

Assessment Policy – updated January 2020

The purpose of assessment at Mayespark is to provide information:

- To help children understand how well they are doing and what they need to do next to improve
- To involve children in their own assessment
- To allow teachers to plan work that accurately reflects the needs of each child
- To track the attainment and progress of individual pupils, groups and cohorts of pupils thus informing future planning
- To track how children are making progress over time and between Key Stages
- To provide the pupils' next teacher with information that will ensure smooth transition and promote continuity and progression
- To provide leaders of the school with information which allows them to monitor and make judgements about the effectiveness of provision, and identify strengths and weaknesses in the curriculum and to utilise this information to inform school improvement planning
- To ensure pupils who attract pupil premium funding are making better than expected progress and any gaps in attainment are being closed
- To provide subject leaders with information which allows them to monitor and make judgements about the effectiveness of practice within their subject area
- To provide governors with information on the school's performance to aid their monitoring procedures
- To provide regular information for parents to enable them to support their child's learning
- To keep parents informed about their child's achievements and progress and enable them to help their children make further progress

Responsibilities

Headteacher

- To maintain an overview of assessment in the school
- To monitor and develop consistency across the school
- To collate and analyse assessment data and utilise the information to support school improvement, raising standards at whole school level
- To ensure that statutory requirements are met
- To manage the whole school data systems
- To keep up to date and inform staff on latest information and requirements
- To ensure pupil learning plan meetings are held to discuss progress
- To ensure that pupil progress meetings are led consistently and effectively
- To inform governors about the school's performance on a termly basis
- To have a clear and detailed understanding of what the assessment information means about the school's performance
- To utilise assessment information to raise standards at a whole school level
- To know and understand the impact of mobility on standards
- To monitor and evaluate the policy in practice
- To review and update the policy

Deputy Headteacher for assessment

- Analyse data on a termly basis
- Ensure tracking systems are fit for purpose
- Highlight anomalies in data
- Ensure data collection is organised and systems are in place to support teachers' assessments
- To promote and monitor day to day assessment procedures and ensure timely feedback

Assistant Headteacher for Inclusion

- To ensure progress is tracked showing all levels of achievement using B² where necessary
- To have a clear and detailed understanding of what the assessment information means about the performance of all pupils with an identified SEN and the impact of all interventions
- To monitor progress and attainment of pupils with EAL and HLP

SLT

- To lead pupil learning plan meetings
- To identify pupils who are not making expected progress and challenge and support teachers to improve attainment and progress
- To utilise assessment information to inform them of the effectiveness of practice and to use this information to raise standards
- To liaise with subject leaders and SENDCo regarding standards

Subject Leaders

- To ensure plans include clearly defined learning intentions and identify a focus group.
- To advise colleagues on assessment and recording in their subject.
- To utilise assessment information to inform them of the effectiveness of practice within their subject and to use this information to inform subject action plans and raise standards within their subject area
- To liaise with phase leaders regarding standards in their subject

Class Teachers

- To mark work in books and complete DM sheets daily
- To identify learning intentions to be assessed on medium/short term plans
- To set individual targets to support this process
- To carry out ongoing formative assessment in accordance with this policy
- To carry out tests on a termly basis in accordance with this policy and update the information on Insight
- To prepare and write reports for parents, colleagues and other agencies
- To provide examples of assessments to subject leaders for assessment moderation
- To ensure manageable records are kept
- To ensure that the specific assessments requested by the Inclusion Leader/ SENDCo are carried out for pupils with SEND and that records are maintained and regularly reviewed in accordance with the school's SEND Policy
- To put specific interventions in place, within and out of class, to support the progress of children identified as underachieving

AfL

Effective assessment is essential to quality teaching and learning. Assessment for Learning (AfL) is a fundamental tool utilised by teachers at the school to raise attainment and accelerate progress.

Regular feedback given to children on their learning helps them to understand how to be successful, what they have achieved and what they need to do to improve further. Good assessment practice ensures lesson planning is relevant and is based on a sound knowledge of the pupils', attainment, progress and the next steps in their learning. Parents are informed of their child's progress at parent meetings, in school reports, or any other time if the class teacher has concerns about achievement.

Ongoing Formative Assessment

We believe that thorough assessment procedures are essential for informing the next stages of planning and helping children to know what they have to do to make progress. We endeavour to achieve this by:

- Discussing the purpose of the learning taking place in each lesson
- Questioning throughout the lesson in order to judge pupil understanding
- Challenging children to take risks, aim high and learn from their mistakes
- Providing regular opportunities to review learning throughout the lesson (mini-plenaries)
- Involving the children in peer and self assessment by setting pupil targets and success criteria which help them to assess their own progress and the progress of their peers within lessons and over longer periods of time
- Celebrating achievement, progress and good examples of work on displays
- Using assessments and information from marking to inform the next stages of learning and planning
- In the Foundation Stage, daily observations are made against expectations in the prime and specific areas. (*See appendix 2*)
- Daily annotations – The distance marking sheet is used to record pupil outcomes each day and next steps are planned for subsequent lessons
- Adult Response to Marking – Teachers give daily LSA direction which is based on daily marking and checking of pupil books. Teacher focus for each day is noted on the Distance Marking (DM) Sheet
- Observation – Observation is a tool which should be used continually by the teacher. Observations can be planned for and have a particular assessment focus or they may be an incidental observation made by the class teacher or LSA
- Discussion/Questioning – Discussion and questioning are an integral part of classroom activity and are closely linked to the personal and social development of a child. For example, teachers value opportunities for children to report back to the class about their work, to explain their reasoning, to take their turn in discussion and be able to ask questions. The discussions are at individual or group level to provide a variety of opportunities, which is important to both teacher and child. Teachers use a range of questioning techniques to prompt thinking and assess children's misconceptions
- Guided Group Feedback – Pupils working in guided groups with adults will receive instant verbal feedback linked to their current learning and will engage in dialogue that ensures progress is made

Termly Summative Assessments

Assessments of pupils' attainment judged against the age related expectations are carried out on a termly basis in order to track attainment and progress at an individual, group, class, year group, key stage and whole school level. This information is also used to identify pupils who need to be targeted for additional support/interventions and to set the focus of discussions in Pupil Learning Plan meetings.

- In the Foundation Stage, the Development Matters document is used to support judgements made, indicating typical behaviours within the relevant months' bandings
- The Foundation Stage Profile (ELGs) is also utilised to assess pupils in Reception
- In KS1 and KS2, National Curriculum year group expectations are used to judge if a child is meeting the age related expectations in reading, writing, maths and science
- In Years R, 1, and 2 half termly assessments are undertaken in phonics using past national test materials. This information is used to re-set groupings to ensure the children are in the correct phonic group and on track to achieve or exceed statutory expectations.
- In year 1-6 tests are used each term to give evidence for teacher assessment
- Class teachers ensure that assessment information is recorded on Insight each term

- In foundation subjects, teachers assess at the end of each term/unit using guidance written by subject leaders. This information is recorded on Insight and in reports to parents in February and July.

Data Analysis

- The headteacher utilises the assessment data on Insight to carry out an analysis each half term. This information is utilised to inform the:
 - Pupil Learning Plans
 - School Self Evaluation
 - Termly refocusing of the School Improvement Plan
 - Termly headteacher report to governors and the curriculum and standards committee
 - Termly data report to the Chair and Vice Chair of Governors

Pupil Learning Plans

PLP Meetings Agenda (Individual each term)

- Attainment and progress
- Books, planning and DM sheet scrutiny for pupils making slow progress
- Identify barriers to progress and next steps
- Review of actions / Interventions / SEND referrals

End of Year Assessments

An assessment is made at the end of each year in speaking and listening, reading, writing, maths and science and reports to parents indicate how well each pupil is attaining compared to the age related expectations.

At the end of the year all pupils are expected to reach age related expectations for the year group they are in. This is recorded as 'On-track' on the school's data management system. Children who exceed expectations are recorded as 'Greater Depth'

Assessment data is reported annually to the Local Authority/DFE at the end of:

- Reception
- Year 1 (Phonics Screening Check)
- Year 2
- Year 4 (Multiplication Tables Check)
- Year 6

Recording

- A variety of recording systems are used which are manageable and purposeful.
- Assessment data is recorded centrally on Insight. (iPads and Tapestry are used to inform assessment in EYFS)

Assessment Moderation

- PPA time and Professional Development Meetings are utilised for assessment moderation to ensure that all teachers have a shared understanding of assessment practices.
- Assessment moderation is also carried out with other schools in order to ensure consistency and against the standards materials.

Monitoring and evaluation

- The headteacher ensures this policy is implemented consistently throughout the school through strategies such as discussion with teachers, pupils and parents/carers, sampling pupils' books and reports, lesson observations, learning walks and sampling of teachers' planning.
- Subject leaders will carry out monitoring on a termly basis which involves assessment moderation, book scrutinies and planning scrutinies.

Reporting to Parents

Reports to parents are given verbally at parents' evenings twice a year. A written report is provided twice a year in February and July. The reports are written in a clear, straightforward manner and are personal to the child. They inform parents of:

- How their child is performing in relation to their past achievements and to national standards.
- Their child's strengths and any particular achievements.
- Areas of development and improvement.
- Whether the child is happy, settled and behaving well.

An open afternoon is held at the end of the school year when parents can meet with the class teacher to discuss the report if needed. Parents can request an appointment at any time during the year and teachers will contact parents if there are concerns.

Transition and Transfer

- Assessment information, both academic and social, is transferred between professionals at each stage of the child's schooling between classes, key stages and schools. This ensures that children have the maximum opportunities to achieve.
- Transition meetings are held between class teachers and with secondary schools at the end of year 6.
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Equal Opportunities

Equality of opportunity is a fundamental right for all children regardless of race, culture, gender or special educational needs. This policy is written for all and recognises that every child has equal opportunities:

- We have high expectations of all pupils and of all groups of pupils.
- We carry out data analysis of pupil performance identifying areas of development for all pupils and groups of pupils, comparing their progress with national expectations and are committed to taking action where underachievement is identified.
- We recognise and value all forms of achievement.

Appendix 1

Marking at Mayespark

We recognise that marking is an important part of the teaching, learning, planning cycle and has an important part to play. We want it to have a greater impact on progress than on workload. For this reason we have taken away the requirement for teachers to write lengthy feedback in children's books. The procedures below outline the marking that takes place and how it feeds into planning.

Aims of marking

- Checking and assessing pupil's responses to learning tasks
- Making decisions about what we/they need to do next
- Acknowledging and valuing children's efforts

Organising children

- Adults must work with a guided group throughout the lesson
- Other children work alone, in pairs or in groups, independently
- All good assessment for learning practice remains in place, e.g. self and peer assessment, use of success criteria, mini-plenaries etc.

Guided Groups

- Adults working with guided groups should signify this by labelling pupil books with a RED 'stick-man' at the top of the page
- During the guided session, adults may annotate children's books to reflect their intervention where useful and/or relevant
- Annotations make take the form of modelling, prompting, correcting etc. Annotations should not be extensive or contrived – if it is burdensome and does not impact on learning, DON'T WRITE IT!
- Adults should initial at the bottom of the child's finished piece when they have stopped working with the child.



Children working independently of an adult

- Children working independently of an adult should signify this by labelling their books with a GREEN 'stick-man' at the top of the page
- These children will have their books 'marked' after the lesson



Checking the books of children who worked independently of an adult, the three possible actions:

1. **Upon checking a child's book the teacher reaches the conclusion that they have met the learning intention and the outcome meets the expectation:**
 - The book is stamped with a stamp *other than red*, tick answers if relevant, then move on to the next book
 - Teachers should consider whether the work should be praised through the use of;
 1. **Highlighter pen:** used to highlight elements of pupil work that is particularly impressive when considering the child's individual attainment and expectations. Any colour can be used.
 2. **Headteacher stamp:** A specially made stamp '*Mrs Lamb would love to see your work*' is used by teachers to signify outstanding performance by a pupil – the stamp is used rarely to maintain its very special status.

2. Upon checking a child's book the teacher reaches the conclusion that they have met the learning intention and the outcome meets the expectation but there are some minor errors that require corrections:

- Consider whether the work should be praised as described above.
- Make the correction (use symbols in EYFS and KS1 as needed), stamp the book with a stamp other than red, tick answers if relevant then move on to the next book

What constitutes a 'minor correction'?

- An error that is otherwise used correctly throughout the work or in previous pieces – e.g. correct use of punctuation such as speech marks, question marks, full stops etc. but one or two have been missed.
- A transcription error – e.g. a capital letter in the wrong place, reversed number, 't' not crossed etc.
- An incorrect answer amongst a range of correct answers that demonstrate the child has understood a concept – e.g. a calculation error, missing unit of measure from an answer etc.
- An odd spelling mistake that should be within the child's expected realm of spelling capability – e.g. high frequency words, the appropriate homophone etc.

Rule of thumb: A child should see the correction and think, *"ah, I missed that"* rather than, *"oh, I didn't know that"*

3. Upon checking a child's book the teacher sees something they didn't expect and reaches the conclusion that they need feedback. Feedback will predominantly involve further teaching, guidance or support but may involve setting further challenge or celebrating and sharing excellent achievement:

- Stamp the book with a RED stamp and make a note of the feedback required on the Distance Marking Sheet (DM Sheet)

Criteria for completing the Distance Marking Sheet

- This sheet replaces distance marking in pupil books; it is a record of teachers' evaluations when 'checking' the books of children who have worked independently of an adult and is a running record of Assessment for Learning.
- The sheet should be completed daily and must include the date to support monitoring and evaluation
- At the end of each week, file alongside weekly planning – taking account of any aspects that require follow up in the next week.

Self and Peer Assessment

- In writing, children should be given a manageable checklist of things to look for and be given guidance on how to edit their work.
- If teachers are using self / peer assessment for shorter tasks they should give the children a clear focus for the marking to ensure this is effective. It should also be noted on plans to ensure consistency across the year group.
- If peer marking is taking place, peers should make their comments on post it notes and NOT write directly in another child's book.

Appendix 2

EYFS

Assessment Procedures

Attainment on Entry

For pupils who are new to Mayespark in Reception in September, teachers will assess them against the prime areas of learning within the first two weeks of the autumn term. This recorded as achieved in Autumn 1 for reporting purposes. Teachers will also complete the DfE reception baseline assessment within the first six weeks of children starting school.

Daily

Observations of children's learning: adult lead and self-initiated. All observations will be recorded on iPads and saved with photographs where relevant.

All work marked and annotated to show independent or supported learning. Staff agree weekly who will observe focus activities and for what purpose. Spontaneous observations are also recorded by all members of staff when necessary.

Observations are tracked each week to ensure all children are assessed.

Weekly

Observations are moderated to ensure evidence for achieving a statement is consistent and agreed across EYFS. Evidence is gathered for the Characteristics of Learning and this is stored in pupils' individual files.

Termly

- Moderation of all seven areas of learning takes place in PPA time and Professional Development Meetings.
- Objective statements to be completed in all areas.
- Data added to Insight in all seven areas of learning for every child.

Assessment procedures for reporting follow the KS1 and KS2 data collection cycles.