

Forty Hill C.E. School

Assessment Policy



“Assessment is the judgements teachers make about a child’s attainment, based on knowledge gained through techniques such as observation, questioning, marking and testing.” OFSTED

This policy includes reference to the 2017-2018 Teacher’s Assessment Framework: TAF

In 2014 the Government made some significant changes to the process of assessment in Primary Schools. The current expectations describe the range of skills that a child should acquire over the academic year. There are various terms in use at present and we have chosen not to be prescriptive in this policy, as the actual term used is immaterial. In general, the terms describe the three stages of starting to demonstrate a skill, demonstrating gathering proficiency and showing complete confidence in the skill. Once the child has demonstrated that they are able to use the skill, they will have the chance to show **‘mastery’** i.e. the use of the skill in their independent work. This may well be in another subject, e.g. presentation and interrogation of data in science; description of a scene in history.

Both Assessment for learning and Assessment of learning is used at Forty Hill CE School and are imperative to ensure that all of our children are achieving their potential and making consistent progress.

Assessment for learning

- is part of effective planning
- focuses on how pupils learn
- is central to classroom practice
- is sensitive and constructive
- promotes understanding of goals and criteria
- helps learners know how to improve
- develops the capacity for peer and self-assessment
- recognises all educational achievement.

Assessment of learning

- measures children’s abilities against national standards
- helps us maintain a record of how each child is improving, so that we can see quickly if there are any specific areas where they need more help
- can be assessed using tests
- happens at the end of a unit of work, half term, term or year
- enables us to give a numeric score (Numeric scores enable test-takers to be compared with a large, nationally representative sample)
- is part of the statutory requirements of our school

Assessment will be used in the following ways:

- **formative** - the information gained "forms" or affects the next learning experience. The most crucial kind of assessment is ‘assessment for learning’ which is done each lesson so that the work for the following day can be planned appropriately.
- **diagnostic** - finding out what attitudes, knowledge, understanding or skills are not properly learned or acquired and are therefore creating barriers to learning.
- **evaluative** - informing the strategic planning and direction of the whole school by evaluating the impact of planning, teaching and the curriculum on pupils' achievements.
- **summative** - systematic recording of information which leads towards a summary of where the pupils have reached at a point in time. This is an essential tool for identifying progress over time.

Timetable of assessments at Forty Hill CE School

Formative assessment is a continuous process at Forty Hill CE School, allowing teachers to use the assessment information collected on a daily basis to plan effective lessons for their classes, to ensure that children are making effective progress and that where children need additional experiences, extra support or clarification, opportunities are provided. Summative assessment indicates a child's independent response to a topic. Assessment data (summative data informing ongoing teacher assessment) should be prepared for pupil progress meetings, so that it can be analysed to ensure that individuals and cohorts are making the progress expected according to local and national standards.

Assessment is gathered in a variety of ways:

- questioning – teachers ongoing informal assessment, happening throughout the lesson
- observations
- pupil discussion
- pupil self- and peer assessment
- marking
- levelling against National Curriculum age related expectations
- Testing and teacher assessment
- TAF
- SATs and formal statutory testing

Recording

Recording of assessment information should be manageable and useful as well as being sufficient for legal reporting arrangements and accountability purposes. There is an assessment grid for each class where progress in reading, writing and maths is recorded. These are Excel grids based on the work of Michael Tidd (a Deputy Headteacher from Nottingham who was part of the Assessment change programme). The expectations for the year group, and expectations working towards the TAF, are down one side of the grid, with the pupil names at the top. As the pupils demonstrate a skill once, the teacher enters 1, further demonstrations will score a 2 and once the teacher feels that the element is secure, they will score a 3. Excel will calculate each pupil's progress over that year group as a percentage of the whole.

Year 3 Writing Objectives		Josh	Josquill	Mirhamna	holly	Laurin	Kerrin	Laura	Teresa	Ken	Josh
I can use prefixes and suffixes and understand how to add them		2	1	2	2	2	2	2	2	2	2
I can spell further homophones		2	1	2	2	2	2	2	2	2	2
I can write down accurately what you are saying to me		3	2	3	2	2	2	2	2	2	2
I can use the possessive apostrophe accurately with regular plurals		3	2	3	2	2	2	2	2	2	2
I can use the first three letters of a word to find it in a dictionary		2	1	2	1	1	2	2	2	2	2
I can spell year 3 words that are often misspelled		2	2	2	2	1	2	2	2	2	2
I can use appropriate handwriting joins		1	1	1	1	2	2	2	2	2	2
I can attempt to copy the features of existing texts to shape own writing		1	2	2	1	2	2	2	2	2	2
I can build sentences with varied structures		3	2	3	3	3	3	3	3	3	2
I can organise paragraphs around a theme		3	2	3	3	3	2	2	2	2	2
I include adjectives and adjectival phrases when describing character		3	1	3	1	3	3	3	3	3	2
I can use figurative language to enrich my text		3	3	3	1	2	2	2	2	2	2
I write more than one sentence in the description of the setting		3	3	2	1	2	2	2	2	2	2
I can plan a plot and maintain the story line throughout the piece		3	1	3	2	2	2	2	2	2	2
I can use headings in non-fiction		3	1	3	1	2	2	2	2	2	2
I can use a range of conjunctions to express cause (if, but, so, because, however, although)		3	2	3	1	2	2	2	2	2	2
I can use pronouns accurately		2	1	2	1	1	2	2	2	2	2
I can use a range of adverbs		2	2	2	2	2	2	2	2	2	2
I can use a range of time conjunctions (after, as, before, since, then, that, though, until, when and)		2	3	3	1	1	2	2	2	2	2
I can use a range of prepositions		2	3	3	1	2	2	2	2	2	2
I can start a sentence with an adverbial		2	3	3	1	2	2	2	2	2	2
I know how to create plurals		3	1	3	1	3	2	2	2	2	2
I can use the form 's' or 'ed' correctly		3	2	3	2	3	2	2	2	2	2
I can use the present perfect form of verbs in contrast to the past tense		3	2	3	1	2	2	2	2	2	2
I consider my audience before I start to write		3	1	3	1	3	3	3	3	3	2
I can recognise when to use a formal or informal style in my writing		1	3	3	1	2	3	3	3	3	3
I continue to use . ! ? () accurately		1	3	3	2	2	3	3	3	3	2
I can use and punctuate direct speech correctly		3	2	3	2	2	2	2	2	2	2
I proofread own work for spelling and punctuation errors		3	3	3	3	3	3	3	3	3	1
I can uplevel vocabulary when prompted		1	1	1	1	1	1	1	1	1	2
I can read aloud my own work using appropriate intonation, tone and volume		3	2	3	1	3	1	2	2	2	2
Total (potential 93 points)		25	35	35	35	46	38	38	38	38	35
Percentage		27	38	38	38	49	41	41	41	41	38

These files are held on the MLE and are available for all staff. Anonymised data will be shared with Governors who are responsible for ensuring effective pupil progress.

Check Point 1	End September	Check Point 4	Mid March
Check Point 2	Mid November	Check Point 5	Early May (SATs)
Check Point 3	Mid January	Check Point 6	Late June

Check Point 1 is a 'baseline' for everyone in the school. Any concerns at this stage will be discussed with the SENDCO and Headteacher. Following Check Point 2, 3, 4 and 5, pupil progress meetings with the class teacher (and support staff where possible) will take place to discuss individuals and the progress made. From here, targeted teaching or interventions can be planned to support children's learning.

The final checkpoint is before reports are to be submitted, to enable staff to have final data for the reports. After data collection at Check Point 6, the children will start on the next year's assessment grids, which will then be passed up to the next teacher.

Expected Progress and Mastery

The '3 point' system totals to 100%. At Forty Hill, we expect **all children** to achieve a minimum of **80%** coverage for the year. Of course, some children will have completed 100% of the year group's expectations and will be showing mastery in some of the elements. Some children will have had support and individualised work, but they still might

not have achieved the expected level. These children will have a personalised **case study** written for them by the teacher following pupil progress meetings and will continue to have support next year. Throughout the year, all children will be given opportunities to show their ‘mastery’ of an idea or skill. This is when they are able to explain or justify their ideas and apply them to new areas of their learning. To show mastery in greater depth, for example, rather than just using adjectives in their writing, they can say *why* they chose the specific adjective and what effect they were hoping to have on the reader.

Percentage	ScholarPack
0-10%	3.1
11-25%	3.2
26-45%	3.3
46-60%	3.4
61-79%	3.5
80-100%	3.6

The data from each class is collected half termly on to our management information system (ScholarPack). This allows us to track the progress of individuals, groups or whole classes and lets us see ‘whole school’ trends.

Reporting to Parents

In the summer term, parents will receive a written report detailing their child’s achievements and progress against age related expectations. The written reports also include targets for maths and English for the coming year. Targets are also shared with parents in the Autumn and Spring terms. Parents are encouraged to approach staff at any time with concerns or queries about their child’s progress and achievements. Enquiries to the SENDCo, Headteacher or Governors will be referred back to the class teacher in the first instance.

Feedback to Pupils

Feedback to pupils is the most important part of assessment and it is essential for children to make effective progress. Children need to understand what is expected of them, when they are achieving well and how they can improve their performance. Pupils are also encouraged to comment on their own work and that of their peers and make suggestions for next steps in their learning. The feedback can be verbal or written. Written feedback is usually related to the learning objectives and success criteria for the lesson. *Please see our marking policy for more details.*

SEND

The Assessment Coordinator (currently collective responsibility of SMT) and SENDCo and any other adult who has been working specifically with that child, should analyse the progress made by SEND pupils. Pupil tracking and progress against individual targets will be part of the Pupil Progress meeting. The SENDCo will have half termly meetings with each TA/LSA to assess whether inclusion work is being effective and whether further inclusion work/a different programme/training for adults/outside professionals are necessary.

Roles and Responsibilities

Assessment Co-ordinator (currently collective responsibility of SMT)

- Update the policy in the light of DCSF advice and requirements;
- Be the contact person for the LA regarding assessment arrangements, timetable for SATs etc.
- Lead the development of assessment policy;
- Organise staff INSET ensuring development of practice;
- Develop and help to monitor school assessment policy and practice;
- Keep up to date with current assessment thinking and practice
- Ensure that assessment priorities are addressed in the School Improvement plan
- Liaise with subject coordinators and class teachers
- Assist Headteacher with setting challenging whole school targets

Subject Co-ordinators

- Lead whole staff moderation meetings in their subjects;
- Monitor consistency of standards across the school, through work scrutiny
- Be the contact person for their subject for the LA
- Analyse EYFS, KS1 and KS2 results and tracking information in their subjects

- Advise staff of outcomes of assessment

Class Teachers

- Make on-going assessments to inform their daily and weekly planning
- Make formal assessments at each check point
- Keep a record of children's achievements in line with this policy
- Report to parents
- In the case of Y2 and Y6, administer SATs
- Use Assessment for Learning strategies in their lessons
- Give children guidance and feedback on their work so they know how to make progress
- Moderate judgements with colleagues, both internally and externally throughout the year

SENDCo

- Co-ordinate the identification and assessment of children with SEND
- Monitor effectiveness of interventions/targeted teaching
- Lead interventions/targeted teaching where necessary
- Liaise with LA and stays up to date with available intervention schemes
- Manage vulnerable children whose emotional state is putting their learning at risk.

Staff Training

There is regular INSET planned in the staff meetings and INSET days including sharing good practice and opportunities to moderate work.

Accepted by the Governing Body: October 2017

Review Date: October 2019

This policy may be altered throughout the year as the assessment process embeds and we receive more input.