



Felton C of E Primary School

Policy for Assessment

This policy was written in consultation with staff over the period of September 2015 to April 2016

Rationale

The Final report of the Commission on Assessment without Levels (Published in September 2015) states that ‘the overriding principle of good assessment is that it should be clearly tied to its intended purpose’

The report also identifies three main forms of assessment:

- 1. in-school formative assessment, which is used by teachers to evaluate pupils’ knowledge and understanding on a day-to-day basis and to tailor teaching accordingly for example:**
 - Question and answer during class
 - Marking of pupils’ work and class teacher evaluations of teaching and learning
 - Observational assessment and anecdotal evidence
 - Scanning work for pupil attainment and development

- 2. in-school summative assessment, which enables schools to evaluate how much a pupil has learned at the end of a teaching period**
 - Short end of topic or unit tests
 - NFER standardised tests in English , Maths and Science (year 3 onwards) from Summer 2016 then in Dec / June 2016/17
 - Phonics and spelling tests
 - Reviews for pupils with SEN and disabilities

- 3. nationally standardised summative assessment, which is used by the Government to hold schools to account**
 - National Curriculum tests at the end of Key Stage 2
 - National Curriculum teacher assessments at the end of Key Stage 1

As a school we believe that Assessment should:

- **be both manageable and meaningful**
- **be part of effective planning for the next steps in learning**
- **focus on how pupils learn**
- **be central to classroom practice**
- **foster motivation**
- **promote understanding of goals and criteria**
- **develop the capacity for self-assessment**
- **encourage pupils to consider how they learn best**
- **help learners know how to improve and enable children to collaboratively plan their next steps in learning**
- **recognise all achievement**
- **quickly identify where pupils are not progressing as quickly as their peers**
- **allow teachers to effectively track each child's progress and attainment**
- **ensure outcomes are communicated effectively to parents**

We believe our focus needs to be on high-quality, in-depth teaching, supported by in-class formative assessment

We are committed to 'ensuring assessment directly evaluates pupils' knowledge and understanding of curriculum requirements and helps to create a virtuous circle of teaching and assessment.'

The Commission on Assessment describes this as when:

'Teachers assess pupils' understanding and identify where there are gaps. This tells the teacher what to focus on in future lessons and prompts the teacher to consider how his or her teaching approach can be adapted to improve pupils' understanding.

This, in turn, informs the teacher's thinking about which assessments to use to evaluate whether the new approach has been effective. In this manner, good teaching and assessment continually reinforce each other and generate continuous improvement.'

The Commission on Assessment without Levels Report which identifies the purposes of day-to-day in-school formative assessment as:

For pupils:

In-school formative assessment helps pupils to measure their knowledge and understanding against learning objectives and wider outcomes and to identify where they need to target their efforts to improve.

For parents:

When effectively communicated by teachers, in-school formative assessments provide parents with a broad picture of where their children's strengths and weaknesses lie and what they need to do to improve. This reinforces the partnership between parents and schools in supporting children's education.

For teachers:

In-school formative assessment should be an integral part of teaching and learning. It allows teachers to understand pupil performance on a continuing basis. It enables teachers to

identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. In this way, it supports teachers to provide appropriate support or extension as necessary. It also enables teachers to evaluate their own teaching of particular topics or concepts and to plan future lessons accordingly.

For school leaders:

In-school formative assessment provides a level of assurance for school leaders. If school leaders are confident their staff are carrying out effective formative assessment, they can be assured that problems will be identified at the individual level and that every child will be appropriately supported to make progress and meet expectations.

For the Government:

The Commission believes that the Government should not intervene at the level of formative assessment, which should serve the needs of pupils and teachers.

For Ofsted:

Ofsted will want to be assured that teachers are making effective use of formative assessment to support teaching and learning. It forms part of Ofsted's wider judgements about the quality of teaching in schools.

*"Ofsted recognises that marking and feedback to pupils, both written and oral, are important aspects of assessment. However, Ofsted **does not** expect to see any specific frequency, type or volume of marking and feedback; these are for the school to decide through its assessment policy. Marking and feedback should be consistent with that policy, which may cater for different subjects and different age groups of pupils in different ways, in order to be effective and efficient in promoting learning."* Ofsted Handbook

The new national curriculum is founded on the principle that teachers should ensure pupils have a secure understanding of key ideas and concepts before moving onto the next phase of learning. This is particularly beneficial for pupils with special educational needs. It leads to a much more focused approach where early intervention can be provided promptly to address any concerns about pupils' progress. Teachers become much better informed about pupils' understanding of concepts and ideas and can build a more accurate picture of their individual needs. This is an example of how formative assessment can be used for diagnostic purposes.

The primary purposes of nationally standardised summative assessment

For pupils and parents:

Nationally standardised summative assessment provides information on how pupils are performing in comparison to pupils nationally.

For parents:

Nationally standardised summative assessment also provides parents with information on how the school is performing in comparison to schools nationally. This enables parents to hold schools to account and can inform parents' choice of schools for their children.

For teachers:

Nationally standardised summative assessment helps teachers understand national expectations and assess their own performance in the broader national context.

For school leaders and school governors:

Nationally standardised summative assessment enables school leaders and school governors to benchmark their school's performance against other schools locally and nationally, and make judgements about the school's effectiveness.

For the Government:

Nationally standardised summative assessment allows the Government to hold providers of education (schools, local authorities, academy chains etc.) to account and to measure the impact of educational policy making.

For Ofsted:

Nationally standardised summative assessment provides a starting point for Ofsted's discussions with schools when making judgements about their performance, as part of Ofsted's wider judgements of a school's overall effectiveness.

Good practice

Different forms of assessment have different strengths and weaknesses. In-class formative assessment is a vital part of teaching and learning and can provide teachers and pupils with useful, real time information about what needs to happen next; nationally standardised tests are not as helpful diagnostically.

On the other hand, standardised tests (such as those that produce a reading age) can offer very reliable and accurate information, whereas summative teacher assessment can be subject to bias. Teachers should be aware of any potential bias in their assessments of pupils and make conscious efforts to guard against it.

Formative assessment:

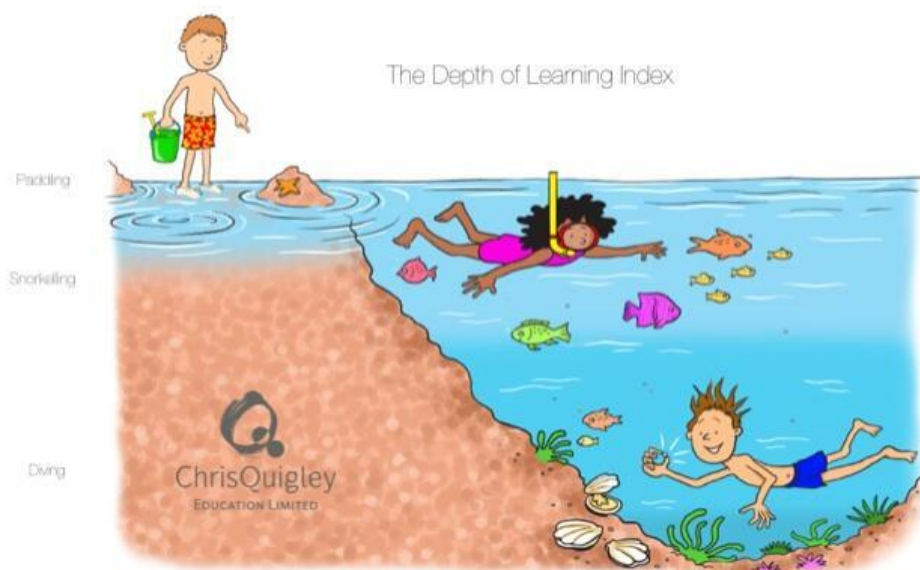
Felton C of E Primary School uses the National curriculum as the foundation for the teaching in school. We have also adopted 'Chris Quigley's Essential Curriculum' as a planning and assessment tool which links directly to the Age related Expectations expressed by the national curriculum and then translates these into Milestones at the end of years 2, 4 and 6.

Children will be assessed using the methods detailed on page one and in addition through:

- Weekly /daily planning for teaching which demonstrates consideration of the development of the cognitive domains towards ARE (BAD planning)
- Written evaluations on daily teaching and learning – highlighting children's understanding and next steps for teaching and learning
- Children's books and 'Time to Shine' evidence
- Evidence file of Deep learning and the Journey to mastery as appropriate
- 'Big Maths Beat That' results
- Phonics weekly practice for RW inc spelling

The class teacher will use all the information gathered to make a judgement against each of these ARE or Milestone Essential Learning Objectives to identify which cognitive domain the children are working within, this will be expressed as either:

- Beginning– pupil can complete objective following input and practice
- Advancing – Pupil can complete the objective independently (with ‘prompting’)
- Deep (or showing mastery) - pupil can generally use and apply the statement confidently without prompting and is able to show further depth of learning by demonstrating independent and consistent use of a skill or concept across a range of contexts



The new national curriculum is premised on mastery being something which every child can aspire to and every teacher should promote. It is about deep, secure learning for all, with extension of able students (more things on the same topic) rather than acceleration (rapidly moving on to new content). In developing our new approach to Teaching Learning and Assessment, our aim is to make “mastery for all” possible.

(See appendix 1)

Moderation of teacher judgements

Moderation of teacher judgements will be an important component of our assessment system. Moderation will focus on teachers working together to reach an in-depth understanding of their pupils’ learning relative to a broader group of pupils. This broader group may be pupils who are in the same year or pupils from across year groups. Focussing the moderation process on learning will support teachers in refining their understandings of what their pupils know and what they need to learn next. Because moderation for learning is concerned with understanding learning at different depths of knowledge and understanding, it will be very difficult to ensure teachers' judgements are highly comparable therefore teacher time will be used in analysing the different features of pupils’ work and what that means for learning.

Moderation will also focus on those aspects of assessment where the school is required to be accountable for performance e.g. attainment at the end of the early years, phonics and end of Key Stage 1 and year on year progress. In order to accurately measure this progress it is important that teacher judgements are comparable. When undertaking moderation for reporting purposes, the emphasis is on broad classifications of pupil performance (e.g. reporting performance in terms of achieving the standard), and ensuring teachers have consistent interpretations of these broad classifications.

At Felton C of E First School, as well as clear reference to 'The interim teacher assessment frameworks the end of Key Stage 1', use will be made of the Chris Quigley 'Essentials curriculum Milestones'.

Regular In-school moderation of pupils' work will take place. This will give teachers opportunities for professional discussion around the judgements that they have made about pupils' learning against the current curriculum they are working on for their age. Accurate judgements on whether children are demonstrating basic, secure or deep understanding of the curriculum can be made by scrutinising and comparing pupils' work, comparing other evidence and

Moderation will take place between ourselves and a local school in the Alnwick Partnership with a specific focus on a given area of the curriculum. Other moderation will be facilitated by the primary commissioner on an annual basis in line with the end of KS1 and KS2 reporting arrangements. Currently we are selected for Year 2 moderation on a three yearly cycle by the specialist teachers recruited by the LA.

Summative Assessments

In-school summative assessments take the form of termly testing, short end of topic or unit tests and reviews for pupils with SEND

The school will collect summative data using assessment information from testing in the form of baseline assessments updated for start of September and then completed in June to include the following information;

- NVR - Beginning of year - Yrs R-6
- Suffolk Reading - Dec/June Yrs 2-6
- Termly phonic phase and high frequency word RWS checks beginning of the year and at the end of every term YrR onwards
- Sandwell (numeracy) beginning of year Yrs R-6 as appropriate
- Phonics Screen May 2017 (Yrs 1/2)
- In school EYFS baseline September (Nursery)
- Standardised baseline for reception from 2017 (GLA)
- KS1 SATs materials Dec /May
- NFER standardised tests in English, Maths and Science in June
- Big maths step tracker for individual children
- Termly Depth of learning tracker RWM
- Termly Foundation subject tracker
- Termly Summative performance tracker against ARE

- Individual progress tracker (step grid) for RWM
- Termly Progress review and analysis for groups of children and individuals

Also all children will produce a piece of work to be included in their writing portfolio at least once each half term which will build a picture of writing across the curriculum for each child and across school.

This policy was reviewed in the Autumn term 2016 following the change to primary status and in line with our evaluation of the impact of current tracking systems and will continue to evolve with our assessment practice over the coming year.

Last reviewed September 2017 with all staff

Appendix 1

Defining Depth

Depth of Learning	Cognitive challenge	Predominant teaching style	Type of success criteria	Nature of progress	Support	Quantity*	Typically, pupils will
Basic	Low level cognitive demand. Involves following instructions.	Modelling Explaining	Instructional (e.g. Steps to Success)	Acquiring	High	Some	name, describe, follow instructions or methods, complete tasks, recall information, ask basic questions, use, match, report, measure, list, illustrate, label, recognise, tell, repeat, arrange, define, memorise.
Advancing	Higher level of cognitive demand. Involves mental processing beyond recall. Requires some degree of decision making.	Reminding Guiding	Guidance (e.g. Remember to include)	Practising	Medium	Most	apply skills to solve problems, explain methods, classify, infer, categorise, identify patterns, organise, modify, predict, interpret, summarise, make observations, estimate, compare.
Deep	Cognitive demands are complex and abstract. Involves problems with multi-steps or more than one possible answer. Requires justification of answers.	Coaching Mentoring	Learner generated	Deepening understanding	Low	All	solve non-routine problems, appraise, explain concepts, hypothesise, investigate, cite evidence, design, create, prove.

* Quantity judgements should be used when a large amount of knowledge needs to be learnt. For example, phonic knowledge and times tables.



