

Woodthorpe J.I. School

Assessment Policy

Purposes

1. Supporting learning and teaching
The primary purpose of assessment is to support learning and teaching. Systems for recording and tracking should capture information from assessment and should have the same primary purpose as assessment itself, i.e. supporting learning and teaching.
2. Informing monitoring, evaluation and planning
In the medium to longer terms, recording and tracking systems should support the monitoring and summarising of pupils' progress against their learning objectives in the planning and their progress towards end of year/ end of key stage targets. This will support evaluation of the effectiveness of learning and teaching and subsequent planning in the light of progress made.
3. Summarising and reporting outcomes
In the longer term, the recording and tracking system will provide information for the reporting of attainment and progress for individual pupils, groups and for the school as a whole. The evaluation of the summative assessment information in the tracking system will support the completion of the school self evaluation and will provide information on pupils' progress at the time of inspections.
4. Fitness for purpose
Over each time scale (short, medium and longer term) recording should be relevant to the purpose (s) that it serves and suit the nature of learning. In the short term it should support assessment for learning, in the medium term the information recorded should track progression in relation to the learning objectives in the medium term planning. This information can feed back into short term learning and teaching and also provide information over the longer term that can be used to give indications of progress towards and the attainment of end of year/end of key stage targets.

Equality

Woodthorpe J.I School has equally high expectations of all pupils and is committed to encouraging and enabling all pupils to achieve the highest standards. Pupil attainment and progress is monitored by gender, ethnicity, disadvantaged children (FSM/PP), EAL, terms of birthday and other groupings and evaluated to identify trends and patterns of under achievement. Support and intervention are planned and implemented should any significant disparities between groups be found.

Progress

Short term

- What – Progress in relation to short-term learning; progression in relation to individual targets.

- How – informal notes on short term plans; class/group records; pupils work including marking comments on this work; other individual pupil records – Progression Framework (Rising Stars).
- When – routinely in lessons as part of on going learning and teaching.
- Who – teachers; teaching assistants and pupils through self and peer assessment.
- Why – to support on-going learning and teaching through dialogue with and feedback to pupils; for planning next steps (assessment for learning)

To make recording manageable in the short term we note only those pupils that have not attained a learning objective and those that are moving beyond it, with any relevant notes about outcomes for the group as a whole or particular individuals. We also state the actions that will be taken to address this.

Medium term

- What – Progress in relation to learning objectives in medium term plans and in English and Mathematics – progress against the Key Performance Indicators from the Progression Framework statements. Progression Framework statements are highlighted using OTrack (Formative) for each child in each class. In the Reception class progress is measured against the Developmental Bands and the Early Learning Goals.
- When – as appropriate according to the timescale of the learning objectives and the Progression Framework statements/ELGs – ongoing with assessment week each half term. This half-termly attainment is logged using OTrack.
- Who – teachers; teachers in conjunction with pupils in relation to targets/learning objectives in the short and medium term planning and Progression Framework statements/ELGs.
- Why – to provide information that can be used for adjusting medium term plans and feeding back into learning and teaching (assessment for learning); to provide information that can be used to inform judgements in the longer term (assessment of learning); to enable SLT to plan best use of available resources (primarily teaching staff) to plan support and intervention.

The objectives in medium term planning provide a reference point for talking about attainment and progress. If pupils are attaining the objectives from the current year as they encounter / experience them through the taught curriculum, then they are on track to meet their age related school/national expectations. If they are working very confidently on the current ones and beginning to work on some from the next year, they are exceeding expectations for the year group in those areas. If they are working on objectives from earlier years, they are working towards expectations for the year group.

Summative Assessment

- What – Termly PiRA (Progress in Reading Assessment) and PUMA (Progress and Understanding in Maths Assessment) assessments are completed (summative teacher assessments and test results) against pupils' Progression Framework record/ELGs; end of key stage assessments against end of key stage targets. A baseline assessment is also completed at the beginning of each academic year using the PiRA and PUMA tests.
- How – Using the schools online data tracking system via OTrack.

- When – end of each half term. (Baseline completed at the beginning of the each academic year.)
- Who – SENDCo, Standards Leaders and class teachers provide information for assessment co-ordinator; assessment co-ordinator inputs and gives tracking to Head Teacher and Leadership Team for evaluation.
- Why – For evaluating performance and setting targets; for tracking against end of year targets/ end of key stage targets (assessment of learning); as a basis for evaluative comment in the school self-evaluation form (SEF); to enable LT to plan best use of available resources (primarily teaching staff) to plan support and intervention.

See Appendix 1 for Assessment System

Moderation

Moderation of Assessment, by teachers, takes place in 4 INSETS each year. Reading, writing and maths assessments are included. End of year assessment is also moderated in an INSET. Writing assessments in Year 2 and Year 6 are moderated externally with other schools. Subject co-ordinators check assessment in their own subject areas.

Assessment for Learning

Key Features of Effective Assessment for Learning

1. The teacher is clear about the learning objective.
2. The learning objective/s are shared with the pupils in a way they can understand.
3. The success criteria that lie beneath the learning objectives are shared and developed with the pupils.
4. The teacher shows/explains what 'good' work will look like and pupils are clear about expected standards.
5. The teacher uses questioning effectively i.e. to find out what pupils know and understand; to promote further learning; to prompt thinking and reflection.
6. The feedback, both oral and written, focuses on the learning objective; provides an improvement prompt or 'closing the gap' prompt; pupils understand/use the feedback to improve their work; pupils are given time to respond to feedback; evidence shows that pupils act upon the feedback to improve their work.
7. Pupils are involved in the assessment process – peer/ self assessment; negotiating, recording, monitoring their own progress through personal targets.
8. Teachers and pupils reflect on the extent to which the learning objective has been achieved e.g. in the plenary, in self/peer assessment.
9. Teachers use what they find out from assessment to: inform their interventions in the midst of pupils' learning; adjust their planning.

Special Educational Needs and Disabilities

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

Teaching assistants should be continuously updating teachers on the progress and attainment of pupils they work with. Teachers should be given a copy of any assessments, planning and notes from interventions to enable them to offer advice to TAs and to support whole class teaching. Marking should follow school policy.

Children working below age related expectations in reading, writing and/or maths need assessing against the Progression Framework years below and/or the SEND Continuum.

Reporting a child's attainment does not always show progress. Therefore the assessment tools we use need to show clear progression.

To enable pupils to progress it is essential that challenging but achievable targets are set.

Assessment tools

SEND continuums:

- Language & Literacy toolkit (Reading, writing and speaking & listening)
Maths toolkit
- P-levels
- Progression Frameworks

P. Levels

- Although not statutory p-levels can still be used to report the attainment of, and track the progress of, SEN pupils.
- P-level assessments should be used alongside the SEN continuum for children who are working below W1/W1+ (Year 1 Working towards statements partially met).
- Bands 1-5 on the continuum indicate that a pupil is working within p-levels

This applies to all year groups teaching the National Curriculum.

If children are working towards expectations for the year group they are in then they are working within age related expectations.

SEND continuum/maths and English toolkit

Teachers and teaching assistants should:

- Use the appropriate aspects of the Language and Literacy toolkit and Maths toolkit to highlight achievement;
- Use the age related guidance on the left hand side to make a judgement on attainment. This will be 'best fit'.
- Report this using Woodthorpe assessment language to ensure continuity, i.e. 2W/+/, 2M/+/, 2E/+/
- The continuum will be highlighted (in a different colour for each year group) and dated. This shows the progress the pupil has made;
- Use the continuum to identify appropriate targets for IEPs.
- Ensure the continuum for each pupil has been sufficiently highlighted. Use 'best fit' to make a judgement on age-related attainment.
- Liaise with any other adults who work with the child and use their feedback to help you to assess.
- Report an accurate judgement on attainment for each pupil.

See Appendix 2 Using the SEND toolkits

(Source document Birmingham City Council Effective Assessment; SEN Code of Practice)

The Rights of Every Child

Woodthorpe JI School uses the U.N. Convention of the Rights of the Child to ensure that every policy supports the improvement of life chances for children.

Related articles: 1, 2, 3, 4, 5, 28

Signed:

Approved: 4 October 2018

Review: October 2019 (initially after one year then 3 yearly)

Appendix 1

Assessment System 2018-19

English and Mathematics

In September:

1. Progression Framework grids for recording English and Maths attainment, from the National Curriculum NC, are located in the 'Formative' element of OTrack. The Key Performance Indicators for reading, writing and maths need to be highlighted for each child.
2. Staff need to look at the 'End of Year' targets for each child and the half-termly targets leading up to these. It is important to identify the 'flight path' for each child in the class from their starting points.

On-going or in assessment week half termly:

3. When using 'Formative' within OTrack staff should colour code the Key Performance Indicators according to whether the child is working towards (yellow), meeting (green) or exceeding (purple) age-related expectations.
4. You then need to make a judgement about whether a child is 'Working towards, meeting or exceeding expectations. Assessment is based on your professional judgement and is a 'best fit' model.
5. Children working significantly below their age related expectations should initially be assessed against a lower year band's statements on the Progression framework and/or against the SEND continuum. However it is expected that all children who are not SEN should have access to the work for their NC year.
6. Staff need to ensure that they record the academic attainment for each of their children every half term in the curriculum areas of reading, writing, maths, science and foundation subjects. This is in addition to the 'formative' assessment that is done throughout the school year for English, maths and science. This uses a 9-point scale for progress. (e.g. Year 5; 5W, 5W+, 5W++, 5M, 5M+, 5M++, 5E, 5E+, 5E++)

Curricular Targets

1. The children were set targets at the end of last year in reading, writing and maths to start the academic year. These are recorded on the end of year reports to parents.
2. The children are issued with 'front of unit targets' in both English and maths where their related targets for a specific unit are glued into their books. This is then used as a method of self-assessment for the children which is also acknowledged by the teacher when marking and making their judgements for attainment and progress at the end of each half-term.

Rising Stars Voyager (Geography, History) and Edison Learning (Art and Design, Design and Technology)

At the end of each unit:

1. Copy 'I can statements' from the unit you have undertaken onto the first column of an assessment grid. 'I can' statements should be the key objectives taught/learned in any given Edison / Voyager unit. An assessment grid/sheet is available near the end of the unit but you might find it easier to create your own.
2. Copy the names of the children in your class into the top columns of the grid.
3. Assess whether the children are 'working towards' the objective; 'meeting' the objective or 'exceeding' the objective. For meeting and exceeding we would expect the child to have achieved a degree of mastery and be able to apply that objective in a range of different situations and forms.
4. Records must be submitted to subject leaders and LT by the end of each term (2 units per term)

Science, Computing, PE, Music, PSHE and RE assessment

1. Please see the relevant co-ordinator for expectations of assessment in their subject area/s.
2. Science assessment is to be completed through OTrack, using the same codes for English and maths.

Assessment is formative as well as summative. Please use this information, alongside your day to day Assessment for Learning, to identify the next steps for the children.

Appendix 2

Using the SEN toolkits

Who are they for?

- Not all SEN cohort.
- Pupils who are not making progress – ‘stuck’
- Those working below the level of their cohort for may need these where personalised support is required

How to use them

- Consider one thread at a time.
- Start at the bottom of each thread.
- Highlight everything that the pupil can do.
- If everything in the box is achieved consider the descriptors in the next box/es above – making links between statements where possible.
- Repeat until you reach a descriptor that a pupil cannot fully achieve.

How to assess

- Assessment for Learning
- Observations
- 1:1 assessment using practical activities
- Work in books
- Talking to the child
- Professional judgement and discussions

How to find them

Staff common – SEN – Continuums Toolkits 2015 – Language & Literacy or Maths

*Teaching & Learning ideas hyperlinks on continuums – give suggestions for support and provision, along with suggestions for parents.