

Princefield First School
Assessment for Learning Policy

Introduction

At Princefield First School, we believe in maximising individual potential for all pupils and recognise that assessment plays a major part in achieving this. Assessment is a vital and integral part of the process of learning.

Aims

The aims of assessment in our school are:

- to enable children to demonstrate what they know, understand and can do in their work;
- to help children understand what they need to do next to improve their work through effective, targeted feedback and marking
- to improve teaching and learning by using assessment to inform future teaching and allow teachers to plan work that accurately reflects the needs of each child;
- to diagnose difficulties in learning in order to provide intervention strategies or extension activities for the most able
- to make predictions and inform target setting to raise expectations and standards;
- to analyse performance of different groups so that intervention may be taken if appropriate;
- to provide regular information for parents that enables them to support their child's learning;
- to provide the Headteacher and governors with information that allows them to make judgements about the effectiveness of the school.

Assessment Approach

We take an 'assessment- centred' approach with staff drawing on both **formative and summative** assessment to fully inform them of the children's progress.

Formative Assessments

At Princefield this involves:

- Sharing learning objectives and success criteria with pupils each lesson so that they clearly understand what they are learning, why they are doing it and what they are expected to achieve by the end of the lesson.
- Providing feedback to promote learning and inform the next steps in planning and learning. This may be through verbal feedback or by written feedback in the children's books. (See Marking and Responding Policy)
- Careful questioning by the teacher within lessons to check on children's understanding **throughout**, so that any misconceptions or errors are addressed straightaway.
- Pupils assessing their own work against the differentiated success criteria as well as their peers.

- Target setting through the process of 'Learning Conversations' as an integral part of the assessment process. These occur termly and provide one to one time for each child to discuss their learning with their teacher, including reflecting on their last target and identifying areas for improvement which then leads to the setting of their next steps target.
- Staff use 'Assessment Grids' in reading, writing and maths, linked to the New National Curriculum, to assess and track progress in order to judge where children are in relation to age-related expectations for their year group. Staff update these every 4- 5 weeks as a minimum.

Recording Evidence

Assessment of reading, writing and maths is recorded on skills grids. These provide an overview of progress in relation to age-related expectations and are used to identify children who are not making good progress, so that intervention measures may be put into place. Every four/five weeks staff update these sheets in order to ensure the children are moving forward with their learning or are having opportunities to apply their skills and broaden their knowledge.

Reading

Children's individual reading is recorded in the home-school links book. The children's reading targets are also placed in here alongside comments from teachers on the progress made towards these through guided reading. Teachers also keep their own records of children's individual performance in reading through guided reading record sheets and by tracking the book band they are on. Assessment of phonics and spelling and reading of high frequency words is recorded on the appropriate sheets and passed on to the next teacher with the skills grids. (See Reading Policy for more detail)

Writing and Maths

Learning Conversation sheets detailing children's progress and targets for improvement are found in their literacy and maths books. Staff and pupils regularly refer to them through marking and feedback. For writing, staff use their Writing Skills Grids alongside an overview grid for Spelling, Grammar and Punctuation to ensure coverage and collate assessment evidence over time. For Maths the skills grids have a supplementary 'mental maths' section added to them to ensure this important area is covered and assessed in detail.

Science

Teachers assess pupils scientific skills and highlight these on a grid which tracks progress across the year groups.

Foundation Subjects

Staff assess the Foundation subjects by assessing each topic taught using X, Y, Z as abbreviations, which mean the following:

X Working below age-related expectations

Y Working at age-related expectation

Z Working beyond age-related expectation

These are recorded on an overview sheet showing all the topics taught which allows staff, at the end of the year, to come to an overall decision of whether children are on track to meet end of Key Stage age related expectations.

French

Formative assessment takes place of speaking and listening skills, as well as pupil's ability to reading and write words and phrases for each topic using the X,Y,Z format.

Summative Assessments

These serve the purpose of summarising what has been learned over a period of time and includes testing and measuring performance through teacher assessment.

At Princefield this includes:

- end of KS1 SAT test material
- Foundation Stage Profiles
- Baseline tests at the beginning and end of Reception
- GL Progress in Maths and Progress in English standardised tests for Year 4
- NFER Spelling Tests

Data Collection

For Years 1,2,3 and 4 this occurs twice yearly.

Data Collection One

This takes place at the end of January.

It provides the opportunity to check if pupils are on track to meet age-related by the end of the school year.

Data Collection Two

This takes place towards the end of June when all test and teacher assessments have been collated and moderated both within school and for Year 2 and 4, across other schools locally. Staff use the tests (mentioned above), to benchmark attainment alongside their own teacher assessment to come to an end of year judgement for each subject. This states whether each child is above, below or working at age-related expectations.

Assessment in the EYFS

Nursery and Reception use both formative and summative assessment. This is carried out through a mixture of informal and more formal observations and interaction with the child. All information is collated and we use tracking sheets to monitor progress against age related expectations as set out in the Developmental Matters overview document and this is used to identify the next steps in learning. Literacy and Mathematical next steps are documented in our termly 'Learning Conversations'. (See note in school assessment approach).

All this is under-pinned by regular discussions amongst the early year's staff.

We observe the children working independently both indoors and outdoors. Records of such observations are made on the class or individual record sheets. Children are assessed during adult focused activities against the objective for that activity. A note is made of those children achieving above or below the objective. These are updated on a regular basis to monitor progress and inform planning. Samples of the children's work are

kept in the child's record of achievement folders or book as appropriate. Every child has a learning journey which contains examples of their achievements throughout the year.

Information gained through recording and assessment will be shared with parents, other school staff and outside agencies as appropriate.

Parent's evenings are held twice a year and provide parents with an opportunity for parents to discuss their child's progress. Parents can contact the staff at any time; all children have a school link book to keep in regular contact. Parents are encouraged to contribute to their child's learning journey by; adding things to the child's home school link book or completing a 'proud cloud' or 'HIP note'.

From September 2016, primary schools will be required to conduct a baseline with Reception children on entry into school. At Princefield we will be using GL Assessment's Reception baseline to measure literacy, language and mathematics.

Data is collected on entry, in December and April and the end of June. The Early Years Foundation Stage Profile is completed at the end of the Reception year.

Staff completing the profile attend annual moderation meetings with other colleagues as well as moderating in school.

Reporting to Parents

We have a range of strategies that keep parents fully informed of their child's progress in school. We encourage parents to contact the school if they have concerns about any aspect of their child's work.

Parent's evenings are held termly at which, parents are given the opportunity to talk to their child's teacher about their progress. During the summer term all parents receive a written report of their child's progress and an end of year grade detailing whether they are below, above or working at age-related expectations for their year group. For Reception and Year 2 this is benchmarked data that allows comparisons to be made with results nationally.

We write individual comments on the core subjects and provide an overview of where each child is working in relation to age-related expectations for the foundation subjects. The child's annual attendance is reported alongside behaviour and attitudes to learning.

Target Setting

The school is involved in target setting at the following levels:

PUPIL TARGETS - individual curricular targets are set termly for reading, writing and numeracy. Individual, group or class targets may also be used across a series of lessons in other subjects

SCHOOL TARGETS – the school sets challenging targets at the beginning of each academic year for each age group, predicting the % of children expected to reach age-related expectations and the % expected to exceed age-related expectations. Previous assessment data is analysed alongside tracking individual's projected progress between the key milestones. These include Reception baseline to the end of KS1 and end of KS1 to end of Year 4. The expectation is that all children will make at least expected progress unless there are educational or other significant reasons why not. At Princefield we expect the majority of pupils to demonstrate good progress.

NATIONAL TARGETS/FLOOR STANDARDS- Government proposals for levels of attainment. The expectation is that at least 85% of children reach age-related expectations by the end of Year 6.

Inclusion and Equal Opportunities

Our staff provide learning opportunities matched to the individual needs of the pupil, regardless of their ability, cultural, religious or sexual identity. Where pupils have English as an additional language or other special need, the type and extent of the difficulty experienced by the pupil will be taken into account when pupil progress is assessed. In many cases, needs will be met through greater differentiation or use of p scales where appropriate. In some cases, specialist equipment, adapted activities or an amanuensis may be provided. Children's individual targets may be the same, or additional to those on their Provision Map, depending upon the needs of the child.

Roles and Responsibilities

Teachers

Individual class teachers are responsible for the implementation of assessment procedures. Teachers should ensure that any assessment informs future planning and is relevant to the learning objectives covered. Planning and teaching should be differentiated and adjusted in response to pupils' learning needs.

Targets should be set with children on an individual basis and marking should inform children on how far they have achieved these targets. The class teacher should liaise closely with the Learning Support Assistants and give guidance as to the nature of any assessments that take place. It is the responsibility of the class teacher to complete the agreed skills grids, monitor progress of individuals and identify individuals/groups within their class that are not making expected progress. Individuals/groups causing concern should then be reported to the appropriate person (Literacy and Numeracy Leads, SENCo or Headteacher).

A class teacher should:

- promote a classroom ethos that values and involves the pupils in their learning
- know where pupils are starting from;
- gather information about progress by using a variety of assessment techniques to suit the pupils and the nature of the learning e.g. observation, discussion, conferencing, questioning, error diagnosis, analysis, marking, self/peer assessment, testing
- use the information to move the pupils' learning forward
- share clear learning objectives and the criteria for successful learning; explain, model or engage pupils in conversation about what will make good quality work
- enable the pupils to know what they are learning why they are learning it and how it fits into the 'big picture' of the curriculum
- help pupils understand how they learn effectively
- Know whether the class overall learned what was planned;
- Know which pupils need more help or extension work and in which areas;
- Use assessment information to evaluate the effectiveness of activities, resources and staffing in a bid to do it better next time.
- use questioning, self assessment, effective marking and feedback to help develop learning

- use analysis of national tests, optional tests and other assessment to identify strengths and areas of weakness and make a difference to their planning

Teaching Assistants

Teaching Assistants keep assessment records under the direction of the class teacher and/or SENCo for the children with whom she/he is working. The Teaching Assistant should be aware of individual children's targets particularly those with special educational needs and discuss regularly with the child the progress that they are making towards reaching these targets and ways forward in which the child might achieve them.

Curriculum Leaders

Curriculum leaders of all subjects should be monitoring standards in their subject and should ensure that assessment is identified clearly within school and subject documentation. Co-ordinators should be familiar with assessment methods for their subject and where necessary advise staff on particular assessment procedures relevant to the subject which they co-ordinate. They should be aware of the aspects of the curriculum and teaching that need to be strengthened in their subject.

Core curriculum leaders should be familiar with performance results for SATs tests. They should analyse assessment data available for their subject to help clarify patterns of performance over time, identify areas for development and responses to specific teaching approaches or new initiatives. Findings should be discussed with the Headteacher. They should use assessment information to inform their subject development plans as part of the wider School Development Plan.

Headteacher & Senior Management Team

The Headteacher has overall responsibility for monitoring assessment to ensure that progress is tracked and necessary interventions are made to ensure that each pupil reaches his or her academic potential. The Headteacher will monitor progress, compare performance across year groups and sub groups, such as gender or ethnic minorities and with other schools. The Headteacher will be aware of the aspects of the curriculum and teaching that need to be strengthened.

The Headteacher and Senior Management Team discuss the progress of assessment, recording, reporting and achievement of children's work and this is disseminated to staff. The Headteacher will inform the governing body of the school's standards and improvement through the Headteacher's reports to the governing body.

Governors

The governing body will ensure that the school meets the assessment and reporting arrangements set out by the DfE. They will understand what Assessment for Learning is and embed it in the aims and vision of the school. They will have a sound working knowledge and understanding of the Data Dashboard as well as the school's RAISE Online Report and how this is informing and driving forward school improvement.

Policy Review

Assessment Policy 2015

This policy summarises our approach at this time and will be amended, as necessary, as staff implement these new approaches over 2015-16. It is hoped a final policy will then be agreed subject to further government/OFSTED policy change.