ensure that the samples that they keep of children's work, for moderation purposes, reflect the full range of ability within each subject.

9.3 Our subject leaders also consider examples of work from Key Stage 3 in our local secondary schools, as we believe there should be a common understanding of standards right through the education process.

9.4 External moderators, organised by the Local Authority (LA), visit our school every few years to moderate and confirm our assessment judgements in the EYFS and at the end of Key Stage 1. Similarly, the proper administration of Key Stage 2 SATs is moderated every few years by the LA, as part of statutory regulations. Such visits are unannounced.

10 Monitoring and review

10.1 Our assessment coordinator is responsible for monitoring the implementation of this policy. We allocate designated time for this task. The coordinator uses this time to scrutinise samples of pupils' work, teachers' marking and assessment records, and to observe the policy being implemented in the classroom.

10.2 Senior staff monitor pupils' overall progress on a regular basis so that possible under-achievement can be identified and addressed as soon as possible.

10.3 This policy will be reviewed every three years or sooner if necessary.

Signed:

Date: