

LITTLEMOOR CHILDREN'S CENTRE & SCHOOL

1c ASSESSMENT POLICY

***Through high-quality, rich learning experiences we are committed to ensuring that all children achieve their full potential in an exciting and inclusive learning environment in which they feel safe, happy and secure.
(Extract from our Vision Statement).***

Rationale

Assessment is a continuous process integral to teaching and learning. It is how teachers gain knowledge of their children's needs, achievements and abilities, enabling planning and delivery to be more effective, thereby raising attainment for every child.

Aims

Pupils need to know, on a regular basis, where they are succeeding in school and what their next steps for development are. Teachers need to know how effective they are in developing their pupils' understanding and skills. Parents have the right to know how well their children are progressing and developing.

Objectives

1. To chart the child's progress and achievement throughout the school.
2. To clarify the child's present understanding and competence and gauge his/her progress.
3. To improve the continuity and progression of the child's learning.
4. To enable teachers to plan more effectively.
5. Provide the school with information to evaluate work and set suitable targets.
6. To promote the greater involvement of children and parents in the learning process.
7. To assist in the diagnosis and identification of special needs.
8. to provide marking and dialogue that is consistently of a high quality to ensure that pupils understand, in detail, how to improve their work
9. To ensure continuity and progression throughout the school and to assist in the smooth transition to other schools.
10. To give the Head Teacher and subject leaders a general picture of development within the school.
11. To communicate information to all members of staff.
12. To provide relevant information to various outside agencies where appropriate.

ASSESSMENT PROCEDURES

Teachers, teaching assistants and pupils are all actively involved in the assessment process and this information is shared regularly with parents, carers and governors.

Assessment is a continuous process, beginning when the child enters the Early Years Foundation Stage and continuing to the end of Key Stage One. All Interactions between adults and children provide opportunities for consideration of strengths and areas for development but there are three main ways in which we collect assessment information:

1. Activities planned with clear learning objectives and where the criteria for the success are clear and have been shared with the children, allow teachers to make individual or group assessment against the criteria.
2. Specific activities which are designed to include substantial listening or questioning related to specific areas of learning allow a great deal of assessment information to be gathered. Posing open-ended questions and allowing children to give extended answers gives teachers a lot of information about what a child knows, understands and can do, and possible misconceptions.
3. Observations of/times when a child does or says something that is recognised as being significant.

These types of assessments do not involve extensive record-keeping. Notes on planning sheets, class grids, post-it notes etc are acceptable. They allow this kind of assessment to be retained for future consideration.

These more formal assessments occur throughout the year:

- Independent writing- twice each term in F2 and Y1, twice each half-term in Y2.
- Reading group assessments F2 (terms 2 and 3), Y1 and Y2. The children are assessed termly against levelled reading targets.
- At least half-termly throughout Y2 and for some children in the summer term of Y1, the children are assessed in Literacy and Maths using previous year's SAT publications and other specific assessment materials.
- The children's phonic knowledge is assessed half-termly and the children grouped accordingly.
- The children's ability to both read and spell high frequency words is assessed termly.
- End of Key Stage One tasks and tests (SATs)- these summative assessments at the end of year two and are used to confirm teachers' own judgements. The end of KS1 assessments are used to inform the local authority and KS2 teachers of the children's abilities.

English, Maths and Science are assessed termly. PE, History, Geography, ICT, Art & Design are assessed at the end of the year.

The EYFS Profile – the summative assessment of individuals' achievement at the end of EYFS- occurs in the Summer Term.

Tracking Progress from EYFS to the end of KS1.

We are aware that with the introduction of the three bands of progress within Early Years Foundation Stage, careful consideration has to be given to the way in which we link these levels of attainment to Average Points Scores in Key Stage 1.

The progress of Y1 and Y2 children is measured using APS.

According to current Ofsted subsidiary guidance the following judgements are made relating to APS scores.

6 points progress = expected progress
8 points = exceeding expected progress
10+ points progress = good progress
12 points progress = outstanding progress

Good progress can be summarised as 5 points progress per year group.

Outstanding progress can be summarised as 6 points progress per year group.

It is important that the progress of each class, as well as each cohort is analysed. Each class and cohort must also be split into sub-groups, eg. by gender, term of birth, SEN, Pupil Premium.

On entry into Y1, the children making Expected and Exceeding progress are plotted onto the APP grids for Speaking and Listening, Reading, Writing, Maths and Science.

Self Assessment

We recognise that the more children understand about, and take responsibility for, their own learning, the more effective it will be. We aim to ensure that children are clear about learning outcomes and the steps towards achieving them. They are then given opportunities and are supported in making realistic assessments of their own learning needs.

Teachers ensure that:

- Learning objectives for all subjects are shared with the class and are revisited to consider progress. Often teachers use their interactive whiteboards to highlight success according to class self-assessment.
- Writing targets are set for work groups and displayed in the children's writing books. These are in child-friendly language. Children are regularly asked to make judgements on their own progress towards these targets or to share their opinions with a friend.
- Regular *thumbs up/down/half way* informal opportunities occur in all subjects. This allows children to reflect on their own progress in a realistic, non-threatening way. This kind of assessment also allows teachers to see how a whole group is feeling about its movements towards a goal.

- Children often have the opportunity to mark their own or their partner's work against clearly defined criteria. This requires children to have a real understanding and focus on objectives, so that they can make justifiable judgements about them.

Marking

It is generally understood that the most effective feedback for young children is when it is immediate and verbal. We are aware of the vital importance of speaking and listening to young children's learning. We aim therefore, wherever possible, to discuss work in progress with the child. This allows teachers the opportunity to support learning by reminding, guiding and encouraging thinking. It also allows time for acknowledgement of effort and for success towards/reminder of the learning objective.

Our actual marking procedures are detailed in our Marking Policy (within this document). Teachers believe that children marking their own work (individually or in collaboration with a partner) is a very powerful learning tool. It enables children to assess more carefully and notice their success and areas for development.

BROAD GUIDELINES

1. Recording should be of a positive nature.
2. Records should be clear and meaningful.
3. Records should include all information required by the National Curriculum and Religious Education, in accordance with the school policy.
4. Records should present a broadly based picture of the child, involving all positive aspects of development.
5. Children and parents should be involved in recording and evaluation.

CONCLUSION

Assessment is an integral part of the school's curriculum plan and strategies for learning. Recording achievement recognises not only the skills and knowledge in written form but also practical skills, social attitudes and personal qualities which represent the wider aims of education.

POLICY INTO PRACTICE

EFFECTIVE MEDIUM & SHORT-TERM PLANNING

- This takes into account the range of needs and abilities within the class in the core subjects
- Takes into account a set of teaching styles which reflect children's different learning styles
- Regularly provides children with the chance to reflect and talk about their learning and progress against targets
- Uses a range of assessment methods- observing, asking questions, listening, assessing pieces of work and testing
- Uses the results of assessment to decide what to do next
- Ensures that all other adults working in the classroom are clear about their role in assessment, and will pass on information about the children.
- In Literacy and Maths, the APP objectives are used to set lesson objectives.

MARKING AND PROVIDING FEEDBACK TO THE CHILDREN

Effective marking will

- Be consistent
- Provide prompt, regular feedback either written or oral about the children's work
- Focus the response on the learning objective
- Provide opportunities for children to assess their own and others' work and give feedback to one another
- Ensure children understand their success and know what they need to do next to take the next steps in their learning.

RECORDING AND EVIDENCE

- Manageable records are kept.
- In KS1 teachers complete APP records for Reading, Writing, Maths and Science
- Detailed individual phonics records are kept throughout FS2 and KS1
- Guided Reading records and individual records of the children's ability to read high-frequency words are kept.
- Plans are annotated to indicate progress and next steps
- Examples of children's work are used by teachers to help them understand their strengths and how they can improve
- In Literacy, Maths and Science attainment is levelled and an Average Points Score awarded.

- Children’s data is stored within a computer system (O-Track). Tracking grids and reports are produced termly by this system. Key target groups are identified, together with vulnerable groups, and their progress is closely tracked.
- Annual reports are written and shared with parents.

DATA ANALYSIS

- We analyse our data and use the results to inform our school improvement planning.
- We consider year on year trends and use these to inform our current priorities/targets
- We create action plans to achieve agreed improvements in the key areas of Literacy and Maths.

GROUPING PUPILS

Assessments are used to inform pupil groupings.

- In reading, guided reading groups of up to 6 children are created as a result of the children’s ability to read Book Banded books. Phonic reading assessments result in children being placed in phonic ability groups.
- All our F2, Y1 and Y2 children receive a daily phonics lesson and are taught in groups according to their phonics ability.
- In Literacy and Maths lessons, teacher differentiate between average, below average and above average children and plan activities accordingly.
- Y2 children are taught in ability groups for maths.
- Our more able Y2 children receive separate tuition in Literacy and Maths, several times each week.
- Assessments also identify SEN children and inform teachers of these children’s needs which are outlined in an Individual Education Plan (IEP).

INVOLVEMENT OF TEACHING ASSISTANTS

Teaching assistants are used throughout Literacy and Maths lessons to assess and support the children’s learning. They make judgements in the following ways:

- They observe children during whole-class sessions and make notes on key children
- They conduct Guided Reading sessions and make comments on group recording sheets. They also focus on an assessment focus within a reading session and note those children who have attained the required criteria.
- TAs support key groups within our Maths lessons. They are made aware of the key learning objectives and note progress towards these objectives on a group grid.

- Our TAs deliver daily phonics sessions to groups of children who are reading at a similar level. It is our policy that TAs do not work with more than 10 children at any one time. (Our teachers have the largest phonics groups.)
- TAs are encouraged to make notes on any child whenever they feel this is appropriate. For example, during a Science lesson a Teaching Assistant will make a note of any significant observations made by a child.
- TAs will give feedback to class teachers both during and at the end of a session.
- TAs ensure that the children are purposefully on task when required to complete independent activities, while the teacher works closely with a guided group.

DEFINITION OF APP (Assessing Pupil Progress)

APP is a process of structured periodic assessment for mathematics, reading and writing. It supports teachers by promoting a broad curriculum and by developing teachers' skills in assessing standards of attainment and the progress children have made. It involves 'stepping back' periodically to review children's ongoing work and relate their progress to National Curriculum levels, and provides information to help teachers plan for the next steps in children's learning.

Using APP materials, teachers can make level judgements for each of the following National Curriculum attainments targets:

- Reading
- Writing
- Using and applying mathematics
- Number
- Shape, space and measures
- Handling data

Based on the assessment focuses (AFs) that underpin National Curriculum assessment, The AFs sit between the National Curriculum programmes of study and the level descriptions. They provide a more detailed assessment framework against which teachers can judge the outcomes of their teaching and their children's learning. They are tools for assessment, **not learning objectives**.

For each Assessment Focus there are two or three bullet points at every level. These are level-related criteria which identify what to look for as you observe your children's classroom work.

the APP approach improves the quality and reliability of teacher assessment.

DEFINITION OF AFs (ASSESSMENT FOCUSES)

Assessment focuses are based on the National Curriculum programmes of study and level descriptions. They cover the areas for assessment and provide the framework for National Curriculum tests. Using AFs for classroom-based assessment enables a direct link to be made to the National Curriculum standards in a subject and the Primary Framework learning objectives.

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For each Assessment Focus there are two or three bullet points at every level. These are level-related criteria which identify what to look for as you observe your children's classroom work.

The process of making a periodic teacher assessment judgement using APP involves matching the criteria for a given AF to qualities you have noted in your children's work, then refining your judgement by checking the criteria above and below.

In APP, teacher assessment judgements draw on the full content of children's work, whereas a test can only provide a sample.

HOW WE IMPLEMENT APP

Key points

- APP is used periodically to review children's work and we gather evidence on a termly basis.
- We use the work that's already in our children's books and make use of any 'sticky notes'/class grids on which we've captured some of their spoken contributions in class. We also take into account what teachers and/or teaching assistants see the children do in the course of their work.
- To help teachers make their judgements they discuss with colleagues the range of evidence in a small selection of the Standards Files.
- We assess our children's work against the assessment criteria provided by the National Strategy and this provides a profile of learning for each of our children. This also enables us to track their progress over time.
- At the end of each term, we review children's work. Since we have already marked and responded to this work, the opportunity to step back at regular intervals enables us to take a broader view of our children's achievements over the whole subject and over a period of time.
- We use a separate Assessment Guidelines sheet for each child and highlight the criteria children have met across a range of evidence provides a visual picture of their strengths as well as gaps in their learning. This also provides a useful basis for a conversation with pupils and their parents or carers.
- It provides opportunities to collaborate with colleagues in order to agree what constitutes 'success' for the various assessment criteria can provide a rich source of professional development.

The Benefits of APP

- Provides a detailed profile of what a pupil can do in relation to the Assessment Focuses.
- APP accurately informs the next steps in a pupil's learning
- It helps learners recognise the standards they are aiming for

- It uses teacher assessment rather than just a test
- It contributes to improved teaching and learning
- It provides a national curriculum attainment level based on holistic judgements rather than an accumulation of marks
- It involves the teacher and learner in reviewing and reflecting on attainment.

The Basic Approach to APP

Step One: Consider evidence

- Make use of the pupils' existing work in their workbooks and folders
- Make use if any observations which have captured some of the pupils' contributions in class
- Identify pieces of work from across the curriculum that will provide significant evidence

Step Two: Review the evidence

- You are reviewing rather than assessing the work for the first time
- Highlighting the criteria pupils have met across a range of evidence provides a visual picture of their strengths as well as gaps in their learning
- Opportunities to collaborate with colleagues can provide a rich source of professional development

Step Three: Make a judgement

- Make a judgement based on a range of evidence
- If there is sufficient evidence, consider adjusting your planning to provide a fuller evidence base
- Share and discuss samples of pupils' assessed work to ensure consistency
- Discuss pupils' progress and gaps in their learning

Use of Portfolios

APP is not about creating portfolios, but we keep samples of a small number of children for moderation purposes.

