Assessment Policy

Normand Croft Community School
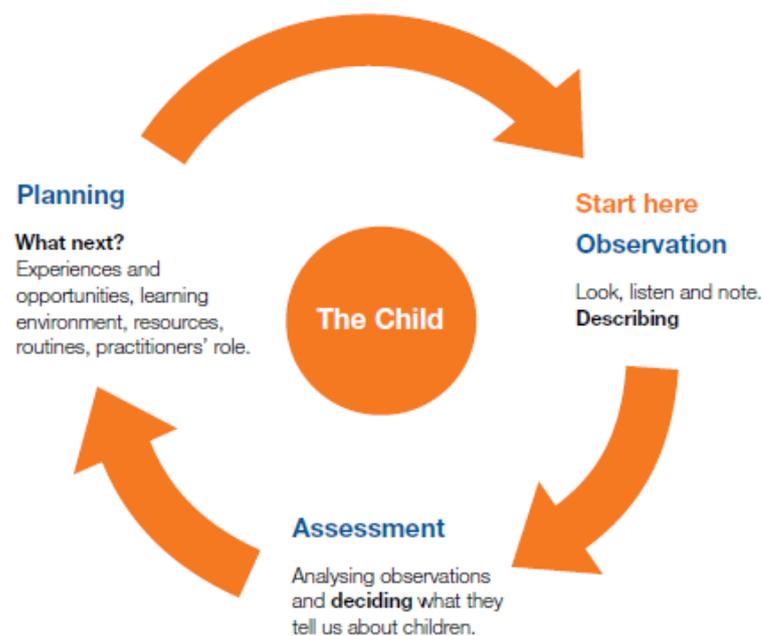
An International Family of Learners

Policy Reviewed:	**Spring 2019**
Next review:	**Spring 2021 or earlier if required**

1. **Our Approach to Assessment**

   a. We believe that assessment should place the child at the centre of his/her learning and should raise achievement for all.

   b. We believe that through embedding *Assessment for Learning* [AfL] throughout the school, we are able to focus on and support the progress of each individual child.

   c. Our approach is grounded in best practice and based around the observation, assessment and planning cycle.

Planning

What next?
Experiences and opportunities, learning environment, resources, routines, practitioners' role.

The Child

Start here
Observation

Look, listen and note.
Describing

Assessment

Analysing observations and **deciding** what they tell us about children.

2. **Context of assessment in Early Years**

   a. Assessment and the tracking of progress starts with daily observations of:

      i. children's learning and development

      ii. relationships with others

      iii. how they explore and interact with the learning environment.

   b. Assessment is based on observation of predominately child-initiated activity.

3. How we assess children's learning

a. **Early Years**

   i. Evidence is collected through daily observations and team discussions and these are captured in the child's individual learning journeys using an on-line programme called *Tapestry*.

   ii. All evidence (e.g. narrative observations, annotated photographs, verbal feedback) is used to make a judgement about where a child is currently working in a specific area of the curriculum, so that *next steps for learning* can then be identified, these next steps inform future planning and provision.

   iii. Parents/carers and children are encouraged to contribute to the assessment of learning.

   iv. teachers use the evidence collected over the term to give each child a 'best fit' judgement against the Early Years Outcomes tracker. This identifies children who are *developing typically for their age*, those *who are, or may be, at risk of delay* and *those who are ahead for their age*.

b. **Primary**

   i. Our assessment <u>for</u> learning approach is based on responsive teaching.

   ii. Teachers will:

      (1) use daily marking and feedback to inform future planning

      (2) plan lessons based on children's prior learning and encouraging self-selection of the appropriate level of challenge

      (3) share learning objectives – so children know what they are learning in a language suitable to the child's age *e.g. We are learning to... by the end of today's lesson you will be able to...*

      (4) identify success criteria - which will help children to know if they've been successful and encourage children to be effective, independent learners. Children and teachers will assess day-to-day learning against co-constructed success criteria in a variety of ways

      (5) expect children to indicate which learning zone they are currently working in – panic zone, learning zone, comfort zone.

      (6) use questioning effectively to identify the understanding of the children

(7)   listen to children's discussion in a variety of individual, paired or group situations to address misconceptions and move learning forward

(8)   use oral feedback and distance marking– informing the children about their progress and next steps for future learning (please refer to the separate marking and feedback guidance)

(9)   ensure that children are clear how to use self-assessment and peer assessment through modelling the processes

(10) identify whole class, group and individual targets / next steps

(11) update children's targets regularly

(12) participate in Pupil Progress Review and demonstrate a secure knowledge of the children in their class.

   (a)   class teachers will meet formally with the head teacher / deputy head teacher, assistant head teacher and Special Needs Co-ordinator (SENDCO) to discuss the progress of each child in their class on, at least, a termly basis

   (b)   as a result of the review, teachers will draft a termly intervention plan for their class

iii. Summative assessment is used to make periodic judgements about attainment. It summarises children's progress at a *specific point in time* e.g. mid or end of unit, termly or at the end of the year or key stage. It is an assessment <u>of</u> learning. External tests such as PIRA and PUMA standardized tests are used to inform/support teachers' overall judgements.

iv. The school is required to report levels of English proficiency for EAL learners in the schools' census.

4. **Baseline assessments:**

a. For children already in the school, the summer term summative assessment becomes their new baseline for the new academic year.

b. Early Years new intake i.e. those children entering Nursery and those new to Reception will be assessed within 6 weeks of their starting date. EY staff will also complete an Early Language Development screening.

c. Primary new intake i.e. those children arriving at times other than the statutory start in Reception, or in-year arrivals will be assessed in reading, writing and maths within 4 weeks

of their starting point. Where appropriate, First Language assessments will be completed by SENDCo and an interpreter.

5. **Target Setting**

   a. By the end of the autumn term in Reception, baseline assessment results will be used to set numerical targets for the % of children expected to achieve a good level of development.

   b. In Year 1, the EY Profile results and current assessment data will be used to set numerical targets for writing, reading, mathematics and science to identify % of children expected to achieve end of year expectations.

   c. For Years 2-6 numerical targets will be set for writing, reading, mathematics and science. These are challenging and ambitious and aim for as many children as possible to meet age-related expectations and or make at least expected progress at the end of the year.

6. **Standardisation & Moderation of Assessments: Early Years and Primary**

   a. The accuracy of our assessments will be monitored through standardisation and moderation exercises and discussions with peers, with the *Senior Leadership Team* (SLT), with colleagues from other schools and with external consultants. Staff meeting time will be given to curriculum leaders to facilitate internal moderation activities, as necessary. Curriculum leaders and the assessment leader, will work alongside staff to ensure accuracy, consistency and continuity in the moderation of assessments.

   b. Staff will attend relevant standardisation and moderation training offered by the local authority to ensure our approach to assessment is based on best practice.

   c. Staff will attend inter-school moderation sessions with local schools

   d. Moderation of the *'Prime areas, Literacy and Mathematics'* in Early Years and *'Reading, Writing and Mathematics'* in Primary will take place at least termly in staff meetings.

   e. *'Specific'* areas in Early Years and *'Science and the Foundation'* subjects in Primary will also be moderated over the course of a year.

   f. Moderation of our Early Years and Primary assessments will also be supported by the LA Early Years Advisory Teacher and External Consultants.

7. **Analysis of summative assessment data to review and track pupil's progress**

   a. **Early Years:** using the *Expected Outcomes* tracker, *'Tapestry'* and *SMARTEY* assessment system software, assessment data is analysed to identify individuals or groups of children

who may need interventions to meet or exceed age-appropriate expectations and to identify strengths or areas for development relating to the areas of learning.

b. **Primary:**

   i. As part of evaluating pupils' progress, teachers will consider:

      (1) the growth in children's security, breadth and depth of knowledge, understanding and skills

      (2) how well children are gaining and consolidating knowledge, understanding and skills

      (3) how well children including the quick graspers, engage in activities that deepen their knowledge, understanding and skills, rather than simply undertaking more work of the same difficulty.

   ii. The progress of pupil groups, especially disadvantaged pupils (those in receipt of pupil premium), and other groups including 'quick graspers', those with SEN or with a disability and 'joiners' to the school will be evaluated by SLT to see if any gaps are closing and so that timely interventions can be put in place. Progress of disadvantaged pupils will be compared with others in the school and also with other (non-disadvantaged) pupils nationally, where possible.

   iii. This broader analysis of summative assessment data will be used by:

      (1) SLT to inform priorities in the School Development Plan, identify specific actions that need to be taken and CPD

      (2) by middle leaders to identify trends across age phases and/or the whole school and appropriate targets are set

      (3) The Governing Body, currently delegated to the Performance and Quality Committee, to scrutinize the effectiveness of both assessment and quality of teaching and learning, ensuring that the SLT have an appropriate plan in place to address any areas for identified improvement.

8. **Recording and reporting progress and attainment**

a. **Early Years:**

   i. Assessment information from the *Expected Outcomes* tracker is used to record a summative judgement for each child onto our data management system S.M.A.R.T.E.Y.

ii. This shows whether a child is *emerging*, *developing* or *securing* within a particular age-related band.

iii. Nationally, children entering Nursery would be expected to be working within the band *30-50 months* and children entering Reception within the *40-60 months* band. At the end of Reception we record on SIMS Assessment Manager whether a child is *emerging*, *expected* or *exceeding* in relation to the Early Learning Goals.

b. **Primary:**

i. Assessments are recorded by class teachers on the S.T.E.A.M e-trackers for reading writing and mathematics and our assessment forms for science and foundation subjects.

ii. These assessments allow teachers to make an overall judgment of how well children are demonstrating key learning in these areas.

iii. A summative assessment code based on the teacher's overall judgement, E (*emerging*) D (*developing*), S (*securing*) or M (mastering) is then entered into SIMS Assessment Manager. The codes should not be confused with old national curriculum levels and do not equate with a 'level'. They describe how a child accesses the curriculum and how independently they demonstrate key learning.

iv. SLT and middle leaders are then able to monitor progress towards end of year expectations and check that each cohort is achieving well against age-related expectations. They are able to report the % of children *on track* to make *at least expected progress* from their given starting point.

v. At the end of the autumn term, most children should be able to demonstrate that they are emerging in the new curriculum for their age group. To be *'on track'* to meet end of Year 2 and Year 6 national expectations, children should be deemed to be *developing* or *securing/mastering* within their year group by the end of the summer term.

Code	What this means in relation to S.T.E.A.M	What this code means in terms of how <u>at the end of the summer term</u> a child accesses the curriculum and demonstrates independent learning.
(E) **Emerging** at end of Autumn term	Up to 30% of skills embedded	The child is able to access the correct curriculum but has significant gaps in their learning. The child struggles to embed concepts and nearly always need some scaffolding or support. Can often not

		apply their learning independently.
(D) Developing at end of Spring or Summer	31-64% of skills embedded	The child is on track to meet some, but not all, of the end of year or end of Key Stage expectations. The child is successful at learning many new concepts and is starting to apply their skills independently, but not always consistently. The child may make errors but will usually improve work following feedback and support. The child may have some smaller gaps in learning.
(S) Securing at end of Spring or Summer	65-100% of skills embedded	The child is on track to meet end of year or end of Key Stage expectations. The child is successful at learning at that year group level, showing good understanding of over 65% of the objectives taught. The child is usually able to learn new skills and apply them independently and consistently , though they make occasional errors in applying learning in other contexts.
(M) Mastering at end of Summer	Securing + teacher judgment	The child is on track to exceed national expectations. The child is almost always successful in understanding the key learning and is able to apply skills, in a range of contexts, making very few errors. The child can often explain or justify their ideas.

9. Reporting

a. **Parents** will be informed of their child's progress formally and informally.

    i. There is an opportunity for contact between teachers and parents/carers at the end of each day. This is seen as an important opportunity to develop a constructive partnership

between home and school.

ii.   There will be termly meetings to discuss child's learning and progress with class teachers.

iii.   Parents will receive a written report on their child at the end of each school year.

iv.   Additionally, at the end of the year parents will receive the following information:

(1)   End of Reception – a report on the characteristics of effective learning and whether their child is working towards (emerging), achieving the early learning goals (expected) or exceeding

(2)   End of Year 1 parents are informed whether or not their child met the expectations for phonics.

(3)   End of Year 2 parents are informed of the teacher assessment against national standards (working towards, working at or working with greater depth)

(4)   End of Year 6 teacher assessments and National test results - commonly referred to as SATS - (working towards, working at or working with greater depth)

b. **Governors** will receive termly reports summarising pupils' progress and attainment, so that they have a clear picture of strengths and areas for development.

i.   They will act as a 'critical friend' to the SLT through asking challenging questions about the data presented to ensure the school is aware of, and acting upon, the progress of different groups and that the quality of teaching is having a positive impact on learning.

ii.   The reports to Governors will identify the % of children in each class who are on-track to meet end of key stage age-related expectations and those who may be 'exceeding' i.e. working at greater depth

10. Assessment Roles and Responsibilities

a. **Governors**
   i.   Hold leaders to account for whole school progress and attainment data challenging and supporting to ensure that pupil outcomes are the best that they can be.

b. **Lead Governor for Assessment**
   i.   Attends termly meetings with Assessment Lead and report back a summary to the full Governing Body

c**. Assessment Leaders**
   i.   Report to Governors termly – information about the progress and attainment of groups of pupils, identification of any vulnerable groups and how the school data compares with national expectations.

d. **Middle Leaders** (year group and subject leaders):
    i.   Curriculum leaders in assessment in their year groups and subject areas. Identify any groups / individuals who are not making expected progress or are at risk of not making end of year expectations and sign post to relevant intervention.

e. **Teaching Team**
    i.   Regularly assess pupils and provide regular incisive feedback to pupils.
    ii. Adapt planning in line with assessments to ensure good progress for all groups of pupils.
    iii. Provide assessment information for pupils and parents as well as school leaders.

f. **Learning Support Assistants**
    i.   Provide feedback to teaching staff on progress and attainment of individual pupils with additional needs

g. **Parents and Carers**
    i.   Support children at home – 'home–school learning'
    ii. To support children and have a positive impact on progress and attainment.

h. **Pupils**
    i.   Become self-regulated learners and complete all work to a high standard in order to make at least good progress.
    ii. Will have the opportunity to be selected as learning ambassadors to contribute their views towards our approach to assessment.

11. Monitoring and evaluation

a. Senior leaders will monitor and evaluate the effectiveness of this policy through learning walks, progress reviews, data analysis, coaching, curriculum leader forums and learning ambassador meetings.