The Grange School

Assessment For Learning Policy

Reviewed: September 2017
Review due: September 2020 or sooner if required

The Grange School

Assessment for Learning Policy

Purpose of the policy

The main purpose of this Assessment for Learning policy is to develop effective, efficient, consistent methods through which a child's progress is monitored and used to inform decisions about future curriculum developments for that child. Assessment serves many purposes, but the main purpose of assessment in our school is to help teachers, learning support staff, parents and pupils plan their next steps in learning.

Effective recording systems throughout the school will be an aid to consistency and continuity.

Reports, based on records, will give accurate and meaningful information.

The policy will also ensure that statutory requirements are fulfilled.

Assessment for Learning – Principles and Practice

1. **Assessment is at the heart of teaching and learning.**
 a. Assessment provides evidence to guide future teaching and learning.
 b. Assessment provides the opportunity for students to demonstrate and review their own progress.

2. **Assessment is fair**.
a. Assessment is inclusive of all abilities.

3. **Assessment is honest**.
a. Assessment outcomes are conveyed in an open, honest and transparent way to assist pupils with their learning.
c. Assessment judgements are moderated by experienced professionals to ensure their accuracy.

4. **Assessment is ambitious**.
a. Assessment places achievement in context against national standards.
b. Assessment defines, through objective criteria, a pathway of progress and development for every child.
c. Assessment objectives set high expectations for learners.

5. **Assessment is appropriate**.

a. The purpose of any assessment process should be clearly stated.
b. Conclusions regarding pupil achievement are valid when the assessment method is appropriate (to age, to the task and to the desired feedback information).
c. Assessment should draw on a wide range of evidence to provide a complete picture of student achievement.
d. Assessment should demand no more procedures or records than are practically required to allow pupils, their parents and teachers to plan future learning.

6. Assessment is consistent.
a. Judgements are formed according to common principles.
b. The results are readily understandable by third parties.
 c. A school's results are capable of comparison with other schools, both locally and nationally.

7. Assessment outcomes provide meaningful and understandable information for:
a. pupils in developing their learning;
b. parents in supporting children with their learning;
c. teachers in planning teaching and learning;
d. learning support assistants, to move learning forward
e. school leaders and governors in planning and allocating resources;
f. government and agents of government.

Our method of assessment

We assess pupils against assessment criteria, known as Key Performance Indicators, which are short, discrete, qualitative and concrete descriptions of what a pupil is expected to know and be able to do. A consistent method of recording against these expectations is used across the school.

Assessment criteria are derived from the school curriculum, which is composed of the National Curriculum and organised into a thematic approach. The school no longer uses single learning objectives in lessons but instead children are able to identify what is to be learned, how it is best learned and why it is to be learned.

Assessment criteria for periodic assessment are arranged into a hierarchy, setting out what children are normally expected to have mastered by the end of each year, these are known as Key Performance Standards. A consistent method of recording against these expectations is used across the school. In addition, where statutory, assessment against the interim frameworks will take place at the end of the school year.

The achievement of each pupil is assessed against all the relevant criteria at appropriate times of the school year. This is outlined in the Assessment Schedule below. This data is recorded on the whole school tracker and is used to analyse the attainment and progress of all pupils and groups of pupils. Teachers are expected to keep whatever records are necessary to inform their judgements and to communicate that information to the next teacher.

Assessment judgements will be moderated by colleagues in our school and by colleagues in other schools to make sure our assessments are fair, reliable and valid. Pupil Progress Meetings take place regularly for all pupils and groups of pupils.

Assessment Schedule

	Autumn	Spring	Summer
	Pupil progress meetings every term – after assessment. Ongoing assessment of reading through 1:1, intervention group & guided reading		
Nursery	On entry baseline. Continuous observations recorded in pupil assessment folders, benchmarked against Early Years Foundation Stage *(EYFS)* framework expectations & recorded on Seesaw+	On entry baseline. Continuous observations recorded in pupil assessment folders, benchmarked against EYFS framework expectations & recorded on Seesaw+	On entry baseline. Continuous observations recorded in pupil assessment folders, benchmarked against EYFS framework expectations & recorded on Seesaw+
Reception	On entry baseline. Nursery children's baseline taken from end of Nursery. Continuous observations recorded in pupil assessment folders benchmarked against EYFS framework expectations.	Continuous observations recorded in pupil assessment folders benchmarked against EYFS framework expectations.	Continuous observations recorded in pupil assessment folders benchmarked against EYFS framework expectations. Progress In Reading Assessment *(PIRA)* & Progress Understanding Maths Assessment *(PUMA)* tests result in standardised and judgement against age-related expectations.
Year 1	Ongoing reading, writing, phonics, maths, science & English Grammar Punctuation Spelling *(EGPS)* teacher assessment. Continuous observations recorded in pupil assessment folders benchmarked against Key Performance Inidicators *(KPIs)*. PIRA & PUMA tests result in standardised and judgement of attainment against age-related expectations.	Ongoing reading, writing, phonics, maths, science & EGPS teacher assessment. Continuous observations recorded in pupil assessment folders benchmarked against KPIs. PIRA & PUMA tests result in standardised and judgement of attainment against age-related expectations.	Ongoing reading, writing, phonics, maths, science & EGPS teacher assessment. Continuous observations recorded in pupil assessment folders benchmarked against KPIs. PIRA & PUMA tests result in standardised and judgement of attainment against age-related expectations. Phonics data reported to Local Authority *(LA)*/National Collections Agency *(NCA)*.
Year 2	Ongoing reading, writing, phonics, maths, science & EGPS teacher assessment. Continuous observations recorded in pupil assessment folders benchmarked against KPIs. PIRA & PUMA tests result in	Ongoing reading, writing, phonics, maths, science & EGPS teacher assessment. Continuous observations recorded in pupil assessment folders benchmarked against KPIs. PIRA & PUMA tests result in standardised and judgement	Ongoing reading, writing, phonics, maths, science & EGPS teacher assessment. Continuous observations recorded in pupil assessment folders benchmarked against KPIs. PIRA & PUMA tests result in standardised and judgement of

	standardised and judgement of attainment against age-related expectations.	of attainment against age-related expectations.	attainment against age-related expectations. KS1 SATs tests and tasks. Judgements made against interim frameworks. Teacher assessments reported to LA/NCA informed by a portfolio of pupil outcomes. Repeat Y1 phonics test for underachievers.
Year 3	Ongoing reading, writing, phonics, maths, science & EGPS teacher assessment. Continuous observations recorded in pupil assessment folders benchmarked against KPIs. PIRA & PUMA tests result in standardised and judgement of attainment against age-related expectations.	Ongoing reading, writing, phonics, maths, science & EGPS teacher assessment. Continuous observations recorded in pupil assessment folders benchmarked against KPIs. PIRA & PUMA tests result in standardised and judgement of attainment against age-related expectations.	Ongoing reading, writing, phonics, maths, science & EGPS teacher assessment. Continuous observations recorded in pupil assessment folders benchmarked against KPIs. PIRA & PUMA tests result in standardised and judgement of attainment against age-related expectations.
Year 4	Ongoing reading, writing, phonics, maths, science & EGPS teacher assessment. Continuous observations recorded in pupil assessment folders benchmarked against KPIs. PIRA & PUMA tests result in standardised and judgement of attainment against age-related expectations.	Ongoing reading, writing, phonics, maths, science & EGPS teacher assessment. Continuous observations recorded in pupil assessment folders benchmarked against KPIs. PIRA & PUMA tests result in standardised and judgement of attainment against age-related expectations.	Ongoing reading, writing, phonics, maths, science & EGPS teacher assessment. Continuous observations recorded in pupil assessment folders benchmarked against KPIs. PIRA & PUMA tests result in standardised and judgement of attainment against age-related expectations.
Year 5	Ongoing reading, writing, phonics, maths, science & EGPS teacher assessment. Continuous observations recorded in pupil assessment folders benchmarked against KPIs. PIRA & PUMA tests result in standardised and judgement of attainment against age-related expectations.	Ongoing reading, writing, phonics, maths, science & EGPS teacher assessment. Continuous observations recorded in pupil assessment folders benchmarked against KPIs. PIRA & PUMA tests result in standardised and judgement of attainment against age-related expectations.	Ongoing reading, writing, phonics, maths, science & EGPS teacher assessment. Continuous observations recorded in pupil assessment folders benchmarked against KPIs. PIRA & PUMA tests result in standardised and judgement of attainment against age-related expectations.
Year 6	Ongoing reading, writing, phonics, maths, science & EGPS teacher assessment. Continuous observations recorded in pupil assessment folders benchmarked against KPIs.	Ongoing reading, writing, phonics, maths, science & EGPS teacher assessment. Continuous observations recorded in pupil assessment folders benchmarked against KPIs. PIRA & PUMA tests result in	Ongoing reading, writing, phonics, maths, science & EGPS teacher assessment. Continuous observations recorded in pupil assessment folders benchmarked against KPIs. PIRA & PUMA tests result in

	PIRA & PUMA tests result in standardised and judgement of attainment against age-related expectations.	standardised and judgement of attainment against age-related expectations.	standardised and judgement of attainment against age-related expectations. KS2 SATs tests, writing and science teacher assessment made against interim frameworks and reported to LA/NCA also informed by a portfolio of pupil outcomes.

Marking and Feedback

Here at The Grange School, we know that feedback is crucial in moving learning forward. We value the importance of feedback and insist that it is an integral part of every learning opportunity. Feedback takes the form of:

. verbal feedback throughout learning experiences
. high quality conversations
. self-marking
. peer marking
. self-evaluation against success criteria checklists
. peer evaluation against success criteria checklists

We believe that written feedback (marking) over-scaffolds children's work; demotivating them and promoting too much dependence upon the teacher. Previous practice has shown us that often, were marking is concerned, it is the teachers who work harder than the children.

In our school, there is an assumption, which is valued and upheld at all times, that all children can work independently given the correct prior input. We know that children need to think for themselves, as this increases the chances of knowledge being retained in the long term memory. We aim to increase independence in learning and so the school has adopted the following process and principles, which it applies to the marking of children's work .

. Teachers only provide written feedback if they are working with the child in the lesson, and it is accompanied by high-quality verbal feedback. This is completed at the time the learning is taking place and **never** without the child present.

. Learning opportunities include time for self-checking, which promotes independent learning behaviours.

. Teachers and support staff evaluate all outcomes and identify what went well in a piece of work and what children need to do next, in order to move on. This then directly feeds into the following learning experience. This is recorded by annotating planning. Teachers may choose to keep any additional records / means of recording this information to suit their own preferred methods.

. Subsequent learning experiences begin with the teacher/ support staff modelling how to bring about the improvements identified from analysis of the previous outcomes. This will often involve using 'real' work from the children's previous learning experience. This may not be the same for all children - differentiation is key. The MITA triangle guides teachers into using a range of forms of differentiation, in additional to universal teacher input at the start of a sequence of learning.
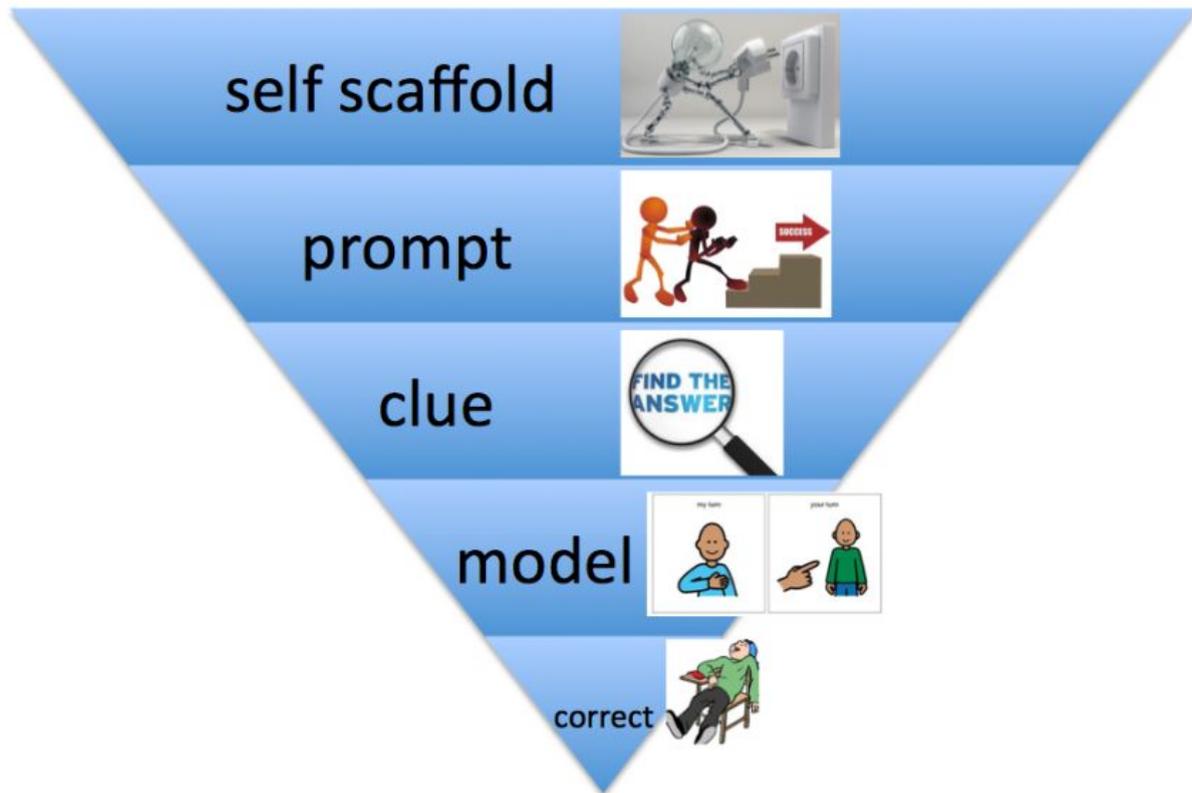
. Children will also be taught to self-mark and peer-mark their work. This will always be valued by school staff as another opportunity for learning and children will be taught how to complete these and given appropriate time to do so.

Recording and Reporting

The school regularly reports to parents, using a variety of different methods. These include, but are not limited to:

. informal face to face communication
. telephone updates
. home-school correspondence
. Parents Evening consultations
. Open Days
. written reports
. SEND meetings and reviews
. the sharing of assessment data.