

2014 -2015

Devoran School

Head Teacher – M. Thiele



DEVORAN SCHOOL

ASESSMENT POLICY

Written: September 2014

Agreed:Chair Of Governors

Review Date: September 2015

Devoran School Policy on Assessment

(see also Marking Policy; Target-Setting)

1 Introduction

- 1.1 We believe that effective assessment provides information to improve teaching and learning. To do this in our school, we undertake two different but complementary types of assessment: assessment for learning and assessment of learning.
- 1.2 Assessment for learning (formative assessment) involves the use of assessment in the classroom to raise pupil achievement. It 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 this aim (i.e. to close the gap in their knowledge).
- 1.3 Assessment of learning (summative assessment) involves judging pupils' performance against national standards. Teachers may make these judgements at the end of a unit of work, of a year, or of a key stage. Test results, too, describe pupil performance, in terms of levels. NB: The school understands that summative assessments can also be used in a formative manner and the results of summative assessments are used to identify the needs of specific groups and inform our planning for intervention.
- 1.4 We give our children regular feedback on their learning so that they understand what it is that they need to do better. Research has shown that their involvement in the review process raises standards, and that it empowers pupils to take action towards improving their performance. (Details of how this feedback is given can be found in the marking policy).

2 Objectives

- 2.1 The objectives of assessment in our school are:
 - to enable our children to demonstrate what they know, understand and can do in their work;
 - to help our children recognise the standards to aim for, and to understand what they need to do next to improve their work;
 - to allow teachers to plan work that accurately reflects the needs of each child;
 - to provide regular information for parents and carers that enables them to support their child's learning;
 - to provide the headteacher and governors with information that allows them to make judgements about the effectiveness of the school.

3 Planning for assessment

- 3.1 We use our school's curriculum plan to guide our teaching. In this plan, we set out the aims, objectives and values of our school, and give details of what is to be taught to each year group. In our school curriculum plan, we also identify opportunities for assessment within each broad unit of work.
- 3.2 To support our teaching, the school is currently trialling the INSPIRE curriculum which has been written to cover all of the statutory requirements of the national curriculum in a holistic manner. Teachers assess pupil's progress against the objectives outlined in the programme of study for each unit that is taught.
- 3.3 It is recognised that in both maths and English teachers need to plan for opportunities for children to demonstrate their understanding 'at a distance' from when concepts were taught. In maths teachers use a variety of methods including past SAT's papers, pitch and expectation questions and lessons requiring application of a previously learnt strategy. In English teachers ensure that a minimum of four distance writing tasks are planned each term that cover a range of genre.

- 3.4 We plan our lessons with clear learning objectives. We base these upon the teacher's detailed knowledge of each child. We strive to ensure that all tasks set are appropriate to each child's ability. Our lesson plans make clear the expected outcomes for each lesson.
- 3.5 Teachers always share the lesson's learning objective with the children as the lesson begins unless the lesson is structured for 'discovery learning'. They also indicate the way in which the activity is linked to the learning objective, and the criteria against which the work will be judged.
- 3.6 Teachers ask well phrased questions and analyse pupils' responses to find out what they know, understand and can do, and to reveal their misconceptions.
- 3.7 We make a note of those individual children who do not achieve at the expected level for the lesson, and we use this information when planning for the next lesson. We also keep this information as a record of the progress made by the class.
- 3.8 Time is given teacher at the beginning of each week for teaching assistants to meet with the class teacher. Teachers are able to outline the TA's role in assessing for the coming week and outline evidence that needs to be gathered.

4 Target-setting

- 4.1 Every school is required by law to set targets in mathematics and English each year for those pupils who are in Year 6. At Devoran we set targets in mathematics and English for all our children, during each academic year. These targets are aspirational and based on Fischer Family Trust expectations for schools in band D. We discuss individual targets where necessary, and communicate these to parents and carers. We review the progress of each child at the end of the academic year, and set revised targets.
- 4.2 We also set targets for other areas of work in school. We encourage the children to set targets themselves, linked to their individual working habits. The children record these targets on target cards, and the teacher reviews these with each child on a regular basis.
- 4.3 We ask our older children to review their targets with fellow pupils, because we believe that this encourages them to work together and share evidence of progress. We encourage the children to involve their parents and carers in this process.
- 4.4 The setting of whole class targets is done at the teacher's discretion when it is felt necessary and of value. When set these targets are layered to allow for different levels of achievement and presented as 'Must', 'Should' and 'Could' targets.

5 Recording

- 5.1 We recognise various methods of assessing a child's learning. The type of assessment that we make varies from subject to subject. We find it unnecessary to keep a formal record of all these assessments; we record only the information that affects future learning.
- 5.2 Teachers record pupils who fail to meet the planned learning objective, or who achieve more than was planned, so that they can take the needs of these pupils into account when planning for the next lesson.
- 5.3 We take the objectives for individual lessons from the broad learning objectives within the school's curriculum plan. These in turn reflect the demands of the National Curriculum. Our teachers record the progress of each child against these broad objectives. This enables them to make 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. Each teacher passes this information on to the next teacher at the end of each year.
- 5.4 Children's progress in Literacy and Mathematics is tracked termly using the Assessing Pupil Progress (APP) materials. Teachers' judgements about children's working levels are moderated during a staff meeting at the end of every term and recorded on SIMS. These

records are used to create colour coded monitoring ladders that can be accessed in the 'Assessment and Data' folder on the staff server. The ladders are presented in two different forms; one allows the teacher to compare each child's achievement to that of national expectations, the other enables the teacher to evaluate the progress each child is making from any given starting point.

- 5.5. An assessment folder for each year group is used to store all previous monitoring ladders and other useful information such as optional SATs analyses.
- 5.6. Optional SATs analyses provide important diagnostic information about individual and class needs and are used to inform the following year's planning.

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 A report is produced for all KS1 and KS2 pupils at the end of every year. This report has a written comment for each subject taught and a grade for achievement and effort. A detailed personal comment describes the child's overall progress and well-being. Targets are given for maths and English and Levels for the last three years show whether the child is making expected progress and whether their achievement is in line, below or above that of national age related expectations.
- 6.3 During the Autumn and Spring term parents are invited in to discuss their children's progress and well being. Parents also have the opportunity to arrange a meeting following the Summer Term report in case they require any clarification.
- 6.4 At the start of a term, each of our teachers gives parents and carers a curriculum map that identifies the main areas of study for that particular class. In this update, the teacher identifies how parents and carers can support any elements of the work during the rest of the term. The curriculum map is published on the web site and useful hyperlinks can be used to support children's learning at home.
- 6.5 Parents of children on the SEN register meet with the class teacher every term to review individual targets and general progress.

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 (see marking policy), as this ensures that we all mark in the same way, and the children learn 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. We do not always aim these comments at the children; quite often we write something that is useful to both parents or carers and teachers.
- 7.3 When we give written feedback to a child, we relate this to the learning objective for the lesson. We make clear whether the objective has been met, and we produce evidence to support our judgement. If we consider that the objective has not been met, we make it clear why we think so. In either case, we identify what the child needs to do in order to produce (even) better work in the future.

- 7.4 Teachers give pupils feedback which confirms they are on the right track, and which encourages them to make an improvement. Teachers give pupils suggestions as guidance but they recognise that pupils gain most when they think things through for themselves.
- 7.5 Having children assess their own or each other's work can be very effective, because it enables them to clarify their ideas on progressing to the next step, but this must be carefully managed, to avoid unhelpful comparisons. Teachers always mark the work themselves afterwards.
- 7.6 We allow structured time for the children to absorb any comments written on their work, to answer any questions written on it by the teacher, and also to ask any questions of their own. There may also be improvements they can work on during this time. We start the lesson 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 being at promoting 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. Subject leaders use the 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.
- 9.2 It is each subject leader's responsibility to ensure that the samples that they keep of children's work reflect the full range of ability within each subject.
- 9.3 Our subject leaders also obtain examples of work from our local secondary schools, as we believe there should be a common understanding of standards right through the education process.
- 9.4 Every term staff meetings and pupil progress meetings are used to moderate assessments made in reading, writing and maths before data is entered onto SIMs to ensure judgements are valid and consistent.

10 Monitoring and review

- 10.1 Our Senior Leadership Team is responsible for monitoring the implementation of this policy. We allocate special time for this task. The SLT uses this time to inspect samples of the children's work, and to observe the policy being implemented in the classroom.
- 10.2 Senior staff monitor pupils' overall progress on a regular basis so that potential underachievement can be identified and addressed as soon as possible.
- 10.3 This policy will be reviewed every two years, or earlier if necessary.

Signed:

Date:

Appendix 1; Assessment Timetable.

September		
Date	Action	Assessment
Completed by 26 th September	Baseline any incoming children across all year groups Baseline assessments for Reception and Year 1	Reading – Reading Band / test Writing – Independent piece Maths – Maths test
October		
Date	Action	Assessment
13 th October	Baseline any incoming children across all year groups Early Years Moderation with Penair Partners Order tests from NCA tools	
November		
Date	Action	Assessment
6 th November	Baseline any incoming children across all year groups KS1 /2 Writing moderation with Penair Partners	Extended writing files / literacy books Reading – Past SATS paper/guided reading journals & records
17 th -21 st November	Summative assessment week IEP Week	Writing – At least 5 pieces of extended writing including at least 3 distance pieces of writing
24 th November	Parents' meeting week	Maths – Past SATS
26 th November	Staff meeting – Writing moderation	
28 th November	Data entry into SIMs	
28 th November	NCA Tools test orders close	
December		
Date	Action	Assessment

4-5 th December	Baseline any incoming children across all year groups Pupil Progress Meetings with MT/LG/AM	
January		
Date	Action	Assessment
	Baseline any incoming children across all year groups	
February		
Date	Action	Assessment
2 nd February 23 rd February	Baseline any incoming children across all year groups Phonics materials delivered to schools Pupil registration for SATS opens	
March		
Date	Action	Assessment
9 th March 18 th March 20 th March 26-37 th March	Baseline any incoming children across all year groups Summative assessment week Parents' Meetings week Staff meeting - moderation Data entry into SIMS Pupil registration for SATs closes Level 6 SATS registration closes Pupil Progress Meetings with MT/LG/AM	Reading – Past SATS paper/guided reading journals & records Writing – At least 5 pieces of extended writing including at least 3 distance pieces of writing Maths – Past SATS
April		
Date	Action	Assessment
	Baseline any incoming children across all year groups	
May		
Date	Action	Assessment

11 th – 14 th May 22 nd May	Baseline any incoming children across all year groups SATS week Headteacher's SATS declaration	
June		
Date	Action	Assessment
15 th June 17 th June By 19 th June 25 th – 26 th June	Baseline any incoming children across all year groups Phonics Staff meeting – Moderation Teacher assessments completed Validation of tests Headteacher's declaration for phonics Submit KS2 teacher assessments	Reading – Past SATS paper/guided reading journals & records Writing – At least 5 pieces of extended writing including at least 3 distance pieces of writing
July		
Date	Action	Assessment
2 nd July 3 rd July 10 th July 13 th July	KS1 teacher assessments to LA EYFS teacher assessments to LA Reports to parents IEP week	