

Assessment Policy

September 2015

“Tell me and I forget. Teach me and I remember. Involve me and I learn.” Benjamin Franklin

1. Rationale

In the King Alfred Federation we believe that assessment provides the basis of informed teaching, helping pupils to overcome difficulties and ensuring that teaching builds upon what has been learned. It is also the means by which pupils understand what they have achieved and what they need to work on.

Formative assessment creates a positive learning environment where children can see the steps necessary for their own success. It enables teachers to set appropriate work at the level necessary for the children's continuing progress.

Summative assessment is important for accurate information regarding a child's attainment and progress. It informs whole school target setting and prediction of a cohort's future attainment.

2. Aims and objectives

The aims and objectives of this policy are:

- To raise the standards of achievement throughout the school
- To maintain accurate records of the progress and attainment of individual children and cohorts
- To ensure consistency in assessing achievement and identifying achievable and challenging targets for each child
- To enable the active involvement of pupils in their own learning
- To enable teachers and other professionals to use assessment judgements to plan work that accurately reflects the needs of individual pupils
- To provide regular information for parents that enables them to support their child's learning
- To provide the information that allows school leaders and governors to make judgements about the effectiveness of the school and to evaluate the school's performance against its own previous attainment over time and against national standards

3. Types of assessment:

In the King Alfred Federation, we use a combination of formative and summative assessment as outlined below:

Formative Assessment (Assessment for Learning – AfL)

Formative assessment is a powerful way of raising pupils' achievement. It is based on the principle 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.

Formative assessments are used to:

- identify children's strengths and gaps in their skills/knowledge
- identify next steps for learning
- inform future planning
- enable appropriate strategies to be employed
- facilitate the setting of appropriate targets for the class, group, and individual
- track the child's rate of progress
- facilitate an evaluation of the effectiveness of teaching and learning
- inform future teaching and learning strategies
- identify individuals and groups for specific intervention support.

Summative Assessment - Assessment of Learning

Summative assessment (Assessment of Learning) is important for informing both parents and teachers of a child's attainment and progress. This will also inform whole school target setting and prediction of a cohort's future attainment

Summative assessments:

- identify attainment through one-off standardised tests at any given point in time
- record performance in a specific area on a specific date
- provide age standardised information
- provide end of key stage test data against which the school will be judged
- ensure statutory assessments at the end of EYFS, KS1 and KS2 are met
- provide information about cohort areas of strength and weakness to build from in the future

4. Planning for assessment

- The National Curriculum Programmes of Study and Early Learning Goals are used to guide our teaching. These documents provide us with the framework to ensure breadth and balance in our curriculum.
- Lessons are planned with clear learning objectives, known as WALTs, based upon the teacher's detailed knowledge of each child. We strive to ensure all tasks set are appropriate to each child's level of ability.
- Teachers use focused marking to assess children's progress in relation to the planned learning objectives and set next steps to show where the child is in relation to this aim and how they can achieve the aim. Teachers use this information when planning for subsequent lessons.
- Assessment Schedule (see Appendix 4)

Assessment and Reporting in the Foundation Stage

Learning Journeys: Learning Journeys are a record of observations and photographs evidencing each child's child initiated, adult led, adult directed journey towards the Early Learning Goals.

Focus Observations: three to four children are identified each week and they will be the focus of the week. This involves observing the child in their independent learning and documenting what they do with observation notes and photographs. This is then analysed against the 'Development Matters' objectives in the Foundation Stage Curriculum Guidance and the Characteristics of Effective Learning are identified. Next steps are planned for, for the following weeks.

Short observations: these are spontaneous 'capture the moment' short observations. Teachers and EYPs document onto sticky labels what the child has done and more importantly what they have said e.g. Sophie made a model of a camera, she used a small box and stuck a silver rectangle on the front, she put a circle on the top and said 'this is the button you press to take the picture'. These are then filed into a Learning Journey along with focus observations and children's focussed and independent learning evidence e.g. mark making, creative work, photographs, etc

Both the focussed and short observations are used to provide evidence to assess children's progress towards the Early Learning Goals.

Focus Activity: during focus activities teaching staff focus on skills, knowledge and understanding that children need to move forward in their learning. Adults may write an observation of the learning that took place. If there is written evidence an adult will scribe what happened and the level of support needed or if the work was done independently. Successes will be shared with the child.

This information is recorded using the John Sinnott tracking system.

Assessment and Recording in Key Stage 1 and 2

- Teachers use assessment for learning (AfL) to provide on-going assessment, through the use of focused marking and/or observations of children's work against learning objectives and success criteria. This information is then used to assess progress towards meeting learning targets and to identify and set next step targets for each child.
- Teachers use the Bsquared system for each child on an on-going basis to record progress and to identify next steps for learning in reading, writing, maths and GPS. (Appendix 3)
- Class targets set by National Curriculum end of year outcomes for individual children to reach at the end of each academic year.

- Annotated plans made by class teachers and other adults involved with each child record other important information about the progress of children in the class.
- A variety of tests may be used from time to time as part of the assessment process to identify progress and gaps in learning.
- The SEND Register, Intervention Trackers and Provision Maps ensure that children with identified special educational needs and those children not making expected progress are supported appropriately and their needs assessed regularly.
- The EMAG register ensures that EMAG children are supported appropriately and their needs assessed regularly.
- Termly Pupil Progress Meetings are used to identify and analyse progress and set targets, in reading, writing, maths and GPS for classes and cohorts.
- All assessment information about a class is held on the Bsquared system, class teachers are also provided with a report on progress and attainment in their class prior to the Pupil Progress Meetings.
- At the end of the year children will be given an end of year outcome. This will be based on the information inputted into Bsquared.

5. Assessment Methods/Materials:

Teachers use a range of assessment tools and materials (including analysis of children's work in books, guided reading records and results of class tests/published tests) alongside on-going focused marking and notes of pupil observations to inform their assessment of progress for individual pupils and groups.

Results of published tests are used to inform teacher assessments against assessment focuses using the Bsquared tracking grids for reading, writing, maths and GPS. These results should not be used to assign any end of year outcomes except in year 1 for phonics testing, year 2 for phonics retesting, year 2 SATs and year 6 SATs (See Appendix 2).

6. Moderation

Regular moderation of levelling takes place each term to ensure consistency of levelling. Teachers meet in phase groups, in cross phase groups or cross Federation groups to analyse children's work against National Curriculum end of year outcomes or Early Learning Goals (ELG). During the Summer term, teachers in Reception, Year 2 and Year 6 are involved in formal teacher assessments, as part of end of Key Stage assessments and local authority moderation.

7. Links to other policies and documents

Please refer to:

- Teaching and Learning Policy
- Marking Policy
- Curriculum Policy

8. Review:

This policy is subject to annual review, as part of the school self-evaluation process. Its success in relation to the school's attainment targets for assessment will be evaluated as part of the annual assessment audit. The policy will be revised in line with the new action plan targets set.

In order to carry out this evaluation, the person responsible will keep evidence of the changes and improvements brought about by the implementation of the Assessment Policy.

9. Staff Responsible for Implementation

Kathryn Wong – Executive Headteacher
 Elizabeth Newton – Head of School – Elfrida
 Nathalie Dummer – Head of School – Athelney
 Nicholas Simms – Assistant Headteacher - Federation

Appendix I: Marking Guidance

Feedback has been shown to be THE most effective method of moving children forward in their learning- All staff MUST follow these expectations which will be closely monitored throughout the year.

Aims

At King Alfred Federation we aim to provide a consistency of approach in the marking and presentation of all children's work. Marking is key to raising standards in attainment and progress. The Marking and Presentation Policy is an integral part of assessment. Marking is crucial in raising expectations of children and teachers, and therefore it will:

- ✓ Create and improve standards,
- ✓ Provide a sound basis for assessment and report writing,
- ✓ Inform and modify planning.

Objectives

As a result, our marking will:

- ✓ Be regular, frequent and of a high standard.
- ✓ Link with the WALT.
- ✓ Look for strengths (Wows) before identifying weaknesses (Nows).
- ✓ Look for opportunities to provide positive public feedback to children concerning work, which is specific to that child's learning.
- ✓ Provide a record of children's progress.
- ✓ Identify at least one way that the children can immediately move their learning on (Now comment)
- ✓ Help parents understand strengths and weaknesses in their children's work

Appendix 2: Assessment materials, tools and tests:

Reading	<ul style="list-style-type: none">• Focused marking• Pupil observations• Book/work scrutiny• Guided Reading Records• Phonics assessment materials (including flashcards, real/invented word tests, robot-talking words; sight recognition of high frequency words)• Salford reading tests• Optional QCA tests (Years 3-5)• QCA SATs tests (Years 2 and 6)• Teacher planned comprehension tests/activities• Phonic phase assessments (including flashcards,
Writing	<ul style="list-style-type: none">• Focused marking• Pupil observations• Book/work scrutiny• Big Writes (independent where possible)• Phonics assessment (spelling of high frequency words; Best Bet assessment activities; observation of spelling of graphemes/alternative graphemes)• Optional QCA tests (Years 3-5)• Results of class tests (e.g. weekly spelling tests)
Maths	<ul style="list-style-type: none">• Focused marking• Pupil observations• Book/work scrutiny• Results of class tests (e.g. tables tests)• Optional QCA tests (Years 3-5)• CGP assessments (Years 2 and 6)• QCA SATs tests (Years 2 and 6)

Appendix 3: Tracking assessments using Bsquared:

Bsquared is to be used in conjunction with the tools in appendix 2 to track and analyse where each child is, to help inform future planning, to help set targets and to identify underperforming groups. It is essential that it is used on a regular basis so that attainment and achievement can be clearly seen.

When entering data onto the Bsquared tracker three different levels can be used:

- Encountered – it was introduced to them but needs repeating
- Gaining skills and understanding – they understood the basic concepts but needed further help so they are able to work independently (this counts towards %)
- Mastered –able to demonstrate it independently on two or more occasions (this counts towards %)

The data from Bsquared will be analysed on a termly basis, however this will also be monitored on an on going basis to ensure the all staff are using the system effectively.

To pass on to the next set of end of year outcomes a child will need to have mastered 85% of that years outcomes. This percentage will be reviewed as part of the assessment policy review.

The end of year outcome will be presented as:

Year X Encoutered

Year X Gaining skills and understanding

Year X Mastered

Appendix 4: School Assessment Schedule

Autumn 1	<ul style="list-style-type: none"> • On entry data baseline in Nursery and Reception • Senior Leaders analyse SATs results • Phase group assessment moderation meetings • Baseline teacher assessment for beginning of year (Years 1 to 6) • Targets set for end of year expectations • Intervention trackers started (SEND, class, individual, EAL) • Class Bsquared data updated (on-going) • Provision maps written • Academic Review Day
Autumn 2	<ul style="list-style-type: none"> • Pupil Progress Meetings • Intervention trackers reviewed and updated (SEND, class, individual, EAL) • Phase group assessment moderation meetings • Class Bsquared data updated (on-going) • Data analysis of first terms attainment and achievement • Academic Review Day
Spring 1	<ul style="list-style-type: none"> • Phase group assessment moderation meetings • Class Bsquared data updated (on-going) • Intervention trackers reviewed and updated (SEND, class, individual, EAL) • Midyear data analysis • Provision maps reviewed
Spring 2	<ul style="list-style-type: none"> • Intervention trackers reviewed and updated (SEND, class, individual, EAL) • Pupil Progress Meetings • Midyear appraisal review • Data analysis of attainment and achievement • Class Bsquared data updated (on-going)
Summer 1	<ul style="list-style-type: none"> • Phase group and cross phase assessment moderation meetings • Intervention trackers reviewed and updated (SEND, class, individual, EAL) • Year 6 SATs week • Year 2 SATs (on-going throughout the half term) • Class Bsquared data updated (on-going) • Provision maps reviewed
Summer 2	<ul style="list-style-type: none"> • Year 1 Reading Test • Class Bsquared data updated (on-going) • Pupil Progress Meetings • Cross federation moderation • Intervention trackers reviewed and updated (SEND, class, individual, EAL) • Report EYFSP to Local Authority • Report Year 1 Reading Assessment results to Local Authority • Report Years 2 SATs results to Local Authority • Report all results of statutory assessments to parents • Annual reports sent to parents • End of year handover between class teachers • Data analysis of attainment and achievement