



POLICY DOCUMENT

POLICY TITLE	Assessment
RESPONSIBLE COMMITTEE	Non-statutory
RATIONALE	<p>Our aim at Beenham Primary School is to produce independent learners. We encourage our children to be creative and imaginative, and to develop a lifetime love of learning.</p> <p>Research has shown that formative assessment can improve both children’s motivation and capacity to learn. Consequently, the strategies used within this policy, and our policy on Learning and Teaching, can have a considerable impact on raising achievement.</p> <p>We believe the key purpose of assessment is to move all children on in their learning in order for them to be secondary ready. Continued monitoring of each child’s progress gives a clear picture of what each child is doing and their next steps.</p> <p>It is important that each teacher knows what has been remembered, what skills have been acquired, and what concepts have been understood. This enables teachers to reflect on what children are doing and informs future planning. The outcomes of our assessments will help children become involved in raising their own expectations.</p>
PURPOSES	<p>Through assessing, recording and reporting on pupils’ work, we aim to:</p> <ul style="list-style-type: none"> • Enable pupils to understand what they have to do to reach end of year and key stage expectations. • Allow staff to plan more effectively. • Involve pupils and their parents/carers in their own learning. • Provide the leadership team and governors with information to evaluate teaching. • Give pupils helpful feedback on their achievements and areas for development, in order that they can learn more effectively. • Ensure that our practices in this area adhere to the equal opportunities policy of the school.
GUIDELINES	<p>The principles that underpin assessment at Beenham are:</p> <ul style="list-style-type: none"> • Every child can achieve: we expect teachers at Beenham to have the mindset, ‘What do I need to do next to enable each child in my class to achieve?’ • The National Curriculum objectives will be used as the expectations for all children. • Most pupils will make age appropriate progress – 12 months in 12 months. Those who need to ‘close the gap’ will be required to make more progress over time. Every child has their own personal target. • Teachers are experts at assessment - assessment will be effectively used to ensure the correct scaffolding is built into lessons to ensure all children achieve.

	<ul style="list-style-type: none"> • All learners need to understand what they are being asked to learn and, more importantly, why? • Success Criteria are discussed and agreed with, or formulated by, the children during each lesson; work is assessed against the success criteria.
FURTHER DETAILS CONTAINED IN DOCUMENTS	<ul style="list-style-type: none"> • Feedback and Marking Policy • SEND report • Pupil Premium Policy

DATE REVIEWED: JANUARY 2017	NEXT REVIEW DATE: SEPTEMBER 2017
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1. Pupil targets

Every child in school is set their own personal targets which have an element of challenge built in. The targets take into account the following:

- A child's starting point.
- Whether or not they have a SEND.
- Results of formative and summative assessment.
- The need to close the learning gap with their peers.

1.1 End of Foundation stage targets

In the Foundation Stage, this takes the form of an end of Foundation stage target based on the Early Years Curriculum and a **Good Level of Development**.

When a child enters the Foundation stage, a baseline assessment will be undertaken within the first two weeks of entry. The child will be assessed against the Foundation Stage Early Learning Goals (ELGs). This assessment will take account of a child's previous setting (if any), information from the previous settings, dialogues with parents and other professionals (if appropriate), and the class teacher's own judgement.

1.2 Targets in key stage 1

In key stage 1, the school will use the assessment information gathered in the Foundation Stage, including both the baseline and end of year assessments, and a dialogue with the class teacher. Children will then be set targets for the end of year 1, the year 1 phonics screening check, the end of key stage 1, and preliminary targets for the end of key stage 2.

These targets can be amended at any time if a child begins to make greater progress than expected.

1.3 End of key stage 2 targets

At the beginning of key stage 2, a child's progress will be fully scrutinised and targets for the end of key stage 2 will be reviewed in light of progress made in key stage 1. Each child will then be given their own personal target map to take them through the rest of the school and to the end of key stage 2.

Targets set will have an element of challenge for all pupils and additional support/challenge will be provided for pupils who are at risk of not achieving their targets.

2. Cohort targets

At the beginning of each academic year, the current learning outcomes of each cohort of children will be scrutinised in more depth, and a cohort target will be set for Reading, Writing and Maths. This will take the form of % children to achieve the expected level for their year group by the end of the year in each subject. We will also set a cohort target for the % children that we expect to achieve the higher level for their year group by the end of the year in each subject.

In addition, we also set something called "termly on track" targets for each year group. This is an expectation of how many children we expect to be on track by the end of each term. The "termly on track" targets are set based on the knowledge we have of how each individual child performs as a learner and the progress they need to make to achieve their targets.

3. Data snapshots

3.1 Data snapshots in the Foundation Stage

In the Foundation stage, pupils are assessed on a half termly basis using the Foundation Stage Profile and ELGs.

3.2 Data snapshots in years 1 – 6

In years 1 – 6, data snapshots take place for reading, writing and mathematics on a termly basis. Pupils are assessed to be **Emerging (E)**, **Developing (D)** or **Secure (S)** in the year group programme of study.

We assign the criteria of **E**, **D** or **S** as follows:

Emerging	1%- 30%	Developing	31%-65%	Secure	65%-100%
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% refer to the percentage of National Curriculum objectives achieved.

We attach the **E**, **D** and **S** labels to the curriculum by calling them curriculum thirds.

For example:

E – is one third of the curriculum

D – is two thirds of the curriculum

S – is three thirds of the curriculum or the whole curriculum for the year.

In each year group we teach the National Curriculum for that year – therefore **all** children are learning the objectives for that year group and are initially classed as ‘emerging’. The only time this differs is for children who have Special Educational Needs. Depending on their need they might be taught objectives from an earlier year group’s curriculum. This will be appropriately matched to their cognitive level. They would then be assessed using objectives from a different year group.

3.3 Mastery of learning

When we talk about “**objectives achieved**”, we consider the depth of learning achieved for each objective. This can best be described using the following analogy:

Mastery of learning



With this analogy in mind we expect to see evidence of a learning objective at least three times:

- On the first occasion teachers will judge whether the child has understood the new learning. We call this “**surface learning**”. It is temporary and often lost.
- Next they will assess the child’s ability to apply the learning in a simple context in the lesson. At this stage they will expect a child to be able to meet the objectives in the National Curriculum with support.
- Finally they will want to see that the child can apply the skill independently either in a problem solving activity, end of unit piece of writing or even in their topic learning. Obtaining a greater level of understanding is being able to apply learning in a different context.

When a teacher has seen evidence that a child has understood and has a deep understanding of the learning objective (known as **Mastery**) then it will be marked off as achieved.

When a child has achieved all of the learning objectives in a subject, for their year group, we say they are working at (WA) the level of the National Curriculum year they are in.

If a child is secure in over half the National Curriculum objectives for their year group, we say they are working towards (WT) the level of the National Curriculum year they are in.

If a child is secure in less than half of the National Curriculum objectives for their year group, we say they are working at expectations of the previous National Curriculum year.

3.4 Learning at “Even Greater Depth”

If a teacher has evidence to show that a child is secure in all of the year group objectives before the end of the academic year, then they will then be taught from the "Deep" learning element from the National Curriculum Expanded Descriptors, and also the Greater Depth statements in the Interim Frameworks for Teacher Assessment at KS1 and KS2.

At this level of learning teachers will ensure that a child can transfer learning and apply it in a range of different contexts. They will also expect children to explain their understanding to others.

If a child is working at this level at the end of the year then we say that they are working at greater depth (WGD) for the year group they are in.

3.5 What do we know for certain that Mastery and Greater Depth are NOT?

- Mastery and greater depth – not working on content from the next year group
- Mastery and greater depth in mathematics – not practising the same concept with bigger numbers
- Mastery and greater depth in reading – not necessarily reading a more challenging text.

3.5 Learning vocabulary

From time to time teachers may use the following vocabulary in the course of teaching and learning with children.

Independence	• Apply the skill or knowledge without recall to the teacher
Fluency	• Apply the skill and knowledge with a high level of confidence and show good resilience when the task seems demanding.
Application	• Apply the skill and knowledge to a range of different contexts, including other areas of the curriculum.
Consistency	• Consistently use their skills, knowledge and understanding.
Synthesise	• Organise ideas to make connections with other areas of learning and new areas.
Re-visit	• Return to this aspect of learning after a break and still feel confident that they can work on the skill and knowledge without difficulty.
Explain it	• Able to explain others their understanding and perhaps be a learning buddy to others

3.6 Working below the expected level for the year group

We expect a child to achieve three thirds of a curriculum each year. If a child finishes the year part way through the curriculum for their year group (or even a previous year group) we make a judgement on how much they have achieved. They would begin the next academic year from their end point achievements the previous year. We would then expect them to achieve three thirds of a curriculum from their starting point by the end of the next academic year. For example a child finishing year 2 at a developing level would be expected to achieve year 3 at a developing level by the end of the next academic year.

It is important to note, however, that the school will provide interventions to help a child catch up.

4. Tracking of pupil progress

Currently, teachers record a child's progress against National Curriculum Objectives using **Expanded Level Descriptors**.

Each child has their own personal copy which covers the objectives at the year group level that they are working at.

Teachers keep these in their classroom and are responsible for ensuring they are updated at least on a half termly basis. They are available for scrutiny at any time by the leadership team or governors.

This information will be shared at termly **Pupil Progress** meetings led by the leadership team, together with other data such as diagnostic assessments and also children's work. The school will then make a final judgement as to where a child is in relation to the expectations for their year group.

The Assessment Co-ordinator will ensure that this data is recorded to track pupil progress across the whole school for the different pupil groups.

5. Formative Assessment

Teachers use a range of formal and informal **assessment** procedures. These are used in order to modify teaching and learning activities to improve a child's attainment.

All teachers assess their class or group on a daily basis so that they can plan the next stage in each child's learning. It helps teachers monitor progress, provide motivation for the children and helps inform planning.

These are the types of assessment that take place:

- Self and peer assessment
- Next step marking (see marking and feedback policy)
- Learning conversations
- Rich, probing questioning
- All evidence 'stuff' is kept and assessed.

6. Summative Assessment

Summative assessments are used to assess what a child can do at a particular time, and are be used for comparison. The following formal summative assessments take place at Beenham Primary School:

- **Cognitive Ability Test**, Year 3 (Autumn term)
- Practice year 6 **End of Key Stage assessments tests** (February)
- Practice year 1 **Phonics Screening Check** (early spring term)
- **Early Years Foundation Stage Profile** (summer term)
- Year 1 **Phonics Screening Check** (summer term)
- **End of Key Stage assessments** – Year 2 and 6 (summer term)
- Reading, Spelling and Maths diagnostic tests for targeted children (as required)
- Years 3 – 5 standardised tests (summer term)

7. Moderation and Standardisation

- Standardisation takes place during the Autumn term following the collection of baseline evidence.
- Designated staff development meetings take place each term to moderate learning within each phase.
- Cross school moderation will take place at least once a year working with partner schools in the Kennet and Theale Federation.
- When selected, Local Authority moderation also takes place.

8. Pupil Progress Meetings

These take place at the end of each term on a termly basis. They are led by the Head and Assistant Heads. The process is outlined in section 4 of this policy.

At this meeting the following aspects of children's learning will also be discussed:

- Children whose progress is not following the map outlined for them. This may be children who are either underachieving or are exceeding expectations.
- Review and impact of class and whole school interventions.
- Children who are not on track together with plans to secure back on track progress in the following term

9. Reporting

Reporting not only fulfils legal requirements but also is vital part of our relationship with parents and the wider community, serving to support and promote the child's learning.

9.1 Reporting to parents

We hold termly Pupil/Parent/Teacher review meetings where we discuss a child's progress towards their end of year target.

Each term, in years 1 – 6, each child is provided with a set of curriculum targets for Reading, Writing and Maths. These provide the small steps and guidance need to help them achieve their end of term milestones.

In the Foundation Stage the targets relate more to personal and social development and learning the routines of school and the expectations of what it is to be a learner.

If a pupil has SEND then they will have a longer review meeting each term. At this meeting their previous term's Support and Achievement Plan (SAP) will be reviewed and a new plan issued for the forthcoming term. See **SEND Report** for further information.

9.2 Reporting to governors

The Headteacher reports the current whole school data picture to governors on a termly basis, usually at the first Full Governing Body meeting each term. This is support by a detailed Assessment Report which analyses the data and gives any updated information relating to assessment policy in school.