

Assessment Policy

ASSESSMENT

Assessment is an integral part of the learning process and is the means by which we make our professional judgments about the children. We are concerned with the achievements of the child as a whole, not just their academic attainments, and the records that we keep, both summative and formative, reflect this. We recognise that it is important for the children to be involved in the assessment process so that they are aware of both their achievements and their targets for further progress.

Recording Assessments in EYFS

Tapestry, an online learning journal, is used to record key moments in a child's learning. It should only be used for key personal moments and more than one child should never be commented on in the same post. Teachers and Teaching Assistants should make observations during learning and use those to inform interactions, questioning and next steps to develop children's learning. This does not have to be recorded in detail- time should be invested in interactions with young people rather than long written observations.

Every term, teachers use their knowledge of the young people in their class as well as any informal assessments taken in class, to update each schools' online data tracker.

Key Stage 1 and 2

Reading, Writing and Maths

Formative Assessment

A teacher's short term plans identify the lesson objectives and success criteria set for each lesson as well as detailing the opportunities for formative assessments, whether this is through effective questioning, independent activities or observations. Learning objectives and success criteria are clearly displayed in each child's book with a date for the day's learning. Teachers will use their formative assessments as well as the work produced in the children's books to:

- identify strengths and weaknesses to inform daily interventions
- set targets for future learning
- inform future planning
- monitor the curriculum and its effective delivery
- form a basis for reporting to parents or other interested parties.

In addition, teachers will update children's assessment against National Curriculum 2014 objectives on the school's online data tracker, ScholarPack. Teachers are expected to update these at the end of each term. This enables Senior Leaders to ensure continuity of coverage as well as guaranteeing that assessments are thorough for the next teacher/school, at the end of the school year.

We value the input of all of the staff who work with children at our school and therefore time is planned to allow Teachers, Teaching Assistants and the SENCO to have their own input in the recording of termly assessments.

Summative Assessment

In addition to formative assessments, teachers must use the below summative assessments to assess children in Reading, Writing and Maths. These are used to support teachers in making accurate termly teacher assessments on Scholar Pack. The scores from these assessments are also recorded on Scholar Pack to help inform the teacher's final judgement. However, teachers should focus on question-level analysis of strengths and weaknesses for pupils, rather than solely using the scores from the assessments.

Reception	Little Wandle Assessments every 6 weeks Baseline Assessment on entry
Year 1	Half termly phonics assessments Little Wandle Assessments Phonics Screening check
Year 2	Half termly phonics assessments using the Little Wandle Assessments KS1 Past SATs Papers
Years 3,4&5	NFER Reading, Maths and Spelling, Punctuation and Grammar Salford Reading Test Schonell reading test Year 4 Times Table check
Year 6	KS2 Past SATs Papers Schonell Reading test Salford Reading Test

Assessments must be taken each term as outlined in the assessment timetable in **Appendix 1**

Teachers may use other summative assessments (Rising Stars, PUMA, Testbase) at other times in the year to support their judgements, however this is not compulsory.

Following the administration and marking of any standardised tests, the class teacher and relevant Subject Leaders collect the assessment data for and carry out a detailed question level analysis. Areas of strength and weakness can then be identified, and strategies drawn up to deal with these. These strategies may have staff training or resource implications, and may necessitate changes in policy or long and medium-term planning. Any action necessary will be addressed and managed by the Senior Leadership Team. The analysis of our children's performances and their identified strengths and weaknesses are then compared with the national figures, as and when these become available.

Termly moderation meetings will be held with the whole staff in either Reading, Writing or Maths to ensure consistency and accuracy in teacher assessment. This moderation process will include looking at day to day work in books, performance in summative

assessments and general engagement in lessons. Through these sessions, our external moderation samples are agreed by the Teaching Staff.

Tracking Reading, Writing and Maths in EYFS, Key Stage 1 and 2

At the end of each term, assessments are made and recorded in Reading, Writing and Maths. A baseline assessment is also made at the end of the first half term in October. The majority of pupils are assessed within their own age and stage of development, and their attainment will be recorded as either working towards or at the expected standard, or working at greater depth for high-achieving pupils. However, those children working below their own age and stage of development will continue to be assessed against previous year group objectives as well as their current stage.

Assessing other subjects in Key Stage 1 and 2

Half termly topic plans outline the subject specific objectives that will be covered across a whole topic. At both schools we a rolling topic curriculum is in place. This means that the children in Years 1 and 2, Years 3 and 4 and Year 5 and 6 work on the same half termly topics across a two-year-period. Curriculum plans ensure that the National Curriculum objectives are covered across each Key Stage and teachers adapt learning tasks and activities to guarantee that children are being stretched and challenged.

As year group specific Science objectives are clearly outlined in the National curriculum, Science topics are taught in individual year groups on a yearly basis.

A whole class 'Topic Book' is used instead of individual pupil books. Lessons are focused on developing the knowledge and skills outline in the National Curriculum Programmes of study while larger independent cross curricular writing opportunities are recorded in children English books.

Teachers' topic term plans identify the lesson objectives and success criteria set for each lesson as well as detailing the opportunities for assessments. Teachers will use effective questioning, independent activities or observations to inform their judgements. In addition, 'Class Topic Books' include observational assessments, photos and annotated work. Teachers will assess all children against the learning objectives for each lesson and record these in their topic books.

At the end of every term, teachers use their formative assessments to record children's attainment level on the school's assessment system, ScholarPack. This is monitored by subject leaders and the Senior Leadership team.

Reading, Writing and Maths Standardisation and Moderation

Moderation is important to ensure a consistent approach to assessment across the school. When teacher assessments are carried out, it is important that there is evidence recorded to justify judgments made. Both schools take part in the following moderation:

- Termly Moderation of Reading, Writing and Mathematics assessments made on the school's online data tracker (at whole staff meetings EYFS, KS1 and KS2 teachers)
- Termly cluster moderation of Reading, Writing and Mathematics assessments.
- Attendance of Norfolk Assessment Briefings and Moderations

Feedback to Children and Marking.

Marking and feedback is an important aspect of the formative assessment of individual children's progress and achievements and aids the setting of future programmes of study and targets. It enables teachers to identify and share with children what they need to do in order to improve their performance and enhances pupil's motivation, self-esteem and work attitudes. Marking and feedback should:

- Relate to the learning objectives
- Be regular and frequent
- Be manageable for teachers
- Use consistent codes throughout the school which are accessible to the children
- Involve all adults working with the children
- Give appropriate praise for achievement and progress
- Give clear strategies for improvement
- Allow time for children to read, reflect and respond to marking where appropriate either verbally or by writing a reply
- Encourage and teach children to be involved in the marking and feedback process
- Inform future planning and target setting

This will be done in the following ways:

Communication of expected outcome

- Learning objectives of a lesson are clear, specific, and explained in words children understand
- Children understand the purpose of their learning
- Task instructions are clearly explained
- There are clear success criteria, which are discussed and agreed between the children and their teacher
- Learning objectives and success criteria are visually displayed where appropriate and referred to throughout the lesson, except when not appropriate (e.g where they are to be "discovered")
- Learning objectives provide the focus for the teacher to evaluate to what extent a lesson has met its aims
- Learning objectives provide the focus for self / peer evaluation (and marking)

Oral feedback to Pupils.

- Instant feedback from peers e.g. "thumbs up"

- Short term reviews within the lesson to address misconceptions and to model and share good work.
- Verbal feedback in the form of discussion between the teacher and the child / group / class while the work is being carried out or after the work is completed and returned. Verbal feedback should be recorded as **VF** with a description by the class teacher or responses from the children indicating they have understood and responded to the feedback.
- Discussion with support of ICT e.g. video, visualizer, photos.

Written feedback.

Distance marking

It is not possible to mark all pieces of work with the children so distance marking needs to be manageable for the teachers and meaningful for the children. Teachers need to decide whether work will simply be acknowledged or given detailed attention. Sometimes a piece of work can be marked with a single tick, simple editing prompts in the margin or initialled by the teacher to show that it has been completed successfully.

Detailed marking

The teacher finds the best places in the child's work that show evidence of the learning objective and then indicates that it has been achieved, usually with a tick. This avoids having to write things that will be largely inaccessible to the child. This might be followed up by a written comment. The teacher can indicate evidence of the learning objectives by using a Success Criteria grid to summarise success at the end of a lesson, **however this is not compulsory.**

Adults will use prompts, reminders and scaffolding to highlight specific improvements to be made to the children's work.

There are some key types of moving on comments that can be used:

- Can you think of an alternative word for.....?
- Can you think of another word to start this sentence that isn't a noun or pronoun?
- Give me 3 descriptive words to replace.....
- Why have I circled this part of the text?
- Can you rewrite these sentences/words using.....?
- What's wrong with this sentence? (highlight in the text).
- Use 2 sentences that add description to.....
- Which 3 things do you think you have to look for next time you write?
- Show me where 3 full stops are missing.
- Show me where 3 capital letters are not used correctly.
- Scaffold a sentence and ask 'Can you rewrite his sentence using (a fronted adverbial, 2 words that will interest the reader, a comma in the correct place etc.
- Tell me 1 thing that you struggled with today?
- What would happen if.....?

- Where do you think this paragraph should end?
- Can you think of a word that will connect these 2 ideas?
- **Sp / Spx3** - Spelling error/s (either in the margin or above a specific spelling)

With young children and children with special educational needs these prompts are often used verbally.

Opportunities for children to read, reflect and respond.

- Time will be given for children to reflect on their work at an appropriate opportunity using a green pen or a pencil
- While most of the class is making the improvement, time is then available for teachers and teaching assistants to provide verbal feedback and support
- All 'Moving On' comments will be responded to by the children
- Teachers will acknowledge the responses made by children following a moving on comment by initialling or by using a simple comment to indicate that it has been achieved
- Opportunities for self and peer-assessment will be built into lesson plans as part of the editing process.

Recognising Independent Work

Teachers will highlight Learning Objective strips to show if children have:

- I – Completed work independently
- CW – Worked collaboratively with peers or adults
- VF – Received verbal feedback and support.

Reporting to parents

Formal Parent Consultations are offered in the Autumn and Summer Terms. Parents requiring personal interviews at other times are invited to make appointments with the relevant parties at a mutually agreed time.

Foundation Stage Reports.

These cover all aspects of the child's development and relate to the seven areas of learning identified for the Foundation Stage. They are sent to parents when the child leaves the Nursery or Reception Class.

Key Stage 1 and 2 Reports

The reports produced at the end of Spring term take the following form:

- A detailed English, Maths and Science teacher's comment which outlines the child's performance as it relates to the National Curriculum objectives for that subject.

- A general statement which provides the opportunity for the Class Teacher to comment on aspects of the child's performance which are not directly related to a particular subject
- Attainment levels (below, towards, in line, above) and effort levels (1 – Needs improvement, 2 – Satisfactory, 3 – Good, 4 – Excellent) are given for all other subjects.
- Strengths, Areas to be developed and Ideas for support at home are outlined.
- The SATs results are reported separately, according to the current statutory requirements, although comments about the children's performance in these may be included in the main report. A sentence about where the pupil is working according to national expectations is given in Literacy, Mathematics and Science. It is stated if the child is working at, above or below national expectations for the age group.
- The parents are invited to discuss the written report with the Class Teacher if they wish to do so.

When a child leaves the school during the school year documents are sent to the receiving school in accordance with the current arrangements.

Ratified by Governors on

2022

Chair of Teaching and Learning Committee _____

Appendix 1

Assessment Timetable

			Assessments (scores uploaded to Scholar Pack)	Assessment deadlines
Autumn	Half Term 1	September	KS2 Schonell & Salford reading test	
		October	Year 1 Phonics Assessments Year 2 Phonics Assessments Year 4 – Times table Check	IEPs Updated by end of month. Baseline Data submitted by 14th October
	Half Term 2	First Week		KS2 Schonell reading test
		Last Week	Year 1 Phonics Assessments Year 2 – Phonics Assessments, KS1 SATs 2018 Years 3, 4 and 5 – NFER Year 4 – Times table Check	Maths, Writing, Reading TA updated by 2nd December ; Foundation Subjects by end of term
Spring	Half Term 1	January	KS2 Schonell & Salford reading test	
		February	Year 1 Phonics Assessments Year 2 Phonics Assessments Year 4 – Times table Check Year 6 – KS2 SATs 2019	IEPs updated by end of month
	Half Term 2	March	Year 1 Phonics Assessments Year 2 – KS1 SATs 2019 Years 3, 4 and 5 – NFER Year 4 – Times table Check Year 6 – KS2 SATs 2022	Maths, Writing, Reading TA updated by 17th March ; Foundation Subjects by end of term
Summer	Half Term 1	April	Year 4 Practice MTC KS2 Schonell & Salford reading test	
		May	Year 1 – Phonic Check Year 2 – KS1 SATs WEEK Year 6 – KS2 SATS WEEK	
	Half Term 2	June	Year 4 MTC	IEPs Updated by end of month
		July	Years 3, 4 and 5 – NFER (may need to be completed in last week of June)	Maths, Writing, Reading TA updated by 7th July ; Foundation Subjects by end of term

Assessment Deadlines 2022/23

Data collection point	Teacher Judgements to be uploaded by
Baseline	Friday 14 th October
Autumn	Friday 2 nd December
Spring	Friday 17 th March
Summer	Friday 7 th July

Note: Summer term data collection points may vary for those year groups that have SATS or other formal assessments.

Pupil Progress meetings 2022/23

Data collection point	Meetings to be held in ...
Autumn	Wb 5 th December
Spring	Wb 20 th March
Summer	Wb 10 th July

Note: Progress and/or moderation meetings may be held earlier for SATS year groups to support teachers making their final teacher judgements.