

## **MILTON PARK PRIMARY SCHOOL INTERIM ASSESSMENT POLICY**

This policy is a temporary arrangement to enable Milton park Primary School to develop, implement and embed a robust new framework for assessment. The new curriculum is not in alignment with the old National curriculum levels. In 2014/2015 Milton Park Primary School has historic performance data expressed in national curriculum levels, except for those pupils in Year 1. Tracking attainment and progress may use a mixture of measures for some, or all, year groups and subjects.

At Milton Park Primary School, assessment is both about the measurement of performance at a given point in time and an ongoing process of gaining information to promote future learning.

Two distinct types of assessment are identified and used in our school.

### **Assessment for learning (AfL)**

Assessment for learning helps to identify the next steps needed to make progress. It takes account of pupils' strengths as well as areas for development. Assessment for learning essentially promotes future learning.

### **Assessment of learning**

Assessment of learning is associated with judgements based on stages, scores or levels for statutory or summative purposes. Assessment of learning describes and labels past learning.

Both types of assessment activities are essential in raising standards and are used in all classes within our school.

### **Objectives:**

Good assessment practice in our school will:

- raise standards of attainment and behaviour, and improve pupil attitudes and response
- enable the active involvement of pupils in their own learning by providing effective feedback which closes the gap between present performance and future standards required
- promote pupil self-esteem through a shared understanding of the learning processes and the routes to improvement
- guide and support the teacher as planner, provider and evaluator
- enable the teacher to adjust teaching to take account of assessment information and to focus on how pupils learn
- draw upon as wide a range of evidence as possible using a variety of assessment activities
- track pupil performance and in particular identify those pupils or groups at risk of underachievement, highlighting strategies to support closing the gap in their attainment
- provide information which can be used by teachers and the headteacher as they plan for individual pupils and cohorts
- provide information which can be used by parents or carers to understand their pupils' strengths, weaknesses and progress
- provide information which can be used by other interested parties
- provide information which can be used to evaluate a school's performance against its own previous attainment over time and against national standards

## **ASSESSMENT FOR LEARNING:**

### **Purposes**

Assessment for learning will:

- Provide insight into pupils' learning for both pupils and teachers
- Promote success for all
- Support the target-setting process
- Enable continuous reflection on what pupils know now and what they need to know next
- Measure what is valued
- Promote immediate intervention and link judgements to learning intentions
- Raise standards by taking pupils to the 'edges of their capability'

### **Implications for teaching**

The teacher will:

- Use "I can" statements as Learning Intentions as a means to check understanding, by reference in plenaries.
- Involve pupils with the development of success criteria.
- Provide continuous feedback which identifies strengths and the next step for improvement
- Promote pupil involvement in self assessment
- Act on insights gained to inform curricular targets
- Plan against what children know/can do/understand
- Make standards and objectives explicit to pupils
- Promote inclusion by attending to all pupils' learning needs, particularly for pupils who are at risk of underachievement
- Engage pupils in rich questioning allowing 'wait' time (time to think)
- Encourage pupils to ask their own questions via the use of praise, invitation and the pupils shown that their questions are valuable
- Utilise different techniques for pupil response to ensure all pupils can contribute including whiteboards, group/pair identification and the "Cup of Fate".
- Build in time for focused observation of teacher-directed and child-initiated activity
- Provide feedback through marking using the technique of marking to the "I can" statement/learning intention. The process will then follow the structure:-
  - Pink: Explain how they have achieved new learning and highlight areas where the pupil has met the "I can" statements(s).
  - Green: Give constructive advice on their next step in learning and highlight where this could be applied in their work.
  - Marked work should be returned promptly to pupils and time allowed in class for them to reflect on the next step in their learning and respond to the guidance given.
  - Green comments should be followed through in subsequent work until they have been achieved by the pupil.

### **Impact on learning and the learner**

The pupil will:

- Know what to do to improve
- Know what standards are required
- Know what has been achieved against known success criteria and what to do next
- Gain confidence, motivation and self-esteem as a learner
- Increase their awareness and understanding of their own learning style(s) and of how they learn best
- Improve their own self-evaluation skills
- Make progress

### **Issues for leadership team**

The Senior Leadership Team will:

- Ensure responsibilities are clear in relation to assessment activities
- Make arrangements to monitor the progress of individual pupils and diverse pupil groups
- Keep parents/carers informed and involved

- Use assessment information to inform the school plan and identify learning and training needs.

**Assessment for Learning:**

Assessment Methods	Teaching Methods	Evidenced by
Observation Discussion about work in progress Questioning to prompt new thinking Feedback to; <ul style="list-style-type: none"> <li>• specify attainment</li> <li>• identify difficulties</li> <li>• specify improvement</li> <li>• constructing a shared way forward</li> <li>• identify curricular targets</li> </ul>	Sharing learning intentions Questioning Modelling Scaffolding Demonstrating Explaining Differentiation Exemplification of standards Shared criteria for next steps Shared involvement in and construction of activity Guided tasks Independent working Collaborative working and partnerships Routines for peer & pupil self-evaluation Qualitative recording	Reflection Drafting Revisiting Revising Exploration Editing Interaction and collaboration Talk Pupils' designing own tasks Pupils' self evaluation Pupils' improved self-esteem

## ASSESSMENT OF LEARNING

### Purposes

Assessment of learning will:

- Provide a summary judgement about what has been learned at a specific point in time
- Establish benchmarks about what children can do and about school performance
- Show what pupils can do without support
- Inform the target setting process
- Hold the school to public account
- Promote subsequent intervention(s)

### Implications for teaching

The teacher will:

- Provide a periodic summary through teacher assessment and tests
- Identify gaps in pupils' knowledge and understanding
- Identify strengths and weaknesses in the taught curriculum and in specific areas of learning through analysis of performance which guide future planning
- Implement strategies to accelerate progress to meet local and national expectations (narrowing the gap)
- Mark and measure against stages, scores and levels

### Impact on learning and the learner

The pupil will:

- Be able to gauge own performance against previous performance
- Be able to measure own performance against externally agreed criteria and standards
- Have a measure of performance at specific milestones in life
- Know what standards and expectations are required

### Issues for leadership

The Senior Leadership Team will:

- Ensure responsibilities are clear in relation to assessment so that there is compliance with curriculum requirements and with statutory assessment arrangements
- Monitor the delivered curriculum
- Provide, use and analyse data to raise attainment and promote accountability
- Involve governors in their accountability role
- Keep parents/carers informed and involved
- Use assessment information to inform the school plan and identify learning and training needs
- Monitor the impact of the planned curriculum and compare performance across different subjects
- Analyse data to identify groups at risk and to focus intervention on underachieving groups

### Assessment of Learning:

Assessment Methods	Teaching Method	Evidenced by
Testing Explicit test focus Statutory Assessments Marking to attainment level/stage Time limited tasks Closed tasks Formulated tasks	Preparation and rehearsals Questioning Practice opportunities Routine testing Revision Test techniques Timed activities Independent working Undifferentiated task Tiered task/tests Quantitative recording	Finished product Pupil's own work,



	Parent Consultations Moderation exercise (core subject) Update pupil tracking following assessments of progress Pupil target reviews Writing assessment Moderation exercise (core subject) PM Benchmarking Maths assessment Term 4 data capture Phonics tracking SPAG assessment	Whole School Whole School Whole School Y1 – Y6 Whole School Whole school Y1 – Y6 Y1 – Y6 YR – Y6 Y1 – Y6 Y2 –Y6	Assessment for Learning	Whole School Foundation Stage to Year 6
END OF TERM 4				
April/ May	Identification and monitoring of pupils for SEN interventions End of KS1 and KS2 teacher assessment activities* End of KS1 tests* End of KS2 tests* Update pupil tracking after teacher assessment and use of tests Writing assessment Moderation exercise (core subject) PM Benchmarking Maths assessment Term 5 data capture SPAG assessment Transition information KS2 to KS3	Whole School Y2 & Y6 Y2 Y6 Whole School Y1 – Y5 Whole school Y1 – Y6 Y1 – Y5 Y1 – Y6 Y2 – Y6 Y6	↓	↓
END OF TERM 5			Assessment for Learning	Whole School Foundation Stage to Year 6
June/ July	Identification and monitoring of pupils for SEN interventions Pupil tracking reviews following assessments of progress Y1 Phonics screening Y2 Phonics resits Annual Reports to Parents * Foundation Stage Profile * Moderation (core subject) Identification and monitoring of pupils for SEN interventions for September Internal transfer of assessment information (handover meeting) Analysis of SATs and end of KS data Phonics tracking SPAG assessment	Whole School Whole School Y1 Y2 Y1 – Y6 YR Whole School Whole School Whole School Y2 & Y6 Whole school Y2 – Y6		
END OF SCHOOL YEAR				

**The use of record keeping supporting effective use of assessment.**

Record Keeping should be an effective and efficient means of promoting and monitoring pupil progress. It should support the teacher or teaching assistant to:

1. Identify learning needs
2. Support summative judgements

At Milton Park Primary School we use the following methods of record keeping to support assessment for learning and assessment of learning. These set a minimum level of records to be kept.

<b>Assessment for Learning</b>	<b>Assessment of Learning</b>
<p>Focused observations of learning including Teacher Initiated Play and Child Initiated Play in the Foundation Stage</p> <p>Pupil Target Setting Sheets</p> <p>Written and verbal feedback to pupils' learning</p> <p>Teacher annotations on planning, both medium and short term plans</p> <p>Writing Assessment Folder (next steps)</p> <p>PM Benchmarking</p> <p>Interactive displays focusing on learning progress or skills</p> <p>Pupil self-assessment and peer assessment, e.g. response partners, talk partners, pupil-pupil feedback</p>	<p>Foundation Stage Profile</p> <p>Annual Reports to Parents including pupil's own Report</p> <p>Samples of work (annotated and levelled)</p> <p>SATs</p> <p>Test results, both statutory and non-statutory, e.g.NFER.</p> <p>Pupil tracking spreadsheets</p> <p>Writing Assessment Folder (levelling)</p> <p>Provision mapping and planning including records of interventions used with pupils</p> <p>Progression of skills for foundation subjects</p> <p>Moderation exercises, both school and LA based</p> <p>Transition reports, KS2-KS3</p> <p>Any additional records found useful by teacher or teaching assistant</p>

This policy is to be read in conjunction with the Teaching and Learning Policy