

LOUDWATER COMBINED SCHOOL

Assessment Policy

This policy should be read in conjunction with our Target Setting Policy and the Marking and Feedback Policy

Introduction

The purpose of assessment is to maximise learning. Assessment ensures we teach children according to their stage of development, at their point of learning and at the most effective and efficient pace. It is a crucial and integral part of the teaching and learning process. It is essential that assessment is not seen as the end of the process but that the outcome of all assessment is then used to inform future teaching and planning.

Assessment for learning permeates all our teaching and allows us to adapt, change and target our teaching to the precise point and pace of children's learning thus ensuring our time is used effectively and learning is maximised.

Assessment allows us to give quality feedback to children and celebrate with them their progress. It allows them to be involved and take control of their learning.

Assessment will reveal when additional support or challenge are necessary. It gives teachers feedback as to the effectiveness of their teaching or teaching methods and thus informs future planning as well as any modification necessary to lessons.

Assessment provides a sound basis for reporting to parents and informs discussions with them.

Assessment enables us to monitor the progress of individuals, groups and cohorts as well as judge the pace a child is learning at. It is the starting point of all target setting whether at individual, class, school or national level. It enables the performance of the school to be monitored and evaluated against other schools and will highlight areas in need of improvement.

What are the different forms of assessment used in school?

Day to day formative assessment

The most influential assessment for learning is formative and takes place continually as part of high quality classroom practice. Assessment for learning takes place whenever a teacher needs to judge children's learning either to adapt lessons, plan future work or to pass information to other stakeholders

For pupils: In-school formative assessment helps pupils to measure their knowledge and understanding against learning objectives. Teachers marking and verbal feedback then helps to identify where pupils need to target their efforts to improve.

For parents: We aim to effectively communicate in-school formative assessments to 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 is 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 the Senior Leadership team : If the SLT are confident 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 School Governors: During class visits, the governors will look at pupils' books. By doing this they will gain an awareness of the use of marking codes and the use pupils are making of this feedback to improve.

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 the school.

The government does not intervene at this level of assessment, which should serve the needs of pupils and teachers.

In-school summative assessment

For pupils: In-school summative assessment provides pupils with information about how well they have learned and understood a topic or unit of work taught over a period of time. It is used to provide feedback on how they can continue to improve. This may take the form of a progress test on a half termly basis in reading, spelling, grammar and punctuation or maths. It could also be a piece of extended writing. See Appendix 1 for our assessment timetable.

For parents: In-school summative assessments are reported to parents to inform them about the achievement, progress and wider outcomes of their children across a period, termly, half-yearly or yearly.

For teachers: In-school summative assessment enables teachers to evaluate both pupil learning at the end of a unit of work and the impact of their own teaching. Both these purposes help teachers to plan for subsequent teaching and learning. Analysis of pupils' performance at this level is completed electronically and will be shared with pupils.

For the Senior Leadership Team: In-school summative assessment enables the SLT to monitor the performance of pupil cohorts, to identify where interventions may be required and to work with teachers to ensure pupils are supported to achieve expected progress and age expected attainment.

For the School Governors: The school governors will be provided with anonymised information about summative assessments and how they have informed teacher assessments at Raising Achievement Committee meetings and the Head teacher's termly report to governors. This will support them in the monitoring of pupil progress over time and challenging the SLT to account for this.

For Ofsted: Ofsted will want to see that the school is operating effective systems of assessment for monitoring and supporting pupil performance.

The Government does not have a role in determining in-school summative assessment.

Nationally standardised summative assessment

For pupils and parents: Nationally standardised summative assessment provides information on how pupils are performing in comparison to pupils nationally. These external assessments take place at the end of Key Stage 2 (Year 6)

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 the senior leadership team and school governors: Nationally standardised summative assessment enables the SLT and school governors to benchmark our school's performance against other schools locally and nationally, and make judgements about the school's effectiveness. Our School complies with all statutory assessment procedures including Foundation Stage Profile, Phonics Screening Check, end of Key Stage Assessments and we continue to set end of Key Stage targets.

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

For the Government: Nationally standardised summative assessment allows the Government to hold the schools to account and to measure the impact of education at the school.

Who Assesses?

Assessment begins when a child joins our school. Records from previous schools and other settings are received both in hard copy and electronically and consulted by teachers as necessary.

Parents

Assessment for learning begins when the Foundation Stage teacher visits all new children at home. The purpose of this meeting is for parents to share information about their child. This gives us vital information before they start school. At all stages throughout a child's time at the school, parents give us valuable information about their child's progress. This can come in a variety of forms and includes such things as notes in reading record books, comments at parent/teacher discussion times, comments on home-learning, etc. This information is taken seriously by staff and will be followed up with adjustments made where appropriate to the teaching programme, for example a child may move onto more challenging reading books.

Pupils

Our pupils are the most important members of the teaching and learning team and play an important role in self-assessment. Children at the end of a lesson or piece of work are asked to indicate how they felt about their learning using the "Feedback 5" and as they progress through KS2 by reflecting on their learning. By developing in our pupils skills of checking work and discussing each other's work, they become aware of areas they need to pay greater attention to.

At the beginning of a unit of work pupils, as appropriate to their age are informed about the skills they will develop or this is discussed with the children so that success criteria can be devised.

Teachers

Teachers are observing and assessing children's learning throughout every lesson. By including appropriate activities and using careful questioning they can monitor the children's grasp of learning objectives and during the lesson adapt the lesson by moving to more challenging content, scaffolding the learning or adjusting the pace of the lesson etc. Throughout lesson teachers are actively looking to identify the children who have grasped the skills and knowledge taught and those who need further work to establish a concept.

When children are working individually teachers will often check the standard and accuracy of work near the beginning and deal with any misconceptions at an early stage. Mini-plenaries should be a feature of good lessons where misconceptions are addressed as soon as they become evident, alternatively they can be used to move the learning on, when all or a group of children are ready for this.

Teachers mark all children's work and are able to decide whether to move onto new work in the next lesson or plan some consolidation work.

In addition to this teachers will plan specific activities, often at the beginning and end of blocks of work, to help them assess the children's achievements according to age related expectations; this will also include the use of progress tests on a half termly basis.

Support Staff, Supply Teachers, Students

Support staff, supply teachers and students continually assess the children they are working with against the objectives planned by the teacher. These assessments are reported to the teacher orally and are recorded on the appropriate planning sheet, observation sheet or distance marking sheet.

Subject Co-ordinators

Subject co-ordinators monitor their subject through observations and book surveys as well as auditing planning. As part of this they monitor assessment taking place and its effectiveness in informing planning as well as the standards achieved.

Head teacher, Governors and Learning Trust

The Head teacher and Governors have important parts to play in the monitoring and moderation of assessment and how it is used to inform future planning. They can also offer advice to staff on ways to make assessment manageable and effective. The Local Authority collects the results of statutory assessment to feed into the National picture. They provide comparative information, support with target setting and audit statutory assessment procedures. Governors examine and challenge school results through relevant committees and when meeting with subject leaders.

What and When to Assess

The school has agreed assessment procedures. The teachers assess against National Curriculum statements in Reading, Writing and Maths half termly. These judgements are reached through ongoing assessment. This information is recorded on Target Tracker. Year 2 and year 6 pupils complete the end of Key Stage assessment tasks and tests in May. Pupils in Year 3, 4, & 5 complete optional tests in before the end of the school year.

Foundation subjects are assessed at the end of each topic and these assessments recorded using Target Tracker.

How do teachers assess?

Teachers assess against clear learning objectives. They assess in a variety of ways including:

- Observation of children
- Questioning of children
- "Show me" activities
- Asking the children for feedback on their learning
- Marking
- Setting specific assessment activities

The results of all assessments are used to inform and adjust planning, ensuring that any "gaps" in a child's understanding are addressed through subsequent teaching and where necessary focused interventions. Similarly results of assessments may show where progress can be accelerated and this too must be incorporated into planning.

Using Assessment Results to Monitor Progress

Foundation Stage

From September 2015 a baseline assessment has been used to explore the development of pupils within the first six weeks of term. The EYFS profile is used to record the results of teacher assessment and is updated on a half- termly basis. We use Target Tracker to record these assessments and to create consistency across the school. A profile of pupil learning is created and updated regularly, through observations made by the teacher and teaching assistants.

Tracking

On a half-termly basis, pupil progress is tracked and recorded using Target Tracker. Teacher assessments are made for Spoken language, Reading, Writing, Maths and Science.

These are analysed with regard to progress and attainment. Analysis takes place to explore the progress of different pupil groups to ensure that their progress is in line with all others and in some cases to check that progress has been accelerated as the result of an intervention. Groups whose progress is analysed are: girls, boys, pupils belonging to different ethnic groups, pupils with English

as an additional language, disadvantaged pupils, pupils who have joined the school at different times, pupils with SEN, vulnerable pupils, looked after children and according to birth term. Reports generated through Target Tracker enable us to do this.

Pupil progress meetings are held to identify any children not progressing and to put in place interventions to support and close gaps. There is a Venn diagram in the staff room which is updated half-termly to enable us to have a collective awareness of the children who are on track and those who are not in key areas. Disadvantaged pupils, those who have SEN and who are new to the school are identified.

Using Assessment Results to Monitor School Performance

Each year the End of Key Stage results are closely monitored. Analysing School Progress (ASP) is a valued document and provides much of the analysis we need. We analyse:

- Characteristics of the cohort (numbers of pupils with SEN, catchment area, boy/girl ratio, EAL, turbulence and prior attainment of the cohort)
- Trends in our results over several years
- Anomalies in results (are they a reflection of the cohort?)
- Comparisons with national averages are made
- Progress measures – Foundation Stage Profile to Key Stage One to Key Stage Two

Foundation Stage Profile Scores and Key Stage 1 & 2 results have been used to compare our results with the National and County results. This analysis is discussed with the Governing Body and the Local Authority. Following this analysis, areas for development are identified and incorporated into the School Plan. This in turn feeds into teacher's performance management targets. These areas are frequently reflected on our school targets and form the basis for the Head teacher's Performance Management Pupil Progress target.

Record Keeping

Rationale

Any record keeping system that we use must fulfil the following criteria:

- Inform planning, aid differentiation and enhance learning.
- Give an overview of the class.
- Aide memoir for reporting purposes.
- Pass useful information to next teacher.
- Enable us to be accountable to parents, Governors, Ofsted, LA.
- Be visual, simple, quick, minimal and easy to complete and use.
- Use one standard format and marking system.

Our Agreed System

Target Tracker. This is used to input assessment data and can generate a wide range of reports for teachers, parents and governors. This is updated on a half termly basis.

Assessment Folders. Each child has an assessment folder. This folder contains the assessments they have completed throughout their school career. It is stored in the class teacher's filing cabinet and allows us to demonstrate the progress made by each child.

Annual Report to Parents

An interim report is made to parents in February. Detailed reports to parents are available in July. We have a separate format for Foundation Stage and Key Stage 1 & 2. Teachers complete their reports by a given date and pass them to the Head teacher who reads them and adds an overview comment. A Pupil Page is added and relevant assessment results included.

All reports are word processed on a given template. Each year a copy of the new report is placed in the child's assessment folder.

When the report is sent to parents it has an additional sheet for parental comments. If parents wish to do so they are able to make an appointment to discuss the report.

Arrangements for the governance, management and evaluation of assessment

The Senior Leadership Team ensures that the assessment policy is maintained and followed by relevant staff. The effectiveness of assessment practices are monitored through regular opportunities to review pupils' books and moderate assessments made across the school. Teachers responsible for assessments at the end of Key Stage 1 & 2 attend external moderation meetings annually and feedback information to other staff.

The Local Authority also participates in this process at a strategic level and the governors hold the SLT to account through the Raising Achievement Committee. Judgements made about the standards of pupil work and learning are also moderated by the local authority.

Inclusion, SEN and Able Pupils

The principles enshrined in this policy apply to all our children. Further detail on specific arrangements for vulnerable groups of children can be found in the following related policies:

- Teaching and Learning
- SEN
- Inclusion

Monitoring, Evaluation and Policy Review

This policy is monitored and evaluated by the Senior Leadership Team to ensure it matches current practice and that this is being adhered to throughout the school.

This policy will be reviewed in line with the Governors policy review schedule.

November 2018

APPENDIX ONE

Loudwater Combined School

Assessment timetable – Maths

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year One		White Rose Maths Hub: Arithmetic & Reasoning		White Rose Maths Hub: Arithmetic & Reasoning		White Rose Maths Hub: Arithmetic & Reasoning
Year Two		White Rose Maths Hub: Arithmetic & Reasoning	PIXL Y2 Maths – most up to date December version.	White Rose Maths Hub: Arithmetic & Reasoning	End of KS 1 SATs	
Year Three	End of KS 1 tests for the current year (By end of September)	White Rose Maths Hub: Arithmetic only	PIXL most up to date December version.	White Rose Maths Hub: Arithmetic only	White Rose Maths Hub: Arithmetic only	PIXL Current end of year Tests
Year Four	PIXL Y3 from the previous summer term/May (By end of September)	White Rose Maths Hub: Arithmetic only	PIXL most up to date December version.	White Rose Maths Hub: Arithmetic only	White Rose Maths Hub: Arithmetic only	PIXL Current end of year Tests
Year Five	PIXL Y4 from the previous summer term/May (By end of September)	White Rose Maths Hub: Arithmetic only	PIXL most up to date December version.	White Rose Maths Hub: Arithmetic only	White Rose Maths Hub: Arithmetic only	PIXL Current end of year Tests
Year Six	PIXL Y5 from the previous summer term/May (By end of September)	Past SATs/ PIXL papers 1, 2 & 3	Past SATs/ PIXL papers 1, 2 & 3	Mock SATs Week Past SATs/ PIXL papers 1, 2 & 3	End of KS 2 SATs	

Assessment timetable – GPS, Writing & Reading

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year One	Baseline – independent writing within first two weeks and at end of half term	PIXL spelling diagnostic Rising Stars Reading & GP Independent writing	Rising Stars Reading & GP Independent writing	PIXL spelling diagnostic Rising Stars Reading & GP Independent writing	Rising Stars Reading & GP Independent writing	PIXL spelling diagnostic Phonics Screening Check Rising Stars Reading & GP Independent writing
Year Two	Rising Stars GP Baseline – independent writing within first two weeks and at end of half term	PIXL spelling diagnostic Rising Stars GP Independent writing	PIXL Y2 GPS Most recent December paper PIXL Y2 Reading Most recent December paper Independent writing	PIXL spelling diagnostic Rising Stars GP Independent writing	End of KS 1 SATs Independent writing	Independent writing
Year Three	PIXL spelling diagnostic Rising Stars GP KS 1 Reading test (By end of September) Baseline – independent writing within first two weeks and at end of half term	PIXL spelling diagnostic Rising Stars GP Independent writing	PIXL spelling diagnostic PIXL Y3 GPS Most recent December paper Independent writing	PIXL spelling diagnostic Rising Stars GP PIXL Y3 Reading Most recent December paper Independent writing	PIXL spelling diagnostic Rising Stars GP Independent writing	PIXL spelling diagnostic PIXL Y3 GPS End of current year test PIXL Y3 Reading End of current year test Independent writing

Year Four	PIXL spelling diagnostic Rising Stars GP PIXL Y3 Reading – most recent May paper (By end of September) Baseline – independent writing within first two weeks and at end of half term	PIXL spelling diagnostic Rising Stars GP Independent writing	PIXL spelling diagnostic PIXL Y4 GPS most recent December paper Independent writing	PIXL spelling diagnostic Rising Stars GP PIXL Y4 Reading most recent December paper Independent writing	PIXL spelling diagnostic Rising Stars GP Independent writing	PIXL spelling diagnostic PIXL Y4 GPS test current year's May paper PIXL Y4 Reading Current year's May paper Independent writing
Year Five	PIXL spelling diagnostic Rising Stars GP PIXL Y4 Reading most recent May paper (By end of September) Baseline – independent writing within first two weeks and at end of half term	PIXL spelling diagnostic Rising Stars GP Independent writing	PIXL spelling diagnostic PIXL Y5 GPS most recent December paper Independent writing	PIXL spelling diagnostic Rising Stars GP PIXL Y5 Reading most recent December paper Independent writing	PIXL spelling diagnostic PIXL Y5 GPS test May 18 PIXL Y5 Reading May 18 test Independent writing	PIXL spelling diagnostic Rising Stars GP Independent writing
Year Six	PIXL spelling diagnostic PIXL Y5 most recent May paper – Reading & GPS (By end of September) Baseline – independent writing within first two weeks and at end of half term	PIXL spelling diagnostic Past SATs/ PIXL Reading & GPS Independent writing	PIXL spelling diagnostic Past SATs/ PIXL Reading & GPS Independent writing	PIXL spelling diagnostic Mock SATs Week Past SATs/ PIXL Reading & GPS Independent writing	End of KS 2 SATs Independent writing	

When using the Rising Stars GPS paper the spelling does not need to be completed, although this will not give an indication of below, at or above ARE the results will be used diagnostically for grammar and punctuation.