St Philip Westbrook
C of E Primary School
"Together we aim high and with God's love we can fly"

Assessment Policy

Date of Review	Action
JULY 2017	Approved by governors
JAN 2018	Reviewed by governors
JULY 2018	Updated with moderation of writing on ranking sheets & greater depth NFER scores

Our school vision of 'Together we aim high and with God's love we can fly' is at the heart of our school.

Here, children can develop their God given potential in a secure, nurturing and happy environment that embraces excellence and enables children to live life in all its fullness.

Through the strength of God we can aspire to achieve the highest of standards in all that we do.

Philippians 4:13 "I can do all things through him who strengthens me."

Assessment is a vital part of ensuring that children achieve their God given potential in achieving the highest of standards.

The purpose of this policy is to:

• make clear our vision of the role of assessment as part of teaching and learning within our school
• support staff in maintaining and raising the standards of progress and achievement for all our pupils
• provide clear guidelines to ensure consistency and accuracy in assessment across school

Primary purpose of assessment

• The primary purpose of assessment in this school is to enable all pupils to make good or better progress and achieve well compared to age appropriate expectations and from their different starting points

This will be achieved by considering the following:

• Assessment will be informed by their parents/previous providers as appropriate

• Assessment information will be gathered from looking at what pupils already know, understand and can do, to inform planning

• Assessment will be used to plan appropriate teaching and learning strategies

• To identify pupils who are falling behind in their learning

• To identify pupils who may need additional support to 'catch up' with their peers

• Enable pupils to understand how to improve as a result of useful feedback, written or oral, from teachers

The principles of in school assessment

The school will make good use of formative and summative assessment approaches and ensure the correct balance between these approaches.

At the core of this policy is the recognition that high quality formative assessment will have a greater impact on rates of pupil progress than too frequent summative assessments.

Assessment in this school will:

- relate to shared learning objectives and success criteria in lessons
- include reliable judgements about how learners are performing, related to national standards
- involve both teacher and pupils reflecting upon assessment information
- provide feedback which leads to pupils improving their work
- enable teachers to plan effectively, based upon next steps
- provide us with information to evaluate our work, and set appropriate targets at whole school, class and individual pupil level
- enable parents to understand and be involved in their child's progress

Roles and Responsibilities

Teachers and Teaching Assistants are responsible for:

Ensuring they are familiar with the current assessment policy.

Carrying out formative and summative assessments.

Using the schemes of work and age related assessment statements for each subject as the basis for planning objectives against which the performance of individuals and groups of pupils will be assessed and tracked.

Giving feedback to pupils as part of on-going assessment dialogue about their learning.

Completing summative assessments each term with the resultant data collected on the S Drive.

Assessing against Age Related Expectations and analysing this data termly to be used in pupil progress meetings.

Identifying pupil groups and individuals who are vulnerable to underachievement in relation to age related expectations and prior attainment.

Reporting progress to parents at Parent Consultation meetings, and in each pupil's annual report.

SLT are responsible for:

Prioritising key actions to address underachievement of individuals and groups.

Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years.

Ensuring that class teachers are aware of their accountability for the progress of the class, specific groups and individual pupils through termly pupil progress meetings and appraisal meetings.

Subject Champions are responsible for:

Ensuring that all staff are familiar with the assessment practice for their subject.

Monitoring standards in their subjects in line with Subject Champion guidance.

Ensuring that subject assessments and ongoing monitoring are used to identify strengths and areas for development.

Outline of the Assessment Framework

Policy and practice will be reviewed regularly with staff. Assessments should be made in line with the **Independent Work** guidance below where possible. All assessments should be saved in the Tracking folder on the S Drive.

On-going formative assessments to be completed:

- review each lesson against objective and success criteria
- date and highlight the age related expectations assessment statements in the back of books in writing, maths & science; reading in the guided reading folder and RE in children's books at the start of each unit of work.
- update the class tracker using the highlighted statements
- in Reception staff highlight the development statements leading to Early Learning Goals
- move children accordingly on the Rankings proforma at least once per half term (in response to moderation and on-going assessments)
- Y1 – Y6 mental maths document
- update the phonics assessment & HFW document in R & Y1
- spelling tests

Half termly:

- Y2 – Y6 Rising Stars grammar & spelling tests with results updated
- Intervention groups and their impact identified and reviewed using the agreed documents
- Rankings sheet updated at least half termly, this should match the Class Record and Protracker Children should not be moved to the next or previous column without moderation for writing, or retesting using NFER in reading and maths.
- Junior spelling baseline each half term

Termly summative assessments:

- Class record information uploaded to the Protracker (this should match the rankings)
- Subject assessments completed on the protracker

- Analysis completed using the Pupil Progress word document
- SLT to create a Cohort protracker for each year group and analysis using the Pupil Progress document
- NFER tests in Autumn and Summer Term maths – children who are below a standardised score of 98 should not be assessed as at ARE. Children below 118 should not usually be assessed as greater depth. Any child with scores of 115 – 117 would need additional evidence for greater depth.

Yearly summative assessments:

- Reception, Y2 and Y6 follow statutory guidance
- Y3 – Y5 End of year NFER standardised tests in reading, spelling and maths – children who are below a standardised score of 98 should not be assessed as at ARE.
- Children below 118 should not usually be assessed as greater depth. Any child with scores of 115 – 117 would need additional evidence for greater depth.
- End of year reports for parents

Moderation

To ensure that teacher assessment judgements are robust, rigorous standardisation and moderation will take place internally within the school through fortnightly Unit meetings and termly staff meetings.

Cross school moderation will take place in conjunction with our partner primary schools in the assessment project.

External moderation will take place in line with Local Authority procedures.

Annex 1 provides guidance for use in moderation sessions within school for the Summer Term. This should correlate with the Class Record sheet and Protracker.

Independent Work

Independence shows itself in different ways: it does not simply mean that a child works alone and unaided, as would be the case in a test. It can be most clearly evidenced when a child applies the learning in other contexts.

In everyday terms, it is more realistic to think of children's learning on a continuum between supported, scaffolded and independent achievement. There are definite stages in this process, when the degree of support or scaffolding is reduced. The new standards recognise that in general, it is the degree to which a learner can achieve something 'independently' that forms the basis for how secure a judgement is in a mastery curriculum.

When planning, teaching and reviewing evidence of learning, it is helpful to consider to what extent the work allows for or demonstrates independence. Identifying independence might include thinking about:

Points to consider	Example

How closely a teacher works with a child to achieve the task or outcome	Child works in a focus group with teacher or learning assistant
The way that the task or activity is structured	This may include the use of ☐ mathematics apparatus ☐ prompts for writing
How children are grouped for the work	Mixed ability so more able support less able
A child's familiarity with the tasks or structure of the task to be undertaken	Work on it all week and then assessed
The degree of support given by the mode of response	If resources such as writing frames or worksheets are used.

All of these approaches to scaffolding will impact on the independence of the work and how secure judgements are a true reflection of the new national standard.

It must be recognised that independent work of this kind typically occurs at some distance from direct teaching, for example when concepts and skills taught in one context are applied in another.

The expectation of the standard being that a child who has securely grasped a concept or rule will apply it across all their work can be evidenced by drawing from other subjects, rather than when the focus of the lesson is literacy or maths.

The amount of support or scaffolding that a child receives will impact on the security of judgements made; hence by referring to a wide range of sources from across other subjects you will have a truer picture of the child's attainment, some distance from their direct teaching. The challenge is to ensure that these opportunities are identified across subjects and are an integral part of the school's curriculum.

Stage	Definition	Example
With support	This is when a child is being directly supported by the teacher or other adult.	• More able children working with the teacher to learn how to solve multi step word problems. • Less able children covering the current year's objectives with the Teaching Assistant.
Support	This is when a child is being indirectly supported by the teacher or other adult.	• Children are given the opening of a story and a plan for its development and then work on their own.
Scaffolded Independence	This is when a child's work is produced in response to direct teaching or work is prompted by key written or oral questions.	• More able children completing word problem in the same lesson that it is taught. • Children in Upper KS2 preparing a piece of writing all week directed by the teacher, then working unaided on Friday.
Independence	When children's work is produced at distance from direct teaching.	• Writing a recount of a day trip without prompting.

		• Using decimal notation in money problem solving. • Using inverse operation to check results in maths without prompting.
Application	Children demonstrate prior learning across the curriculum.	• Child writes an account of a child in Tudor times applying learning from English. • Child works out mean in science to ensure results are reliable applying work form maths.

Standards and Testing Agency Guidance 2017

The Agency issued the following guidance regarding independent writing which we will use when assessing children's work across all year groups.

Independent writing:

Teacher input and marking:

- From a teaching perspective, the STA has no view on how teacher input to pupils' writing is undertaken in individual schools. However, for evidence presented for teacher assessment moderation at the end of the year, it's important that pupils haven't been over aided.

- For the purposes of providing evidence that the pupil meets the statement about "spelling most words correctly", a piece of work where "sp" has been put in the margin to indicate there is a misspelt word in that line, which has then prompted the child to correct the spelling of that word,would not be considered evidence that the child could independently meet the "pupil can" statement. The concern with writing 'sp' on a specific line is that it strongly indicates to pupils which word might be wrong. However, that piece of work can be used to evidence other statements, so this does not mean that piece of work cannot be used.

- The guidance goes on to state that in terms of spelling – more generic comments to "check your spelling" at the end of a paragraph or block of text or at the end of a piece of work, would be fine and may be counted as independent.

Use of success criteria:

- There is an expectation of clear learning objectives and limited success criteria which is not over detailed in that it directly shapes the writing, telling children what to include or where to include it.

- Success criteria have a key part to play in teaching and learning. Pupils can use success criteria to assess their own work, address their own concerns, and identify areas for improvement.

- In order for a piece of work to be considered independent, it would be informed by clear learning objectives and limited success criteria, which are not over-detailed and do not over-aid pupils in that they directly shape the writing, for example, telling children what to include or where to include it.

- Success criteria should encourage pupils to focus on the criteria against which the work will be assessed, without modelling or over-scaffolding the expected outcome.

- Success criteria can be devised by pupils themselves when working in a group.

Use of punctuation:

The guidance also aims to clear up a number of misconceptions about the use of punctuation to meet the "pupil can" statements at the end of KS2:

- At the expected standard, pupils don't need to demonstrate the use of semi-colons and colons to mark the boundary between independent clauses, although they may do so. It is acceptable for pupils to use a colon to introduce a list, and to use semi-colons within lists.

- Dashes can be used to mark the boundary between independent clauses or to mark parenthesis. A pair of dashes or a single dash can be used to mark a parenthetical afterthought. Any of these uses can provide evidence for dashes at the expected standard.

- Commas, dashes and brackets can all indicate parenthesis. It is not necessary for pupils to demonstrate all three forms of punctuation to indicate parenthesis across a collection of writing.

- If bullet points are used, the way they are punctuated must be consistent. Bullet points do not need to be evidenced for a pupil to be judged as working at any of the three standards.

- Pupils do not need to demonstrate the use of ellipsis dots as part of the full range of punctuation taught at key stage 2.

Greater depth in writing at the end of KS2:

- The guidance is updated yearly and should be followed.

Appendix 1

Assessment - Key Questions to Consider in the Summer Term

Standard	Below	Working Towards	In line with ARE	Greater Depth	Exceptional Performance
How much of the current year's Programmes of Study (POS) can be met?	Some objectives	Most objectives	All objectives	All objectives	Embedded
How confidently is the child working unaided within the current year's POS?	Some confidence	Mostly confident	Confidence developing in using and applying	Confident in using and applying	Consistently using and applying in other subjects
How often does the child evidence learning from the current year's POS?	Sometimes	Often	All or almost all of the time	All of the time	All of the time and through other subjects consistently
When do they demonstrate the skill or knowledge of the current year's POS?	Working unsupported in a small group some of the time	Working unsupported most of the time	Able to use and apply	Using and applying consistently	In their application across subjects
How often do they achieve the objectives set in line with the current POS?	Some of the time	Most of the time	All or almost all of the time	All of the time	All of the time and in other subjects
Do they need scaffolding to access the current year group's POS?	Almost all of the time	Sometimes	Seldom	Not required	Extension required