

Assessment Policy	 Southwold School
Policies and Procedures	

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Approvals

Area/Title	Name	Signature	Date
Chair of Governors	Gavin Bray	_____	___/___/___
Head Teacher	Anna Ballance	_____	___/___/___

RATIONALE

Assessment is the process whereby pupils and teachers achieve an insight into learning. Assessment is at the heart of an effective curriculum and is a fundamental part of good teaching and learning. Assessment enables learners to recognise achievement and make progress, and teachers to shape and adapt their teaching to individual needs and aspirations. (Assessing Pupil Progress Mick Waters)

Assessment is all about learning. The key purpose of assessment is to know where children are and to move children on in their learning. Assessment is an important link in the cycle of planned curricular activities. Recording achievement in a positive way and identifying children's particular strengths and areas to develop through assessment, helps to ensure that progress is maintained and that continuity is enhanced.

Teaching, learning and assessment are inter-related. It is essential that we provide assessment opportunities for pupils to demonstrate what they know, understand and can do. The assessment process should provide feedback helping the teacher to reflect on the curriculum and the learning strategies used.

TYPES OF ASSESSMENT

The assessment of children by teachers should draw upon everyday teaching activities, talking to children, listening to what they have to say, watching them at work and play, as well as drawing conclusions from what they do. This formative type of assessment takes place throughout learning. It provides vital information, eg whether learning targets are being reached. For the child it is an immediate response, which gives attention, encouragement and motivation. It also enables the teacher to adapt and inform their planning to ensure the children's personal learning needs are being met.

Sharing learning objectives and creating success criteria ensures that children are active participants in the assessment process. Children can assess their own understanding and reflect on other children's understanding as part of peer assessment.

More formal summative assessments are also made. These assessments are a more formalised process and take place at the end of Foundation Stage and each Key Stage. These help to differentiate between pupils and provide national statistics.

AIMS

The purpose of assessment is to:

- Assist the child as a learner.
- Help the teacher guide and evaluate.

- Focus on what the child can/cannot do (Diagnostic)
- Decide what a child needs to do next (Formative)
- Summarise progress so far in order to inform (Summative)

Assessment should involve an analysis of the learning process, so enabling teachers to evaluate and plan future work effectively.

Children should be directly involved in assessing what they have learnt, therefore taking ownership for their own learning. Clear targets should be set alongside the child, where possible, to ensure the child's participation and responsibility in their future learning.

DIFFERENT FORMS OF ASSESSMENT

Teachers undergo formative and summative assessments in all subjects so they can plan the next stage in the child's learning, monitor progress and provide motivation for the children.

Formative Assessment (Assessment for Learning)

This is an on-going process throughout the school, which is used to facilitate pupil progress and improve learning and teaching. It is part of the normal classroom activity and informs the teacher's planning. Many AfL strategies are used to inform planning and to develop personalised learning opportunities. These include: annotations on planning, target setting, questioning, traffic lights, children's self and peer evaluation, observations, marking and verbal feedback.

Summative Assessment (Assessment of Learning)

This gives a summative picture of progress made at the end of a term/academic year or Key Stage. Teachers assess the children in a variety of ways each term. These assessment tools are tailored to the age of the children but ensure consistency of approach throughout the school.

At key points in the academic year standardised tests are administered to track pupil progress and make whole school predictions. These include:

- Baseline assessments in the Foundation Stage
- Year 1 Phonics Screener test
- SATs – the Standardised Assessment Tasks are carried out at the end of each Key Stage and SAT result and/or teacher assessment results are reported to parents. These results are compared with national and local results. Areas of concern/under achievement are identified and provide targets for future improvement.

MODERATION OF ASSESSMENT

The process of moderation is an essential part of the assessment system. Moderation ensures that Teacher's application of assessment criteria is consistent and accurate, as well as establishes a broader perspective of achievement and standards across the school. Moderation also takes place with other local schools in order to facilitate scrutiny beyond the immediate setting.

PUPIL PROGRESS

Tracking pupil's progress is an ongoing process which is pivotal to ensuring children are progressing in their knowledge and understanding. It is through tracking that we can identify those children who are performing at, above and below expectations. Class Teachers are continually tracking pupil attainment and progress through marking, feedback and working alongside the children; as well as highlighting the tracking system. During Pupil Progress Meetings, Class Teachers meet with the Headteacher to highlight trends, discuss individual children and acknowledge those aspects of teaching and learning that are leading to positive outcomes and identify areas to be addressed. In preparation for these meetings, Teachers complete a pro-forma or answer a series of questions specific to their class/cohort based on the tracking of data and trends identified. This information is used to inform future discussions, observations of teaching and learning; as well as a reference point for future outcomes of assessment. Pupil Progress Meetings take place at least three times in an academic year.

ASSESSMENT WITHOUT LEVELS

From September 2016, Teachers will use The White Horse Federation Assessment Tool to track the progress of children in relation to age related expectations. Children will have an identified starting point based on National Curriculum

expectations and individual progress will be tracked from this reference point. For children with Special Educational Needs or those working below age related expectations, a child's starting point may be different to the academic year they are currently in.

Teachers will use The White Horse Federation Band Sheets to assess against Key Performance Indicators from the National Curriculum and transfer their judgements onto the Assessment Tool. At each Teacher Assessment point during the academic year, children will be assessed against the learning statements for Reading, Writing and Mathematics in order to make summative judgements of each pupil's stage of attainment. Teachers will colour code each of the objectives in the Assessment Tool using a traffic light colour coding system.

When reporting on pupil's attainment, this will be recorded in relation to a National Curriculum year group and whether the child is displaying evidence of Entering, Developing or Secure in that year.

REPORTING

Parents are invited to discuss their child's progress with the Teacher throughout the academic year using our open door policy. Formal parent consultations take place twice annually and a full annual report, covering all areas of the National Curriculum, is written for each child during Term 6. In the annual report Teachers will comment on the attainment of the pupil in relation to national age related expectations. The report will also highlight personal and social development during the academic year. Areas for development will also be identified for the subsequent year and inform future targets for learning.

Parents of children in Year 6 will also receive additional information in the annual report relating to their child's attainment in the SATs tests administered earlier in the Summer Term.

MARKING AND FEEDBACK

Marking is integral to the formative assessment process. It is aimed at what is right as much as what is incorrect. Children respond better to praise for their achievements, rather than criticism for their shortcomings.

Purpose

- To give praise, encouragement and develop motivation to raise self-esteem.
- To provide clear and relevant feedback on the children's work, indicating levels of performance and suggesting strategies for improvement and goals to be achieved
- To monitor progress and address specific problems
- To inform future planning
- To ensure consistency and progression throughout the school
- To support children develop the skills of self-evaluation

ORGANISATION

When considering the practice of marking it is essential that the purpose and learning intention of the task is considered and that there is a focus for the marking. Written comments at the end of a piece of work should be a balance of questions, modelling (where appropriate) and concise supportive comments and suggestions which will move the child's learning on in the future. These comments will relate to the learning objective, individual pupil targets and whole school focuses.

IMPLEMENTATION

Marking in the Early Years Foundation Stage

- Observations of child-initiated activity are made on a day-to-day basis and are fed into the child's profile. As children work towards a new learning objective, evidence is carefully annotated by staff.
- During adult-focussed activities the children receive verbal praise and encouragement
- Towards the end of Reception year, children are made aware of their personal targets and may receive smiley faces on pieces of written work as they work towards achieving their target

Marking in Key Stage One and Two

- The purpose of marking and feedback is to secure progress, therefore all pieces of work will be read and acknowledged in an appropriate way, ensuring any marking informs next steps and is meaningful and accessible to all children. The amount of individual written feedback will be age and ability appropriate, ensuring it is a valuable exercise that impacts on a pupil's future learning
- In cold write tasks in English, all work will be read in order to identify whole class strengths and areas for development, informing the teaching sequence leading to the hot write. Whole class feedback will be provided and stuck into books focusing on these areas, with any individual pupil feedback provided verbally or recorded on Post-Its in their book.
- When written feedback is provided, staff **may** highlight positives using a pink highlighter (Tickled Pink), and specific development points using a green highlighter (Green for Growth). All pupils will be given time in the school day, to develop their text highlighted in green using a blue 'Fix It Pen' as soon as practicable following the marking. This shows that all pupils have acknowledged an area for improvement.
- Depending on the nature of the Maths piece this may not always be appropriate. However, if the work has been completed incorrectly, an example of the strategy may be recorded in the child's book for them to use or their attention may be drawn to an example on a working wall. This will primarily take place alongside the child during the lesson, enabling instant feedback and any misconceptions to be addressed as the children are working
- Opportunities are planned for children to evaluate / mark their own work, or engage in peer marking within subject areas. Within English, writing tool kits/ladders, established with the children, are used at the end of different genres, which require the children to think about whether they have been successful in using certain features and then identifying this within their own work.

Whole School

- When written feedback is given, it is completed using a pink (Tickled Pink) and green (Green for Growth) pen. Highlighters may be used to indicate various aspects within the children's work. A pink highlighter indicates success and a green highlighter indicates development points.
- Staff provide verbal feedback throughout a lesson and strive to provide any appropriate written marking alongside the children during completion of a task, or as soon after completion as possible.

MONITORING

Marking throughout the school is monitored every term by the Leadership Team, Literacy Coordinator and Numeracy Coordinator. Individual feedback is given to the relevant staff and any whole school issues are raised at the following staff meeting.