

Hayfield Primary School

Policy for

**Assessment of
Pupils' Learning**

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Hayfield Primary School

Loving learning, loving life

Our School Vision

Our pupils will be happy, healthy and caring, with a positive attitude to learning and life. The school community will be respectful, resourceful and open-minded in all that it does. Children will be helped to develop the confidence, knowledge and skills to reach their potential and make a positive contribution to society.

Our Mission Statement

We want every child to:

- **be happy and secure**, and know how to keep themselves healthy and safe.
- **have good self-esteem**, to develop a strong sense of self-worth, with the resilience and confidence to achieve success, develop own interests, strengths and talents, and fulfill potential.
- **love learning**, and experience a rich, vibrant, engaging curriculum, and become life-long, enthusiastic learners who ask questions to develop their thinking and a growth mindset.
- **make excellent progress** across the curriculum, especially in English, Mathematics and Science, achieving the highest standards of competence of which they are capable.
- **be a good citizen**, to develop a strong sense of community, citizenship and social awareness, with integrity and a good code of morals and ethics by which to lead their lives and set an example to others.
- **form positive relationships** and to know how to be a good friend: be caring and kind; share and take turns; have trust, tolerance and respect; be a good listener and empathise with others.

Our school curriculum, which will include the National Curriculum, will be driven by an emphasis on:

The community

Working together with parents, friends, local schools and businesses to provide enriched and relevant learning experiences for all.

The environment

Having a good understanding of sustainability and environmental issues affecting our world; and showing care, respect and responsibility for the environment, both at local and global level.

Enterprise Education

Being creative, working well with others, developing leadership, using initiative, being positive, taking risks, solving problems, developing a 'can do' attitude and making links with the world of work.

Sports and the Arts

Having opportunities to experience a wide range of sports, music, art and drama, and to recognise and develop individual talents and interests.

Policy for Assessment of Pupils' Learning

Why have an Assessment Policy?

Assessment is integral to high quality teaching and learning. It helps teachers to ensure that their teaching is appropriate, that it's pitched at the right level for all learners and that all learners can make good progress at the level expected of them.

Assessment of children's learning is a progressive, ongoing process that helps teachers to plan lessons that build on previous learning and prior knowledge, developing children's skills, knowledge and understanding so that they reach their potential, become successful learners and make a positive contribution to society in the future.

Assessment in school takes a number of different forms and serves a number of distinct purposes. Assessment is used by teachers to enable them to form valid and reliable judgements of pupils' progress for the development of the curriculum. Data from assessment is an integral feature of how schools and the education system as a whole are held to account for their performance. The publication of statutory assessment results in league tables, along with Ofsted Inspections, contribute to national and local judgements of school effectiveness.

Principles underpinning this policy

There are two main types of assessment: summative, usually taking the form of periodic tests that provide a snapshot of achievement, and formative - also referred to as assessment for learning, or AfL - which is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there. The key to good assessment practice is for teachers to understand what each method contributes and to build their practice to maximise the effectiveness of each. Good assessment practice allows teachers and schools to use assessment data to best effect, to move teaching and learning forward, and to maximise student achievement.

1. Assessment is at the heart of teaching and learning.
 - a. Assessment provides evidence to guide teaching and learning.
 - b. Assessment provides the opportunity for students to demonstrate and review their progress.
2. Assessment is fair.
 - a. Assessment is inclusive of all abilities.
 - b. Assessment is free from bias towards factors that are not relevant to what the assessment intends to address.
3. Assessment is honest.
 - a. Assessment outcomes are used in ways that minimise undesirable effects.
 - b. Assessment outcomes are conveyed in an open, honest and transparent way to assist pupils with their learning.
 - c. Assessment judgements are moderated by experienced professionals to ensure their accuracy.

4. Assessment is ambitious.
 - a. Assessment places achievement in context against nationally standardised criteria and expected standards.
 - b. Assessment embodies, through objective criteria, a pathway of progress and development for every child.
 - c. Assessment objectives set high expectations for learners.

5. Assessment is appropriate.
 - a. The purpose of any assessment process should be clearly stated.
 - b. Conclusions regarding pupil achievement are valid when the assessment method is appropriate (to age, to the task and to the desired feedback information).
 - c. Assessment should draw on a wide range of evidence to provide a complete picture of student achievement.
 - d. Assessment should demand no more procedures or records than are practically required to allow pupils, their parents and teachers to plan future learning.

6. Assessment is consistent.
 - a. Judgements are formed according to common principles.
 - b. The results are readily understandable by third parties.
 - c. A school's results are capable of comparison with other schools, both locally and nationally.

7. Assessment outcomes provide meaningful and understandable information for:
 - a. pupils in developing their learning;
 - b. parents in supporting children with their learning;
 - c. teachers in planning teaching and learning.

8. Assessment feedback should inspire pupils to make greater effort and believe that:
 - a. through hard work and practice, more can be achieved;
 - b. the ongoing process of assessment is fundamental to improvement and development.

Our method of assessment

- Assessment serves many purposes, but the main purpose of assessment in our school is to help teachers, parents and pupils plan their next steps in learning to raise attainment.
- We also use the outcomes of assessment to check and support our teaching standards and help us improve.
- Through working with other schools and using external tests and assessments, we will compare our performance with that of other schools. Governors benchmark our school's end-of-key-stage performance against that of similar schools.
- We assess pupils against assessment criteria, which are short, discrete, qualitative and concrete descriptions of what a pupil is expected to know and be able to do.
- Assessment criteria are derived from statements in the National Curriculum and the needs of our pupils. We use the Derbyshire Assessment Grids, which set out what pupils are normally expected to have achieved by the end of each year.
- The achievement of each pupil is assessed against all the relevant criteria at appropriate times of the school year, usually following summative assessment at the end of each term.

- Each pupil is assessed as either ‘emerging’, ‘meeting’ or ‘exceeding’ each taught criterion contained in age-related expectations for that year.
- For those pupils not meeting expectations, support is provided in lessons through differentiation, teaching assistant guidance, intervention programmes, individual education plans (IEPs), involving other services etc. For those pupils meeting and exceeding the expected standards, extension tasks or more challenging work is provided. Teachers maintain high expectations of all children at all times, and encourage children to challenge themselves and assess their own learning.
- Formative assessment takes place throughout all lessons through observation of pupils (showing answers on mini whiteboards, paired and group discussion, performing tasks etc), response to questions, talking to pupils and marking their work, and self/peer assessment. Assessment judgements are recorded on planning and these are used to inform subsequent lessons and to build up a picture of the child’s achievements to help make summative judgements when completing the child’s assessment grids at the end of each term.
- Formative assessment in English, mathematics and science is supported by tests or independent tasks carried out at the end of each half term/term.
- Assessment judgements are moderated by colleagues in school and by colleagues in local schools to make sure our assessments are fair, reliable and valid.
- End-of-year statutory assessments of EYFS, Year 1 Phonics, KS1 and KS2 are moderated periodically by the local authority.
- Pupil performance data is collated on a whole-school, electronic tracking system termly to provide a picture of performance across the school, to track underachievement and intervene early, and set appropriate targets to maximise attainment for all.

Our use of assessment

- Pupil progress is tracked on a daily basis by teachers and more formally at pupil progress meetings held at the end of each term. Our monitoring schedule includes termly planning and work scrutiny, along with lesson observations, learning walks and pupil discussions, which enable us to plan improvements and interventions as they are needed.
- Teachers and leaders use school pupil progress tracking systems, as well as local authority Databooks, RAISEonline data and FFT Aspire to track achievement, benchmark against other schools and set targets for improvement (see Target Setting Policy).
- Following assessments, teachers and leaders carry out detailed analysis of performance data as soon as possible to ensure that all pupil groups, including those identified as vulnerable or disadvantaged, are making good progress, and that immediate action can be taken to address weaknesses/plugin gaps in learning.
- This data is regularly shared with governors and used by the LA School Improvement Adviser to ratify the school’s judgements about its performance when completing the annual School Improvement Record Review (SIRR). It is also used to inform the School Improvement and Development Plan (SIDP), performance management, our CPD programme and the Self-Evaluation Summary (SES).
- The information from assessment is communicated to parents and pupils on a regular basis through parents’ pupil progress meetings and an annual written report to parents, profiling what their child has achieved and what they need to do next.
- Assessment is not confined to academic subjects. We celebrate all achievements across a broad and balanced curriculum, including sport, art, music and performance, behaviour, and social and emotional development.

Records and information passed on from one year group to the next at the end of the Summer Term:

- Class and Group Lists (Reading, Writing, Guided Reading, Spelling, Maths)
- Class Provision Maps
- Pupil Performance data (assessment tracking information – see assessment calendar; SATs results, termly pupil progress overviews, end-of-year class attainment sheets, year group progress trackers)
- Assessment file, containing completed individual assessment grids for all children, and assessment information for other subjects, e.g science, PE
- Targets for each child (as shared with parents on school report)
- Long term planning (with taught objectives highlighted) so that the next teacher knows of any objectives not covered
- Guided Reading Folders
- Reading records
- Art books
- School reports to parents, along with completed parents’ page
- IEPs, risk assessments and behaviour plans
- Pupil profiles (folders containing samples of work for 5 children in each class)

How these records are presented may change next year as teachers become proficient in using our new online Management Information System (MIS), RM Integrus.

Staff responsibility

All staff will reinforce high expectations through example and monitoring of pupil work. All members of staff are expected to be familiar with the policy and to apply it consistently, including supply teachers and support staff.

This policy links with other policies on target setting, curriculum, teaching and learning, SEN, equality, marking and feedback, presentation and all subject policies.

Please see Appendices attached to this policy:

- **Appendix 1** is a summary of good and outstanding assessment and can be used by teachers to support their assessment practices and by leaders when observing lessons.
- **Appendix 2** is our Assessment Calendar, which shows all summative assessments carried out by each year group in Reading, Writing and Maths.

This policy will be reviewed bi-annually.

This policy was approved by the governing body on:

| Review date | Signed by Chair of Governors | Signed by Headteacher |
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APPENDIX 1

Assessment for Learning: Good and Outstanding Practices

Assessment for Learning is **good** when all of the *pupils*:

- Know what they are learning and why
- Know the success criteria and can self assess their work against them
- Learn openly and freely from each other
- Ask reflective questions of their own and each other's work
- Constructively criticise each other to support learning
- Make good progress with developing independence

Assessment for Learning is **outstanding** when all of the *pupils*:

- Understand and can talk about their learning outcomes and can set their own individual success criteria
- Can use subject terminology as well as language for learning to discuss and monitor their own progress
- Value talking for learning and consciously use it to advance their learning
- Demonstrate fearless enquiry and questioning, and demonstrate a desire to progress
- Know exactly where they are, what they have achieved and how to make further progress

Assessment for Learning is **good** when the *teacher*:

- Plans and sets challenging, differentiated and clear objectives
- Encourages the pupils to set success criteria for the learning outcomes
- Sets lessons in a relevant and meaningful context
- Makes links to other subjects
- Understands what progress looks like and effectively and regularly discusses this with pupils throughout the lesson
- Uses skilful questioning and resources to encourage sustained, successful, collaborative work
- Confidently and expertly makes teaching flexible and responds to learning needs – adjusting whenever appropriate to maximise learning and progress
- Engages in focused marking and sets clear targets that relate to learning needs and allows time for pupils to respond to feedback

Assessment for Learning is **outstanding** when the *teacher*:

- Sets big goals and has very high expectations of all the pupils in the lesson and over time
- Ensures that progression in learning, thinking and personal skills and subject concepts is integral to the planning of the lesson
- Constantly coaches pupils in understanding how learning is progressing and how they can recognise this
- Ensures that class and group discussion is skilfully developed to nurture thinking and encourage independence
- Works with pupils to develop the learning collectively and plans next steps with pupils
- Ensures that marking is developmental and impacts on progress