

ST. PAUL'S C. E. PRIMARY SCHOOL



St Paul's Primary School

Assessment Policy

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ASSESSMENT POLICY

This policy explains the procedures for the principles and practices behind assessment at St. Paul's C.E. Primary School.

1. THE LAW

- a. As legislation is often amended and Regulations introduced, the references made in this Policy may be to legislation that has been superseded. For an up to date list of legislation applying to schools, please refer to Department for Education (DfE).
 - i. Education Act 1996: Sections 7, 437-443 and 538.
 - ii. Education (Pupil Registration)(England) Regulations 2006
 - iii. Education (School Attendance Targets)(England) Regulations 2005

2. RATIONALE, AIMS AND PRINCIPLES

- a. Assessment is the planned process of identifying what the learner has or has not achieved in order to plan the next steps in the teaching or learning. It involves using various tools, tests and strategies in the classroom to raise pupils' achievement. In particular the term 'Assessment for Learning' is based on the idea that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim.
- b. Our assessments fall broadly into three categories
 - i. Formative- assessments with feedback to help children to improve and make progress.
 - ii. Summative- assessments to summarise children's abilities, attainment and progress over a period of time. Formal summative assessments produce formal scores/ levels. (e.g. End of KS SATs/ Assessments and Year 1 Phonics Screening).
 - iii. Diagnostic- assessments to identify specific strengths and weaknesses. These can be especially useful when dealing with children who have a particular learning difficulty.

- c. (It could be explained thus: Formative assessment is Assessment FOR Learning; Summative Assessment is a sum OF Learning; Diagnostic Assessment is Assessment to identify barriers to Learning.)

3. STATEMENT OF INTENT

- a. By implementing a workable, explicit whole school assessment policy, together with working towards consistently outstanding teaching we will further realise our goal of helping children in “..Learning and Living through Jesus Christ..”

4. AIMS

- a. At St Paul's C. E. Primary School we aim to enable children to become enthusiastic, successful learners. A vital part of ensuring this happens is through accurate, strategic assessment for learning. In particular teachers will:-
- i. Make accurate assessments about a child's achievement and attainment through a range of different strategies and use 'Classroom Monitor' to record these learning steps.
 - ii. Develop an accurate picture of every child's achievement and progress,
 - iii. Show children how they are going to make the next steps of improvement and greater attainment.
 - iv. Provide assessment information for use with the whole class, groups within the class and individuals.
 - v. Liaise closely with our SENDCo to ensure that all pupils receive appropriate support.

5. KEY ELEMENTS OF EFFECTIVE ASSESSMENT FOR LEARNING

- a. Effective assessment for learning involves:
- i. Sharing Learning Objectives/Steps with children in a form that they understand and will be motivated by.
 - ii. Learning intentions/ outcomes/ steps should always be evident in teachers' planning and always shared with the children.
 - iii. Children need to recognise the difference between a task and its learning intention. The learning always needs to be seen as more than the task.

- iv. To involve pupils fully in understanding learning outcomes teachers must:
 1. Share the LO (Learning Objective) with the children at the start of the lesson. It is vital that the pupils understand that the learning is the vital element of the lesson rather than just completing the task.
 2. Explain clearly the reasons for the lesson or activity (Why are we learning this?).
 3. Give children a clear understanding of what they will need to do to succeed.
- v. Clear success criteria to show what this learning will produce. Success criteria may be evident in:
 1. Planning.
 2. Written form in a pupils book-copied or stuck in.
 3. Visual form on a teacher's whiteboard/working wall.
 4. A verbal explanation to a class/group/individual.
- vi. These assessment criteria should help pupils to understand what they have done well and what they need to develop.
- vii. Using consistent feedback and marking strategies-(See Marking Guidelines - Appendix 1).
- viii. Pupils benefit from opportunities for formal feedback through group and plenary sessions.
 1. Characteristics of effective feedback:
 - a. 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.
 - b. Suggestions for improvement should act as 'scaffolding', i.e. 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.
 - c. Pupils should be helped to find alternative solutions if repeating an explanation leads to failure.
 - d. Feedback on progress over a number of attempts is more effective than feedback on one attempt treated in isolation.
 - e. The quality of dialogue in feedback is important- oral feedback is as effective, if not more effective, as written feedback.
 2. Giving feedback involves:

- a. making time to talk to pupils and teaching them to be reflective about the learning objectives and about their work and responses.
 - b. helping pupils make achievements by building on previous performance.
- 3. Teachers and support staff will mark according to the school *Marking Guidelines*.
- ix. Teachers and support staff will encourage children to ask for help and the ethos of the school will encourage them to do so.
- x. Pupil self assessment and peer assessment
 - 1. Opportunities for self assessment and evaluation may be evident in planning or may be used during lessons when relevant. Children should be encouraged to assess their own learning.
 - 2. Once pupils understand how to assess their current knowledge, skills and understanding and the gaps in them, they will have a clearer idea of how they can help themselves to progress.
 - 3. 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.
- xi. Using effective questioning

Effective questioning is a vital skill and can:

 - 1. allow teachers to gather information about what children know, understand and are able to do
 - 2. actively involve all children in learning
 - 3. develop communication skills and confidence
 - 4. encourage children to become self-directed learners
 - 5. provide recognition and reward for achievement.
 - 6. Teachers should actively encourage and provide opportunities for children to ask questions and pursue answers in their learning.
- xii. Target setting:
 - 1. Children will be more motivated in their learning when they understand the next step that they need to take and how to achieve it.
 - 2. As a school we will use our professional judgement, 'Classroom Monitor' and a variety of other assessments to set targets for individuals and groups of pupils.

6. ASSESSMENT TIMETABLE

- a. A detailed annual assessment timetable ensures that regular assessments take place across the whole school. This timetable includes opportunities for tests and teacher assessments in maths, English, and science across the school.
- b. The focus of writing assessments is decided each term by the Writing Manager

7. TYPES OF ASSESSMENTS

- a. As and when Government/county/cluster decisions are made about how assessment without levels should be best managed, then our procedures will change to improve assessment in our school.
- b. Writing that can be used for assessment purpose includes:
 - i. Individual writing pieces in pupil's books
 - ii. Independent writing pieces.
 - iii. Examples of independent writing produced as part of 'Big Write'.
 - iv. Examples of cross-curricular writing.
- c. Reading assessment include:
 - i. Year 2/6 SATs papers.
 - ii. QCA/previous SATs papers (Year 1 and above as appropriate).
 - iii. KS1 reading assessments for below level 2 are taken from Oxford Reading Tree one to one reading comprehension assessments.
- d. Maths assessments include:
 - i. The use of Collins assessments
 - ii. The use of QCA and or previous SATS papers
 - iii. Maths tasks to inform teacher assessments (children below level 2)
 - iv. For certain classes 'Maths Whizz' assessments.
- e. Spelling, Punctuation and Grammar (SPAG) assessments include:
 - i. In-house grammar termly assessments.
 - ii. The use of previous year's SPAG tests where appropriate.

8. MODERATION

- a. Moderation of writing across the school will happen each term and take place during staff meetings. This will be organised by the Writing manager.
- b. Opportunities for moderation with other WOWs schools will be arranged termly.
- c. In general the school will participate in the cycle of moderation arranged by WOWs and the authority.

9. PUPIL PROGRESS REVIEW MEETINGS

- a. Pupil Progress Review Meetings will take place termly. The review meetings will provide teachers with the opportunity to present data from their class and discuss the progress made by the whole class, groups of children, and individual children as appropriate. Work books and planning may also be scrutinised.
- b. These reports/conversations normally include:
 - i. Discussion about % of children making appropriate progress/more than appropriate progress, and less than appropriate progress in reading and writing and maths. Conversations about the progress the children have made using 'Classroom Monitor' to evidence learning steps. Examples of graphs and matrices taken from 'Classroom Monitor' to substantiate the assessment given by the teacher.
 - ii. Summary of intervention needed for children not making the expected level of progress or children that the class teacher might have concerns about. If the class teacher needs support in deciding what intervention is needed a detailed summary of the concerns must be provided by the class teacher so that a discussion about intervention can take place.
 - iii. Summary of progress of those children on SEN Support or with an Education Healthcare Plan.
 - iv. Tracking data including predictions for the following year.
 - v. Teacher assessments/Test results.
- c. The meetings should provide the opportunity for a rigorous discussion about the progress made and how this came about (a celebration of the

class teacher's practice). It should also provide the opportunity for the class teacher to demonstrate their understanding of the class, groups of children, and progress of individual children.

10. TARGETS

a. Children's Writing Targets

- i. Children will work towards individual writing targets from Year 1 onwards.
- ii. Writing targets will be created by class teachers. Class teachers to include one or two targets that they think are appropriate to assist the child in their learning journey. These targets to be referenced within the Big Write books.
- iii. Targets to be created using 'Classroom Monitor' following advice from the Writing manager.

b. Children's Maths Targets.

- i. Children will have maths targets from Year 1 onwards. These targets will be generated by 'Classroom Monitor' and stuck inside the front cover of their maths books.
- ii. Children in certain year-bands will have a 'maths age' generated by Maths Whizz which they will try to improve upon.

11. MARKING

- a. Children's work should be marked to support teacher assessment and provide children with feedback which will help them to improve their work. Marking should be completed using green ink.
- b. In maths and English staff should mark regularly using 'red-response' marking. This form of marking requires an answer from the child and establishes a learning dialogue which moves learning forward.

12. SELF-ASSESSMENT

- a. Children should be encouraged to self assess and this should be integrated into daily lessons as the children progress through the school.

- b. Self assessment techniques could include:
- i. Thumbs up/down.
 - ii. Smiley face/sad face
 - iii. Traffic lights.
 - iv. Written learning dialogue with the teacher

13. LO (Learning objective)

- a. LO will be displayed/written as a title (Year 1 and above) and the learning objective will be explained to the pupils. In some cases the LO can be written by teaching assistants or photocopied and stuck into books.

14. REPORTING TO PARENTS

- a. The school will report in writing annually to parents on pupils' progress. We will produce a 'short' report in the Spring Term and the 'long' report in the Summer term.
- b. We will always ensure that we fulfil all and any legal obligations with regard to reporting to parents.
- c. The school will hold formal meetings with parents twice annually in the Autumn and Summer terms. Although no formal meetings are arranged for the Spring term, parents are encouraged to arrange meetings with teachers if they have concerns or issues arising from the 'short' report.
- d. Our Pastoral team will liaise directly with parents or carers of any children whom we have concerns about regarding learning and progress.

15. END OF KEY STAGE ASSESSMENTS/PHONICS ASSESSMENT

- a. At the end of each key stage the school will formally assess children's performance to measure their progress in line with the national testing arrangements in place at the time. At the end of year 1 children will be assessed in phonics to see whether they have achieved the national expected standard.

16. SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND)

- a. A list of the interventions and assessments we currently employ is enclosed as Appendix 2.

Appendix 1

Marking Guidelines

The purpose of these guidelines is:

- To ensure teaching staff have a clear understanding of the marking that is expected in different subjects.
- To ensure marking is used as an assessment tool for teachers.
- To ensure marking supports children, enabling them to make progress.
- To ensure teachers have a good work life balance.

If feedback asks a child to do something, teachers must ensure that the child does it. This means that when marking a book the first thing a teacher should do is look at the previous work and its marking. This also means that the children need to be given an opportunity to look back at their last piece of work before starting the new work.

Children should be encouraged to see themselves as learners and their attitude towards their learning journey plays a significant part. Red response marking should be used to encourage the children to establish a learning dialogue with the teacher to improve understanding.

English

Foundation Stage

- The teacher or teaching assistant should scribe if a child's writing is unclear.
- The level of support provided needs to be indicated.
- Independent work needs to be indicated
- The children's learning journey can also be recorded using 'tapestry'.

Key Stage One and Two

- The child should date their work (and underline it in KS2).
- The teacher or teaching assistant should scribe if a child's writing is unclear.

- The level of support provided needs to be indicated.
- All work should have the Learning Objective as the title or be shown elsewhere

Maths

- All work should have a Learning Objective as the title .
- Mistakes and misconceptions must be addressed and this needs to be evident in marking either through identifying how the error occurred, advice or a 'please see me' indication.
- The teacher or teaching assistant should scribe if a child's writing is unclear.
- The level of support provided needs to be indicated.
- At the end of the lesson, the pupils should be encouraged to self-assess using an appropriate method.

Foundation subjects

- Children should be given opportunities to use foundation subject contexts within English lessons and the writing would be marked according to the English marking guidelines. Equally, children should be encouraged to use their maths skills within other subjects such as science, history etc..
- Each piece of work should be ticked and initialled. Stickers and stamps can be used to acknowledge achievement.

Homework

Children should always be given feedback on the quality of their homework. This could be verbally or in written comments. When the standard of homework is significantly lower than that which would be reasonably expected from that particular pupil, the teacher should investigate the cause of the difference and in some instances ask the child to improve their work. Similarly, if a child has not submitted a piece of homework, it is the class teacher's responsibility to ensure that the homework is indeed completed and handed in by attendance at the Pastoral Team's Home work club. Any queries regarding homework should be referred to the Pastoral team.

Self Assessment Tools

Self assessment should take place throughout the whole school. A range of self assessment techniques should be used as the children progress through the school. Methods of self assessment used may include; thumbs up or down, traffic lights, smiley face and sad face and dialogue with the teacher.

Marking

Foundation Stage and Key Stage One

The teacher or teacher assistant should mark using the marking pen. Where possible green ink should be used. Red marking indicates that a response is required.

Key Stage Two

The teacher or teacher assistant should mark using the marking pen. Where possible green ink should be used. Red marking indicates that a response is required.

Appendix 2

SEND INTERVENTION CRITERIA

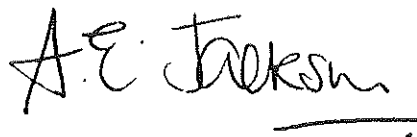
Please read in conjunction with our SEND Information Report and SEND Policy.

1. During our school's routine in class monitoring and pupil progress review meetings with senior leadership, class teachers will identify children whose progress is of a concern. This could be academically, emotionally, socially, physically or in any areas of communication and language. The class teacher will identify what additional support this child may need in class or within a small group setting, in discussion with the SENDCo and/or parents if appropriate. Any information that will be useful to record about this process will be noted on an Early Intervention form/ Pupil Tracker and the class teacher and SENDCo will continue to monitor the child's progress.
2. If the child's progress continues to be of concern, despite additional support being put in place targeted at the child's areas of difficulty, then they will be placed on to our SEND register at a level of SEND support. At this stage further discussions with the SENDCo and parents will take place, detailing the concerns and producing a targeted plan to support the child. Specifically tailored support will be put into place to support the child's needs, including small group or 1:1 interventions. The class teacher and SENDCo will carefully monitor the child's progress. This information will be used to review the progress towards the child's current plan and help inform the next steps and targets for the child. At this stage the SENDCo may also contact other outside agencies to obtain further support and advice for the child.
3. An Education, Health and Care Plan (EHC plan) may be applied for by the SENDCo if the child continues to make insufficient progress in their areas of need, despite continued targeted interventions being put in place and outside agency support and advice being implemented. This plan will detail the child's on-going needs and the provision needed to provide this, which may include support from a Teaching Assistant for an identified number of hours a week.

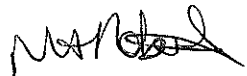
Adopted by the Governing Body:-

Date
28 June 2017

Headteacher signature
Mrs A E Jackson

Handwritten signature of Mrs A E Jackson in black ink, with a horizontal line underneath.

Chair of Governors signature
Mr M A Roberts

Handwritten signature of Mr M A Roberts in black ink.

