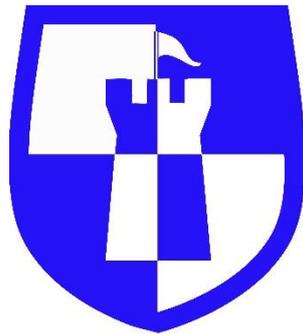


Castlecroft Primary School



Assessment Policy

October 2016

To be renewed annually

Signed by:

_____ Headteacher

Date: _____

_____ Chair of governors

Date: _____

Contents:

Statement of intent

Rationale

Principles

1. **Key roles and responsibilities**
2. **Training of staff**
3. **Definitions**
4. **Types of assessment**
5. **Scheme of assessment**
6. **Target setting**
7. **Tracking and reviewing progress**
8. **Marking and feedback**
9. **Records and record keeping**
10. **Standardisation and moderation**
11. **Reporting**
12. **Links to other policies**
13. **Policy review cycle**
14. **Appendices**
 - a) **Marking guidance**
 - b) **Assessment materials, tools and test**
 - c) **Contents of class assessment folder**
 - d) **School assessment schedule**
 - e) **Assessment Cycle**

Statement of intent

Following the publication of the new National Curriculum in 2014, new forms of assessment were developed to align with its content and principles. We now have an assessment system based around 'Age Related Expectations' and use a system of: Entering, Developing, Secure or Mastery to show progress against these expectations.

'There are three main forms of assessment: in-school formative assessment, which is used by teachers to evaluate pupils' knowledge and understanding on a day to day basis and to tailor teaching accordingly; in school summative assessment, which enables schools to evaluate how much a pupil has learned at the end of a teaching period; and nationally standardised summative assessment, which is used by the Government to hold schools to account.' (Assessment without Levels 2015)

At Castlecroft Primary School we are committed to:

- Ensuring early and accurate identification of individual needs.
- Involving all staff, pupils and parents/carers in the process.
- Ensuring all pupils are aware of what they need to do next to improve.
- Regularly monitoring progress to assess the impact of teaching and learning and taking prompt, corrective action where appropriate.
- For SEN pupils setting individual pupil targets which are SMART:
 - Specific
 - Measurable
 - Achievable
 - Realistic/relevant
 - Time bound
- Acknowledging progress and attainment.
- Working with other agencies as needed.

Principles

Using the principles and processes of assessment, our aim is to:

- Monitor progress and support learning to assess the impact of strategies and interventions.
- Celebrate the progress and attainments of pupils and identify areas for development.
- Support pupils to assess their own progress and give guidance on how to improve.
- Guide planning, teaching, additional support, curriculum development and the creation of resources.
- Communicate with parents and the wider community about our pupils' progress and attainment.
- Provide information to ensure continuity when a pupil changes year group or leaves the school.
- Comply with statutory requirements.
- Tie all assessment to its intended purpose to support the educational process and avoid unnecessary teacher workload.

Rationale

The process of assessment is central to helping children to progress and fulfil their potential. It is also necessary to provide a framework to ensure that learning objectives can be set and used to inform lesson planning, resources, and support. Assessment should be integrated methodically into teaching strategies, so that progress can be monitored and barriers to learning can be identified at pupil, group, class or whole school level.

The assessment process can only be successful if regular reviews take place and plans are communicated and actioned at all levels. The overall management and evaluation of assessment is the responsibility of the Senior Leadership Team.

Our chosen assessment systems are free from bias, stereotyping and generalisation in relation to gender, class and race. This is ensured by trialling products, evaluating products and working from other schools recommendations.

Our assessment procedures are compliant with the Special Educational Needs and Disabilities (SEND) code of practice; however, we do analyse the progress of different cohorts of pupils, to ensure that we meet the needs of individuals and specific groups.

Key roles and responsibilities

- 1.1. The board of governors has overall responsibility for the implementation of the Assessment Policy and procedures of Castlecroft Primary School.
- 1.2. The board of governors has overall responsibility for ensuring that the Assessment Policy, as written, does not discriminate on any grounds, including but not limited to ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- 1.3. The headteacher has responsibility for handling complaints regarding this policy as outlined in the school's Complaints Policy.
- 1.4. The headteacher will be responsible for the day-to-day implementation and management of the Assessment Policy and procedures of Castlecroft Primary School.
- 1.5. The Class Teacher is responsible for collecting and interpreting assessment data, implementing systems for identifying, assessing and reviewing progress for all pupils and updating the senior leadership team on the effectiveness of the provision, using local, national and school level assessment data.
- 1.6. The special educational needs coordinator (SENCO) is responsible for maintaining the SEND register, coordinating individual support, handling pupil records received from mainstream schools, reviewing targets and managing statutory assessment.
- 1.7. Class teachers are responsible for maintaining accurate gathering records, reporting progress to parents/carers, and contributing to targets. This is with the support of the subject leaders who work alongside the class teachers to plan, deliver and feedback to the Senior Leadership Team on the impact of interventions.
- 1.8. All staff, including teachers, support staff and volunteers, will be responsible for following the Assessment Policy. They will also be responsible for ensuring the policy is implemented fairly and consistently, and for sharing relevant information with the SENCO and headteacher.
- 1.9. Pupils are expected and encouraged to engage fully in the assessment process by always trying their hardest in both formative and summative assessments, and by following exam regulations specified by examination boards.
- 1.10. Parents/carers are expected to engage with the school in the assessment process by attending parents' evenings and meetings, and by encouraging pupils to do their best in their day-to-day schooling and in summative assessments.
- 1.11. Parents/carers are given opportunities to share in any new assessment procedures and informed of any new changes to the statutory assessment process.

2. Training of staff

- 2.1. We recognise that early intervention can improve both achievement and self-worth, every teacher should have the opportunity to become skilled and confident when assessing pupil's learning. As such, teachers will receive training in identifying

pupils potentially at risk of not meeting targets (see monitoring). Teaching & Learning Co-ordinators have termly workshops to be able to confidently analyse data and evaluate how effective it has been.

- 2.2. Teachers and support staff will receive training on the Assessment Policy as part of their new starter induction.
- 2.3. Teachers and support staff will receive regular and ongoing training and support as part of their development within staff meetings, year meetings, network meetings, co-ordinator's briefings, TA meetings or external agencies. This is co-ordinated by the Senior Leadership Team with subject leaders offering day to day support and advice.

3. Definitions

Castlecroft Primary School

- 3.1. Defines "assessment" as either:
 - Activities undertaken by teachers, and/or by pupils assessing themselves, which provide information to use as feedback to move learning forward.
 - Activities which enable modification of teaching and learning activities to improve achievement.
 - Activities which lead to formative or summative feedback.
- 3.2. Defines "formative assessment" as any activity which assesses progress throughout the school term and guides teachers in how to modify their teaching to help their pupils achieve through questioning, marking, observations, recapping and work trawls.
- 3.3. Defines "summative assessment" as activities which assess final achievement at the end of the term or year through assessment weeks, SEN reviews and KS2 testing.
- 3.4. Defines "mastery" as deeper, secure understanding of learning at all stages. The school will strive for all children to master the curriculum and have a secure understanding of their age related expectation. In our assessment system a mastery award will be given to children who have a deeper understanding.

4. Types of assessment

- 4.1. Castlecroft Primary School acknowledges that assessment will take place in a range of different ways, for different subjects. However, all assessment should embrace the principles outlined in this policy, and therefore, assessment in some form will be evident in every lesson. Types of assessment carried out include (but are not restricted to):
 - Oral and written feedback
 - Observation of pupil's work to evaluate outcomes against expected outcomes

- Using pupil target sheets to identify learning objective and assessing understanding against it
- learning conversations
- self-assessment
- peer assessment
- group assessment
- targeted questioning
- Assessment through marking
- assessment of work of a range of age related expectations
- use of examination materials
- Against SEND targets

4.2. Teachers should provide regular opportunities for children to assess their own work and the learning of their peers. This supports children to be actively involved in their learning and to be able to identify where they need to target their efforts to improve. This may include:

- Self-assessment and peer assessment against success criteria
- Self assessment against a learning target on their pupil target sheet
- Feeling Faces or a Three dot system to identify how well they felt they had achieved during the lesson
- A tick and a dot system to identify a strength and an area of development
- Highlighting or annotating their own or a peer's work to identify appropriate features.

5. Scheme of assessment

5.1. National curriculum levels have been removed and replaced with national curriculum knowledge descriptors. Castlecroft Primary School has implemented the following scheme of assessment which addresses assessment without levels.

Entering Age Related Expectations

Developing Age Related Expectations

Secure Age Related Expectations

Mastery Age Related Expectations (This is not a progressive step)

Children are expected to be secure by the end of the summer term but the school will describe a children as on track if they are developing or secure by the end of Summer.

- 5.2. Summative assessments are used to assess what a pupil can do at a particular point in the learning journey, and performance can be measured against age-related expectations. We utilise the following formal summative assessments as one part of the school's assessment process:

Suffolk Reading Test for Reading Age

6. Target setting

- 6.1. Teachers complete final teacher assessments at the end of the summer term, which inform long-term national curriculum-based learning goals. Using the results of the diagnostic assessments, pupils' understanding of the subject will be classed as entering, developing, secure and mastery.
- 6.2. SEND pupils may follow national curriculum objectives from a younger year group's curriculum or have P-scale objectives, depending on their need and cognitive ability. Pupils will then be assessed using the associated criteria. EAL learners, who are at the initial stages of learning English, are assessed by Wolverhampton's Language In Common (STEPS). Pupils know their targets that lead to the long-term learning goals as they are clearly displayed as target cards in age-appropriate language in English, Maths and Science books which are shared with parents/carers.
- 6.3. Pupils may complete the target sheet statements when they feel they have achieved the target, this can be completed after a discussion with the teacher or identified through marking. When a staff member feels a pupil has knowledge and an understanding of a concept they will tick it off on the class gathering record of Age Related Expectations.

7. Tracking and reviewing progress

- 7.1. Formative and summative assessment judgements are recorded electronically using the school's data system. National curriculum objectives are only recorded as 'achieved' when a child has mastered them. In order to master an objective, pupils must:

- Learn the skill/concept.
- Practise it.
- Apply it.
- Apply the skill/knowledge in a different context.

Progress can involve developing deeper or wider understanding, not just moving on to work of greater difficulty.

- 7.2.** Pupils are given the opportunity to review their progress through 'learning conversations' which are scheduled into lesson time and through developmental marking.
- 7.3.** To assist in guiding each pupil's learning journey, data snap-shots are taken in Reading Writing Maths and Science, three times a year, towards the end of each term.
- 7.4.** Pupil progress meetings for each year group are scheduled on a termly focus on:
- Reviewing the progress of all pupils.
 - Identifying and monitoring cohorts of pupils that are underperforming and individual children.
 - Pinpointing barriers to learning that occur across classes, e.g. attendance, punctuality, behaviour, EAL, Pupil Premium and SEND factors.
 - Selecting intervention strategies to implement as a team to tackle barriers to learning.
- 7.5.** The Senior Management Team meet on a weekly basis. During this time SMT monitor pupils who were identified as underachieving in a number of subjects at pupil progress meetings, to pinpoint whole school trends relating to performance and to make decisions surrounding actions to accelerate the level of intervention for pupils who are identified as persistently underachieving.

8. Marking and feedback

- 8.1.** Marking of pupils' work should follow the Marking Policy using an agreed system of codes. Effective marking of pupils' work is fundamental to ensuring that a personalised learning journey for all children is achieved.
- 8.2.** Marking and feedback should directly relate to subject specific assessment criteria and learning targets and the lesson objective. The primary aims of marking are to ensure that each pupil can progress and teachers are aware of knowledge gaps, so that they can adjust lesson planning accordingly.
- 8.3.** Dedicated time will be allotted during lessons for pupils to do corrections, review and respond to comments and make improvements and take note of next steps.
- 8.4.** Feedback can take a variety of forms depending on the age of the pupil, the activity undertaken and the teacher's judgement. Our aim is for pupils to have full ownership of their work and to be able to review their progress against their own target sheets and be aware of their 'next steps' (with guidance from the class teacher)
- 8.5.** Marking and feedback strategies include: (See Marking Policy)
- ABC marking in maths
 - A - Additional support as the child needs extra support to understand the concept
 - B - Board work as the child has successfully completed the work and can be extended or moved onto the new topic

- C – Corrections as the child has made a number of mistakes but seems to have an understanding of the work
- Tick and a Dot in writing- to identify an area of success and an area for development
- Using 3 dots or coloured dots or 'feeling faces' to identify success against objectives
- Verbal feedback one to one or as a group
- Peer assessment
- Self assessment

8.6. The quality of pupils' work is rewarded and sanctioned in line with school's reward process.

8.7. Achievement and progress is rewarded in the following ways:

- Work stickers
- Certificates
- Verbal praise and encouragement
- Housepoints

9. Records and record keeping

9.1. Teachers use records to review pupils' progress, set appropriate targets for the future and form the basis of reports to parents/carers. Records are kept in the following formats:

- Assessment data trackers – managed by a service level agreement to avoid unnecessary teacher workload
- Pupil progress gathering records in Reading Writing Maths and science
- Annotation on lesson plans
- Early Years foundation stage Profile
- Phonic assessment records of progress
- Spelling assessment records
- Records of weekly spelling and times tables test scores
- Impact of intervention records following assessments made by the teacher
- Provision Maps
- Target Sheets – in English, Maths and Science

9.2. At the early years foundation stage, each child's developments and achievements are recorded in the EYFSP which is based on teachers' ongoing observations and assessments.

9.3. Summative assessment records, such as key stage 1 and key stage 2 examination results, are kept electronically and held for six years after the year of the examination.

- 9.4. Formative assessment records, such as a sample of pupil work, are held for one year.

10. Standardisation and moderation

- 10.2. The process of moderation is an essential part of the assessment system. Teachers are involved in the moderation process to ensure agreement on criteria for progress in the following ways:

- Collaboration with colleagues across different year groups
- Partnership with colleagues from other schools within the local network working within year groups from different schools
- Attendance at LA sessions to ensure judgements are in line with other schools/academies.
- Using standardisation material published Nationally to develop a consistent picture across school of what age expected standard and greater depth standard looks like at the end of KS1 and KS2.

11. Reporting

- 11.1. Records promote and ensure:

- Positive home/school relationships.
- Information for parents.
- Opportunities for discussion with parents/carers.
- In some cases, information for partnership agencies.
- Targets for pupils.

- 11.2. A written report for each pupil is sent to parents/carers each year. Reports outline pupils' progress in the core and foundation subjects of the national curriculum. Teachers make comments on the attainment of each pupil in terms of national age-related expectations. Next steps for English, Maths and Science are also set.

- 11.3. For pupils at the end of key stages 1 and 2, annual reports will be sent to parents containing additional information, including the results of national curriculum tests, along with information about scaled scores and whether or not their child met the national expected standard.

- 11.4. Parents/carers are invited to attend formal consultations (parent evenings) with the teacher during the Autumn, Spring and Summer terms. At these meetings parents/carers are given an update on their child's progress against age related expectations and ways to support progress in English and Maths. Parents/carers are also welcome to discuss the progress of their child with class teachers or the headteacher at other times.

- 11.5. Class teachers or the headteacher may invite some parents for interview if required.

- 11.6. The headteacher reports progress to governors on a termly basis, in the form of a headteacher's report discussing attainment and progress across school.

- 11.7. This policy also links to the Homework Policy, Marking Policy and Behaviour Policy.

12. Policy review cycle

- 12.1.** This policy is reviewed by the senior leadership team in partnership with school governors and curriculum leaders on an annual basis.
- 12.2.** This policy has been composed with the support of 'Government Response: Commission on Assessment without Levels' documentation September 2015.

Assessment materials, tools and tests

Reading	<ul style="list-style-type: none">• Focussed marking• Pupil observations• Book/work scrutiny• Book Talk reading records• Children's Target Cards• Summative tests• Suffolk reading tests• Teacher planned comprehension tests/activities• Phonic assessments (including flashcards)
Writing	<ul style="list-style-type: none">• Focussed marking• Pupil observations• Book/work scrutiny• Writing samples (independent where possible)• Children's Target Cards• Results of class tests (e.g. weekly spelling tests)• Spelling assessment activities• Summative tests
Maths	<ul style="list-style-type: none">• Focussed marking• Pupil observations• Book/work scrutiny• Results of mental maths tests• Results of speed tests• Children's Target Cards• Summative tests
Science	<ul style="list-style-type: none">• Focussed marking• Book/work scrutiny• Children's Target Cards• Teacher assessment against subject knowledge• Teacher assessment against scientific enquiry

Castlecroft Primary School - School assessment schedule

Autumn one	<ul style="list-style-type: none"> • Class profiles updated and end of year targets set. • Intervention folder updated (on-going). • Pupil premium mentoring and intervention to begin • SEND intervention trackers reviewed and 1 to 1 or small group support begins. • SMT pupil progress updates • Science teacher Assessments • Parents' consultation meetings • Curriculum Body meeting – Data and Key Findings
Autumn two	<ul style="list-style-type: none"> • Class profiles updated. • Assessment Week in Reading, Writing & Maths and teacher assessments completed • Assessment moderation meetings. • SEND intervention trackers reviewed and 1 to 1 or small group support begins. • SMT pupil progress updates. • Pupil progress meetings • Science teacher Assessments • Assessment folder updated (on-going) • Full Board of Governors meeting – Headteacher report evaluated
Spring one	<ul style="list-style-type: none"> • Pupil progress meetings • Assessment moderation meetings • Pupil premium mentoring and intervention to begin • SEND intervention trackers reviewed and 1 to 1 or small group support begins. • SMT pupil progress updates • Science teacher Assessments • Intervention folder updated (on-going) • Curriculum Body meeting – Data and Key Findings
Spring two	<ul style="list-style-type: none"> • Class profiles updated • pupil premium mentoring and intervention begins • SEND intervention trackers reviewed and 1 to 1 or small group support begins. • Assessment Week in Reading, Writing & Maths Teacher assessments completed • Science teacher Assessments • SMT pupil progress updates. • Assessment folder updated (on-going) • Parents' consultation meetings • Full Board of Governors meeting – Headteacher report evaluated
Summer one	<ul style="list-style-type: none"> • Pupil progress meeting. • SEND intervention trackers reviewed and 1 to 1 or small group support begins. • Year 6 SATs • LA SATs moderation meetings for Year 6 • Intervention folder updated (on-going) • Assessment moderation meetings of Year 6 writing judgements • Pupil premium mentoring and intervention to begin • SMT pupil progress updates. • Science teacher Assessments • Curriculum Body meeting – Data and Key Findings

Summer two	<ul style="list-style-type: none"> • Pupil progress meeting. • Complete KS1 SATs and finalise teacher assessments and report to parents • Complete Foundation stage Profile assessments and report to parents • Assessment moderation meetings of KS1 judgements • Report Years 6 SATs results to LA • Report all results of statutory assessments to parents in the form of scaled scores • End of year pupil reports produced and reports sent to parents. • End of year parent transition meetings • Class assessment folder updated in preparation for class handover meeting (on-going) • Class handover meetings (current teacher meets receiving teacher to share information) • Secondary transition meetings • Assessment Week in Reading, Writing & Maths – Year 1,3, 4 & 5 and Teacher Assessments completed • Science teacher Assessments • Suffolk Reading assessments • Assessment folder updated (on-going) • Parents' consultation meetings • Full Board of Governors meeting – Headteacher report evaluated • Curriculum Body meeting – Data and Key Findings
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