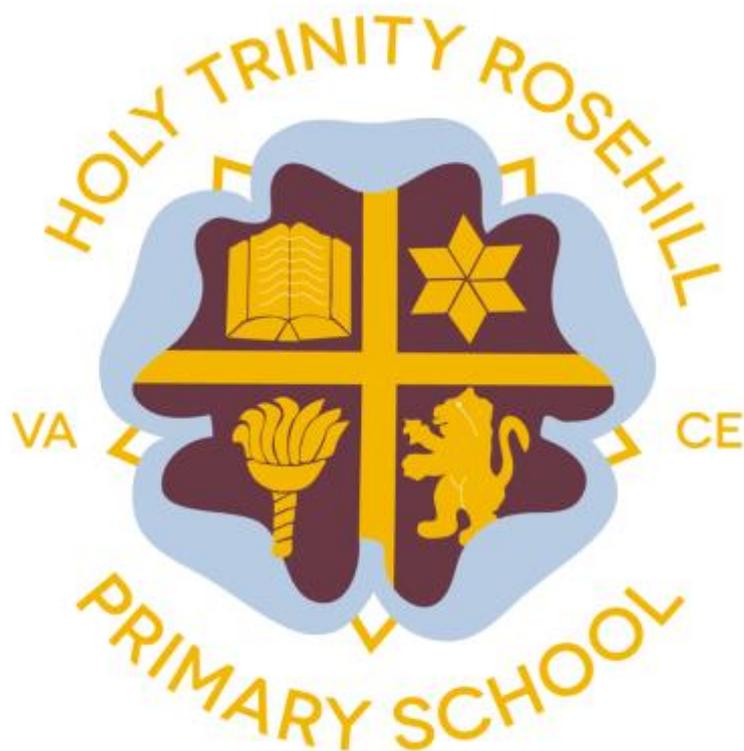# Holy Trinity Rosehill VA CE Primary School

Assessment Policy

Date: June 2017

Review Date: June 2018

Holy Trinity Rosehill VA CE Primary School
Assessment Policy

MISSION STATEMENT

At Holy Trinity Rosehill VA CE Primary School:

- Love God
- Love Learning
- Love Each Other

SCHOOL ETHOS STATEMENT

Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the Church at parish and diocesan level.

The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith, and promotes Christian and British values through the experience it offers to all its pupils.

INTRODUCTION AND RATIONALE

Assessment is the process of identifying what the learner has or has not achieved in order to plan the next steps in the teaching or learning. We recognise the potential for assessment in developing a positive self-image in the child from positive and constructive feedback and the feeling of success which encourages further learning. These values underpin our school curriculum.

In September 2014 a new National Curriculum was introduced and this meant the system of 'levels' was removed. Therefore, schools were encouraged to create their own non-levels based assessment system. The expectation is that every child will progress through the equivalent of 1 stage/phase (beginning, developing, secure, exceeding) in reading, writing and maths across an academic year.

At Holy Trinity Rosehill, learners in the EYFS are assessed against the Early Years Outcomes which consists of ages and stages criteria for nursery, moving into the Early Learning Goals (ELG) for Reception. A combination of the 2

simple and Classroom Monitor systems are used to assess, record, track and monitor the pupils' progress.

Years 1 – 6 are assessed according to the new national curriculum standards and in line with the 'End of Year Expectations' for each year group.   Classroom Monitor/Rising Stars progression framework are used to assess, record, track and monitor pupils' progress. The Interim Assessment framework (ITAF) will also be used in Y2 and Y6 to assess attainment for the academic year 2016/17.

SCHOOL AIMS
- Give high priority to the spiritual development of pupils, enabling them to develop attitudes of mutual respect and responsibility and to realise their full potential.
- Foster a sympathetic understanding of the Christian faith whilst exerting no pressure to believe.
- Encourage strong links between school, home and church and prepare pupils for life in the wider community.
- Encourage respect for other people's property, the school and the local surroundings.
- Provide an intellectually stimulating environment where children will develop a positive attitude to learning.
- Make learning fun.
- Create a strong ethos where children can achieve their potential.
- develop pupil's self-confidence and raise their self-esteem so they will learn to work with independence and self-discipline.
- Provide a warm friendly atmosphere where children gain respect and tolerance of, and show a caring attitude for others.
- Show a caring attitude towards all children and adults concerned with the school.

POLICY OBJECTIVES
At Holy Trinity Rosehill we aim to;
- Ensure assessment is an integral part of teaching and learning, based on best practice, focusing on the new curriculum.
- Give teachers confidence in their professional judgement in line with the new assessment procedures (March 2014).
- Make a judgement about a child's attainment based on knowledge gained through techniques such as observation, questioning, marking and testing.
- Help children develop positive attitudes to work.
- Provide an accurate picture of every child's achievement and progress.

- Show children how they are going to make the next steps of improvement and greater attainment.
- Use assessment to support informative and productive conversations with pupils and parents.

TYPES OF ASSESSMENT

- <u>Formative</u>- informing the planning process of the next steps to teaching and learning.
- <u>Summative</u>- measuring pupil performance and achievements at a particular stage.
- <u>Nationally standardised summative assessment</u> – measuring pupil attainment and progress against own targets, national targets and their peers at specific times during their educational journey.
- <u>Evaluative</u>- making judgements about the effectiveness of teaching and learning.
- <u>Diagnostic</u> – provides information about pupils' prior knowledge and misconceptions before beginning a learning activity.

Formative Assessment – Assessment for Learning

Formative assessments may be made on a daily or weekly basis and pupils' progress is recorded using the Classroom Monitor markbooks.

Effective assessment for learning involves:
- The sharing of learning objectives with pupils.
- Helping pupils identify, know and recognise the criteria for success.
- Providing feedback and marking that helps pupils to identify how to improve. (Refer to marking policy for further guidance)
- Pupils learning self-assessment techniques to discover areas they need to improve.
- The use of effective questioning to assess progress.
- Both the teacher and pupils reviewing and reflecting on pupils' performance and progress and setting targets for improvement.
- Recognising that both motivation and self-esteem, crucial for effective learning and progress, can be increased by effective assessment techniques.
- Establishing a positive climate for learning.

Further guidance on AFL can be found in Appendix A.

In-School Summative Assessment

In school summative assessments will be used to:
- Support teachers' judgements
- Monitor and support children's performance
- Provide children with information about how well they have learned and understood a topic taught over a period of time.
- Provide pupils with feedback on how they can continue to improve.
- Evaluate both pupil learning at the end of an instructional period and the impact of teaching.
- Support teachers in planning for subsequent teaching and learning through error analysis.
- Monitor the performance of pupil cohorts throughout the school.
- Identify where interventions may be required to ensure pupils are supported to achieve sufficient progress and expected attainment.
- Inform parents/carers about achievement, progress and wider outcomes

A range of 'in-school summative assessments' will be used including, for example:
- End of topic/unit tests for maths and science
- Half termly tests for reading and SPAG
- Termly moderation of writing – analysis of written work across the curriculum
- Published tests in a 'SATs' style format.

All information from these assessments is used to inform teachers' judgements and recorded in the Classroom Monitor mark books.

National standardised summative assessment

The school is committed to fulfilling its statutory requirements with regard to assessment and reporting, as laid down by DfE requirements (including the ARA).

Nationally standardised assessments will be used to:
- Provide information on how children are performing in comparison to children locally and nationally.
- Provide parents/carers with information on how the school is performing in comparison to schools locally and nationally.
- Ensure teachers have a clear understanding of national expectations and assess their own performance in the broader national context.

- Enable the SLMT to benchmark the school's performance against other schools locally and nationally, and make judgements about the school's effectiveness.
- Inform the Local Authority, OFSTED and the diocese about the school's performance.

A range of 'Nationally standardised summative assessments' will be used:

- A baseline assessment in Nursery
- Foundation Stage Profile at the end of Foundation Stage
- A phonics screening test in Year 1 and Year 2
- National Curriculum tests and teacher assessments at the end of KS1
- National Curriculum tests at the end of KS2

Observation assessment in the Early Years

Observation is the key to assessment in young children. Ongoing observation of children participating in everyday activities builds up an accurate picture of what our children know, understand, feel, are interested in and can do in relation to the areas of learning and development. These individual pictures will be built up over time and in a range of contexts.

The EYFS uses Classroom Monitor and 2Simple as its main forms of recorded assessment. This is based on both observational assessment and academic achievement gathered from the children as they progress through the EYFS. Information is gathered and informs the Early Years Foundation Stage Profile at the end of the Reception Year.

PLANNING

Assessment activities are planned for in medium and short term planning. They take into account children's differing abilities and provide children with the opportunity to show what they can do.

Teachers' planning is informed by daily assessments carried and they are important for
- Identification of intervention groups
- Succinct summative hand over records.
- Discussion with receiving teachers at the point of transition.

School assessment and tracking systems (2Simple and Classroom Monitor) indicate the progress made term on term and year to year and times when there has been rapid improvement and other times when a plateau of learning has occurred.

Intervention groups are employed to ensure that all children are on target to make at least the expected progress. Teachers and Teaching Assistants strive to 'systematically and effectively check pupils' understanding throughout lessons, anticipating where they may need to intervene and doing so with striking impact on the quality of learning.'

LEARNING AND TEACHING

Teachers and support staff have a good understanding of assessment and use it as a tool to assist and inform future planning. There is a direct reference to the school's marking policy that reflects the role of assessment through marking and the necessary actions that are taken as a result.

Children are actively encouraged to be involved in self-assessment. One element of this is marking their own work and, when directed, the marking of their peers' work.

Teacher expectation has a profound effect on pupil attainment. Assessment and differentiation are two key elements that help the teacher to know about the pupil's progress and potential and to set expectations which are achievable and challenging. Accurate assessment of children's current strengths may stretch over several NC phases and in order for more able children to be challenged and less able children to be supported, differentiation is essential.

Target Setting

Targets are set in reading, writing and maths termly and are shared with pupils and parents so they understand the 'next steps' required to make expected progress. Through marking and success criteria, further targets may be identified.

ASSESSMENT AND MONITORING

Attainment and progress data is collated at least termly for all pupils in reading, writing and maths using the classroom monitor database.

- Data is reviewed and discussed with SLMT in Pupil Progress Meetings termly.
- Pupil progress meetings are one of the core elements of school improvement. They enable a professional dialogue to be set up between individual teachers and members of the SLMT on a termly basis (half termly for vulnerable groups) to review pupil progress. The progress made since the start of the year, since the previous PPM and over the key stage is analysed. Pupils are monitored to ensure that they are on track to make the expected progress and if not intervention strategies are put into place to ensure accelerated pupil progress.
- PPM are an effective vehicle for monitoring pupil progress, evaluating quality first teaching and the impact of interventions put in place for targeted pupils.

Standardisation and moderation are central activities of the assessment process.

- Year group teams standardise their assessment across the year group regularly throughout the year. Cross year and whole school standardisation also takes place termly.
- Moderation by SLMT takes place termly through observations, book/planning scrutiny, walk through and pupil progress meetings.
- Teachers attend external moderation meetings with other schools.
- External moderation is conducted by the LA.

E-LEARNING

E-Learning extends beyond the computing curriculum at Holy Trinity Rosehill C.E. (VA) Primary School and we use technology across all subjects. We believe that children should be equipped with the skills to access an ever-changing world and the use of technology across the curriculum aims to develop them to do this. E-Safety guidelines and principles should also be embedded in any use of technology which uses the internet and children should be taught responsible and safe use digital technologies.

The 2simple and Classroom Monitor systems used in school are both password protected so all information stored about pupils is secure.

INCLUSION

Staff plan work, which takes into account the differences in the range of abilities of the pupils in order to maximise their potential and extend their abilities and to allow children access to all parts of the curriculum. When assessing pupils we seek to recognise the individual importance of all pupils and the entitlement of all pupils to learn and benefit from the curriculum in an environment where there is trust, fairness and respect.

The school will make use of additional diagnostic assessments to contribute to the early and accurate identification of children's special educational needs and any requirements for support and intervention.

All children require their learning to be assessed and there needs to be an opportunity for them to contribute to their own assessment by making judgements about their own performance and what targets they set for personal improvement.

HEALTH AND SAFETY ISSUES

The school is committed to pay due regard to the health and safety issues of pupils when carrying out learning activities as set out in relevant policies such as Health and Safety, Safeguarding and Educational Visits.

COMMUNICATION WITH PARENTS

Reporting is the process of informing others, including parents/carers, Head Teacher, governors, the child and the child's next teacher or school. Records of children's attainment and achievement are used when preparing for parent consultation. Parents and carers have the opportunity to meet with the class teacher at least twice each year in formally held parent consultations.

A full written report is provided for parents and carers once a year for each child. The report provides detail of their child's progress. The report details learned skills, concepts and knowledge and targets for improvement including an indication of whether the child is well below, below, at or above the expected level for their age. Attendance is also indicated on the report.

Parents of pupils in Y6 are invited to attend a SATs meeting to allow staff to share expectations for the end of year tests and how they can support their child's learning.

Open days are organised throughout the year for pupils in Nursery to give parents/careers the opportunity to discuss their child's progress. Parents/carers are also invited to view their child's learning journal in the summer term.

Parents and carers of pupils in Foundation Stage are also asked to contribute to their child's assessment of progress by completing parental questionnaires termly.

ROLE OF COORDINATOR

The Assessment Co-ordinator and SLMT

- Summarise formal reporting presented by individual curriculum leaders.
- When necessary, brief curriculum leaders and staff prior to formal meetings with parents, governors or inspectors.
- Provide opportunities for staff to share assessment information with colleagues.
- Develop a reasonable timetable of assessment requirements and monitor teachers' contributions and the results of the actions designed as a result.
- Evaluate the whole school effectiveness of assessment, planning, teaching and learning and subsequent improvement.

The Curriculum Leader

- Prepare guidance and provide support for assessment within each subject.
- Organise, review, order and evaluate resources (assessment).
- Take a proactive role in curriculum leadership and assessment through keeping up to date with current research and findings.
- Consult with colleagues and moderate assessments to ensure accuracy of assessment information.
- Systematically monitor each subject as it is essential for the improvement of each subject/area.

The Class Teacher

- Prepares initial assessment activities and evaluates the results.
- Planning indicates attention has been given to assessment findings.
- Assesses the work and progress of all children in the class throughout the curriculum through formal and informal methods.
- Consults colleagues for extra information, guidance, moderated judgements and assessment opportunities.
- Provides information for informal and formal discussion with parents on the child's progress.
- Tells the children what they are going to learn as well as how to do the task i.e. makes the learning objective explicit.
- Gives clear indications of how improvement can be made and provide time for them to make these improvements.
- Helps children understand that errors are acceptable and are the starting points for learning and that learned work should not have repeated errors.
- Encourages children to check work themselves and for each other.

Annual Assessment Cycle						
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
EY	Entry level data by end of Sept. (Nursery)	RE		RE		
KS1	- Reading/Spelling age - Target setting - End of unit tests in maths (Rising Stars) - SPAG assessment - Reading comprehension Assessment (Rising Stars) - Phonics assessment - Writing moderation	- End of unit tests in maths (Rising Stars) - SPAG assessment - Reading comprehension Assessment (Rising Stars) - Phonics assessment - Writing moderation - RE	- Target setting - End of unit tests in maths (Rising Stars) - SPAG assessment - Reading comprehension Assessment (Rising Stars) - Phonics assessment - Writing moderation	- End of unit tests in maths (Rising Stars) - SPAG assessment - Reading comprehension Assessment (Rising Stars) - Phonics assessment - Writing moderation - RE	- Target setting - SATs - Y2 - End of unit tests in maths (Rising Stars) - SPAG assessment - Reading comprehension Assessment (Rising Stars) - Writing moderation - Reading/spelling Age	- Phonics screening check - End of unit tests in maths (Rising Stars) - SPAG assessment - Reading comprehension Assessment (Rising Stars) - Writing moderation

KS2	• Reading/Spelling age • Target setting • End of unit tests in maths (Rising Stars) • SPAG assessment • Reading comprehension Assessment (Rising Stars) • Writing moderation	• End of unit tests in maths (Rising Stars) • SPAG assessment • Reading comprehension Assessment (Rising Stars) • Writing moderation • RE	• Target setting • End of unit tests in maths (Rising Stars) • SPAG assessment • Reading comprehension Assessment (Rising Stars) • Writing moderation	• End of unit tests in maths (Rising Stars) • SPAG assessment • Reading comprehension Assessment (Rising Stars) • Writing moderation • RE	• Target setting • SATs - Y6 • End of unit tests in maths (Rising Stars) • SPAG assessment Reading comprehension Assessment (Rising Stars) • Writing moderation • Reading/spelling Age	• Optional SATs (Y3, 4, 5) • RE

Daily	Weekly
WALT Marking and feedback Questioning Observations	Reading comprehension (Y2 –Y6, Y1 from Spring 1 onwards) 1 – 1 reading (EY/KS1) Extended writing (at least fortnightly) Spelling tests Times table tests Updating Classroom Monitor

ASSESSMENT FOR LEARNING GUIDANCE

Sharing learning objectives

Pupils will be taught to recognise the difference between a task and its learning objective (separating what they have to do from what they will learn).

To involve pupils fully in understanding learning objectives teachers may;

- Explain clearly the reasons for the lesson or activity in terms of the learning objectives.
- Share the success and assessment criteria, (the road map which will allow them to achieve the learning objective).
- Help pupils to understand what they have done well and what they need to develop.

Looking at a range of other pupils' responses to the task set can help pupils understand how to use the success & assessment criteria to assess their own learning.

Clear success criteria-written or verbal

Success criteria should be evident in;

- planning
- visual form on a teachers whiteboard/working wall
- verbal explanations to a class/group/individual

Success criteria will link directly to the learning objective-it is separate from the lesson content or activity, it relates more to the skills, concepts, knowledge of an activity.

Feedback and Marking

Pupils benefit from opportunities for formal feedback through group and plenary sessions.

Giving feedback involves;

- oral feedback - making time to talk to pupils and teaching them to be reflective about the learning objectives and about their work and responses.
- Self marking - pupils will be encouraged to see for themselves what they need to do to improve and discuss it with the teacher
- Peer assessment - Focusing on the learning intention of the task.

Feedback enables pupils to understand the strengths and weaknesses demonstrated in their work. Marking or oral feedback explain what the next steps should be.

Pupils make achievements by building on previous performance.

Characteristics of effective feedback

- Feedback is most effective when it confirms that pupils are on the right track and when it stimulates correction or improvement of a piece of work.
- Suggestions for improvement should act as 'scaffolding', ie pupils should be given as much help as they need to use their knowledge. They should

not be given the complete solutions as soon as they get stuck and should learn to think things through for themselves.

- Pupils should be helped to find alternative solutions if repeating an explanation leads to failure.
- Feedback on progress over a number of attempts is more effective than feedback on one attempt treated in isolation.
- The quality of dialogue in feedback is very important- oral feedback is often more effective than written feedback and is one of our most valuable forms of assessment.
- Teachers and support staff will encourage children to ask for help and the ethos of the school will encourage them to do so.

Teachers and support staff will mark according to the school 'Marking Policy'

Self assessment and evaluation

Opportunities for self assessment and evaluation may be evident in planning or may be used during lessons when relevant. Once pupils understand how to assess their current knowledge and the gaps in it, they will have a clearer idea of how they can help themselves to progress.

Pupils will be taught what they need to learn and why, and then actively assess their understanding, gaps in their own knowledge and areas they need to work on.

Peer assessment

Peer assessment will be used when relevant. Pupils will be encouraged to clarify their own ideas and understanding of both the learning intention and the assessment criteria while marking other pupils' work.

Using effective questioning

Teachers may;

- Use questions to find out what pupils know, understand and can do
- Analyse pupils' responses in order to find out what they know, understand and can do
- Use questions to find out what pupils' specific misconceptions are in order to target teaching more effectively
- Use pupils' questions to assess understanding

Consideration of how a question is phrased will be based on

- The age of pupil/cohort.
- The thought processes pupils need to go through.
- The language demands made on pupils.
- The extent to which pupils reveal their understanding.
- The number of questions needed to make an assessment of pupils' current understanding.

Types of questions may include;

- How can we be sure that...?
- What is the same and what is different about...?
- Is it ever/always true/false that...?
- How do you...?

- How would you explain...?
- What does that tell us about...?
- What is wrong with...?
- Why is...true?

Target Setting

Teachers set curriculum targets termly. These are in the form of targets for reading, writing and maths. These are shared with children and parents and displayed on children's books.

Pupils will be encouraged to guide their own learning, with the teacher providing help where necessary or appropriate.

Pupils will be given opportunities to:
- Reflect on their own work.
- Be supported to admit problems without risk to self-esteem.
- Be given time to work problems out.

Pupils may look at examples of other pupils' work that does and does not meet the assessment criteria as this can help them to understand what was required from a task and to assess the next steps they might need to take and therefore set new targets.

Looking at different responses may be used to help pupils understand the different approaches they could have taken to a task. It is often helpful if the work is from pupils they do not know.