

Mansbridge Primary School 2015-16 Assessment Policy

At Mansbridge Primary School we aim to support all pupils in making better than expected progress and to raise confidence and self-esteem through positive challenge and support.

Policy content

- aims of assessment – how assessment will help with pupils' learning, teachers' evaluation and provide information for others, such as parents and governors
- curriculum and assessment planning – from whole school to individual lessons
- target setting – school-specific targets, the frequency with which they will be set, and how these targets will be monitored
- types of assessment – including formative and summative
- marking – we have a separate, more detailed marking policy
- record keeping – how and where we keep records of both summative and formative assessment
- reporting – how feedback will be given to pupils and parents and how information will be shared with other bodies
- roles and responsibilities – including the name of the person responsible for monitoring and reviewing the policy, and how this will be done.

What is assessment?

Many people assume that 'assessment' means taking a test, but assessment is broader than that. There are two main types: summative and formative (also referred to as assessment for learning). It is likely that both happen at some level in most classrooms. The key to good assessment practice is to understand what each method contributes and to build your practice to maximise the effectiveness of each.

Summative assessment sums up what a pupil has achieved at the end of a period of time, relative to the learning aims and the relevant national standards. The period of time may vary, depending on what the teacher wants to find out. There may be an assessment at the end of a topic, at the end of a term or half-term, at the end of a year or, as in the case of the national curriculum tests, at the end of a key stage.

A summative assessment may be a written test, an observation, a conversation or a task. It may be recorded in writing, through photographs or other visual media, or through an audio recording. Whichever medium is used, the assessment will show what has been achieved. Or it will show the stage the pupil has reached in his or her journey.

If the learning journey has been well planned, its end will coincide with the destination envisaged at the beginning. This is where formative assessment is useful. Formative assessment takes place during learning, allowing teachers and pupils to assess progress on the learning journey. You might think of it as stopping every so often to check the map. It begins with diagnostic assessment, indicating what is already known and what gaps may exist in skills or knowledge. If a teacher and pupil understand what has been achieved to date, it is easier to plan the next steps.

As the learning journey unfolds, further formative assessments indicate whether teaching plans need to be amended to reinforce or extend learning.

As with summative assessment, formative assessments may be recorded in a variety of ways, or may not be recorded at all, except perhaps in the lesson plans drawn up to address the next steps indicated.

Please see appendix which includes a Glossary explaining some key assessment terms.

This policy is written in line with all subject based policies, Early Years Policy and the Marking and Feedback Policy. This policy will be amended Autumn 2016 in line with outcomes from the DfE report from the Commission on Assessment without Levels – once interim frameworks and end of KS assessments are no longer interim.

Aims

- To ensure children progress, knowing their achievements and what they need to do next.
- To internally track pupils for attainment and progress.
- To ensure teacher planning is amended in order that the teaching and learning meet the needs of all children
- To have a consistent approach that measures school progress against national expectations.

Monitoring and Evaluation

Both teacher formative assessments and summative assessments (tests) are moderated by Senior Leaders through work sampling / external school/cluster moderation to ensure consistency. Work sampling is carried out at least termly – often half-termly. External school moderation between schools occurs at least twice a year. Assessment data informs performance management targets to ensure pupil progress is at the heart of whole school improvement. Following assessment, data is analysed in detail by the teacher, subject leaders and SENCO. Pupil Progress Meetings are held with the HT with all staff individually to review progress and to identify pupils who may require further intervention and support. Pupil premium children are one group that is closely monitored to show the impact of PP spending. Lesson Observations sometimes focus on these pupils and target pupils to ensure accelerated progress is being addressed within teaching.

Teacher Assessment

On-going teacher assessment is central to pupils making good progress. Attainment and progress is tracked using target tracker software in reading, writing and maths. Formative assessment and half termly test assessments are used throughout the term to inform teaching and to track and record attainment and progress of learning. The gap analysis report in TT is used to inform the planning of next steps. Marking of work, discussions and observations inform the ongoing assessments of pupils. End of term Teacher assessments are moderated through staff meetings or subject leader meetings with the teacher. At the end of each year, during transition week, teachers share this information with each other to ensure end of year data is accurate.

When and what we assess?

Assessment of children can take different forms including both observations and discussions as well as the formal assessment of written work and tests. Every term pupils across school are formally assessed and data tracked. This is then provided to parents twice a year as well as to the Local Authority for end of Key stages at the end of the year. Formative assessment procedures are carried out following the school marking policy.

- We assess all subjects but do so in much more detail for the core subjects of English, maths and science.
- We build assessment into our teaching; we identify and plan assessment opportunities at the same time as planning learning activities. We formatively assess every day – we assess summatively usually half termly, termly and at the end of year.
- We maximise the depth of our own subject knowledge as well as the breadth; this makes us more adept at assessing pupils and will find it easier to embed assessment into our teaching.
- The timing of assessment will be affected by its purpose: assessments that give information at school level are timetabled appropriately

Non core subjects assessment (all subjects other than Maths, English and Science)

Children are assessed as below, at or above national expectations using the national curriculum key objectives as a guideline.

Special Educational Needs

Pupils identified on the SEN register are assessed in line with other pupils using P levels where appropriate. Differentiation is planned for in lessons by the class teacher as part of quality first teaching and assessed according to objectives. Progress is monitored in the same way as the rest of the class, however children with SEN are discussed in pupil progress meetings as a distinct group, therefore remaining a constant focus. Additionally, as part of the pupil progress meetings, class teachers meet with the Inclusion leader to discuss/evaluate interventions and develop timetables for these for the coming term. This may be intervention within class e.g. priority on sign up board, a tailor made Numeracy/Literacy intervention to address gaps in the child's learning or emotional literacy support. These interventions are monitored closely by the Inclusion/Numeracy/Literacy leader as appropriate and any changes made as appropriate. For children working well below national expectations in Literacy or Numeracy, an individual education plan may be drawn up with additional targets the children are working on. These are shared with parents and updated at least termly (see SEN policy for further information)

Assessment with the Early Years

Evidence is collected through observation and discussion and these are recorded in pupils learning journeys We record these using our computerised tracking system Target Tracker where we can record and track assessments against the 7 areas of learning. Photographic evidence is also collected along with pupil verbal comments/responses. Our assessment through observations looks at the characteristics of effective learning where we look at the process of the child's learning as well as the

final product. We use this alongside any written work / pieces of work / physical performance and personal, social and emotional development to form the basis of the on-going teacher assessments. We use all of this to assess the child against the National Expectations for Early Years.

The Senior Leader within the Early Years team analyses this data termly and presents to the LMT along with governors. It is also used to provide staff with a gap analysis so that progress for all children including those in the EYFS intervention target groups is accelerated. Summative Assessment information is provided to parents and carers at the end of each year. Formative assessment findings are often reported on a daily basis to parents through post cards / post it notes etc. Parents are also encouraged to relay back to teachers their child's home achievements called 'shining moments' which are then shared with their class in school. They are also more formally reported through parents evenings and mid year reports and end of year reports. We are considering reporting baseline results next year (2016) to parents once we feel secure about the process and it has embedded in.

Reporting to parents

Please see appendix A and appendix B for mid year and end year report templates for parents.

Appendix B is under review following changes to assessment and awaiting outcomes of Commission on Assessment 2015-2016. Communication with parents should be honest but constructive. Focus on a child's strengths and explain progress as well as achievement. We strive to avoid specialist assessment terms that are beyond the information parents need (such as value added). Terms that can confuse parents include some you may not think of as jargon, such as moderation, informal assessment, process skills, narrative texts, scientific investigation. Many parents are surprised by the differences between education now and when they went to school. Understanding the current system better will help them to support their children at home, to engage with teachers in more meaningful dialogue about attainment and progress, and help solve misconceptions. For example, parents of a pupil with low test scores may think that their child is 'failing'. Putting their child's score into context (for instance, by reminding them of his/her starting point) may reassure them that their child is in fact making progress.

Times when information is shared with parents are highlighted below.

Face-to-face meetings

As well as informal meetings and parent evenings, sessions are arranged at beginning of the year to meet with parents to explain assessment such as phonics, EYFS, maths etc. This is a good time to share relevant aspects of the assessment policy and examples of assessment activities or feedback. This can help reduce frustration arising from misunderstandings (for example, parents worrying that homework has not been marked simply because they do not understand that the school's policy is to mark selectively).

Written communication

When writing reports we aim to limit the quantity of information provided and to focus on assessment information that parents will find useful - clear information, outlining the pupil's strengths and areas for development.

It is a statutory requirement to report attainment for pupils in years R, 1, 2 and 6 for end of key stage assessments and these should be complemented by results from ongoing teacher assessment. For all year groups, reported results must be put into context and should reflect our assessment policy. For instance, achievement is reported in relation to national expectations, such as 'below', 'in line with' or 'above'. This helps to make levels meaningful for parents. To minimise report length, we use a grading system of achievement and attitude for individual subjects, with written sections providing information about particular strengths and weaknesses rather than generalised comments. There is also a page for self-review of progress for pupils and for parents' comments. We also send out curriculum newsletters or topic sheets. These tell parents what their child will be studying and assessed on. This information is also available on our school website.

Governors

Like parents, governors often need help understanding assessment terms (see the Glossary). Governors need a wide view of assessment issues. It is particularly helpful to put assessment information into context, so governors know what is expected of each cohort and can understand why (particularly in a small school) performance may vary from year to year. Relevant assessment data should be shared with the full governing body, curriculum committee, or Governor data group with an opportunity for the governing body to ask questions and act as a critical friend. We regularly invite governors into school to observe assessment, especially types they may be unfamiliar with, such as assessment for learning.

Recording and Tracking attainment and progress at Mansbridge Primary Sept 2015

Ongoing formative assessment and tracking

All children's learning and progress will continue to be assessed and tracked on a daily basis through both written and verbal feedback and recording.(see marking policy).

Summative assessment and tracking

We stopped using old style curriculum levels as a form of assessment from 2014-2015 (except for years 2 and 6 for 2015 only).

We will now be assessing and tracking children as to whether they are working **Below**, **Working Towards** , **At National Standard** or **Above** .For all individual children teachers will track all objectives taught for that year group. Evidently they will on a daily basis be assessing and providing targets for the children through verbal or written feedback.

If the children have achieved **100%** of the tracked key objectives consistently, are working at greater depth within the expected standard and are totally secure for their age band in all objectives then they will be recorded as being **Above** national expectation(**S+**) .If the children have achieved between 100% (**BUT NOT AT GREATER DEPTH**) and 75% of the tracked key objectives at end of the year then they are said to be **Working at National Standard (W+ or S-KS1 , W+ or S- KS2)** .If they have achieved between 50% and 74% then they are said to be **Working towards national standard (W)**.If they have achieved less than 50% of the objectives they are judged as being **below** national standard.*

Our computerised tracking system which is mainly used by LMT and senior leaders will record the STEPs the children are at in their age band on a termly basis. The target will be for 85% of children to be at national standard or above. Our progress measure will be an expectation that children progress 6 steps or more in a year . Only **SEN** children (can be assessed against key objectives at a lower age band) . **All of these children should be named at the start of each year and the AGE band they are to be taught at and assessed at should be recorded. They will be a sub group on Target tracker.** The expectation will be the same for progress i.e. 6 steps progress a year. Some more able children in exceptional circumstances may be assessed at a higher age band but the child must be totally secure in all objectives and in different contexts before this judgement can be made i.e. at S+. Teachers must seek guidance from the subject leaders before they judge children to be above their age band .Our aim is to secure learning and broaden learning experiences at the child's age band rather than move them vertically through the curriculum . However where children are gifted we do not wish to hold them back but we also recognise that few children are gifted in all subjects . Therefore it is often appropriate at primary age level to broaden the learning experiences of gifted children in other subjects and perhaps concentrate on their PSHE skills rather than push them vertically through one subject.

We aim for all children to be working within age related expectations i.e. at National standard or above and we set a minimum target of 85% of children achieving this.

***To fully achieve an objective means to be consistent i.e. always getting it correct so Above is always getting 100% of objectives correct. It is possible for a pupil to demonstrate attainment of all of the statements without doing it with all sub items all of the time (i.e. qualifiers exist such as some , many ,most) – in this instance a child can be assessed as at national standard (this is why we accept 75% or above of all objectives being consistently attained as at national standard- see interim teacher assessment frameworks Sept 2015)**

KS1

Standard	Step on tracking system	% of tracked key objectives
Below	Either B or assessed in lower age band	Less than 50%
Working Towards National Standard	W	50-74%
At National Standard	S	75 -100 %
Above	S+ or above	100% and at greater depth

Ks2

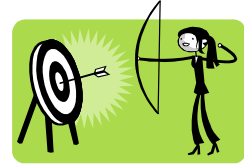
Standard	Step on tracking system	% of tracked key objectives
Below	Either B or assessed in lower age band	Less than 50%
Working Towards National standard	W	50-74%
At National Standard	W+ or S	75-100%
Above	S+ or above	100 and at greater depth

The % of key objectives is a guide only and it is up to the teacher to decide which Step the child is at.

Policy agreed at *Governors 27.1.16*

To be reviewed January 2017

Appendix A
Autumn term targets



Child's name

Date: October 2015

Teacher: Mrs A. Von Landau & Mrs K Brosnan

English

English	Reading	Attainment		Effort	
	Writing	Attainment		Effort	
Target	Reading: Writing:				

Mathematics

Maths Target		Attainment		Effort	

Key

Progress in English and Mathematics

Attainment:

This is in relation to national expectations e.g. 'at' means your child is working in line with other children of the same age nationally for this point in the year. 'Towards' means your child is working close to national expectations for this point in the year.

above expectations nationally

at expectations nationally

towards expectations nationally

below expectations nationally

Effort:

This is in relation to what we expect at Mansbridge e.g. 'in line' means they are regularly putting in the effort we expect.

often more than we expect

sometimes more than we expect

in line with what we expect

sometimes less than we expect

often less than we expect