

# Assessment Policy 2013

## Icknield Walk First School

### Assessment Policy

#### 1 Introduction

We believe that effective assessment provides information to improve teaching and learning. We give our children regular feedback on their learning so that they understand how to make progress. This allows us to base our lesson plans on a detailed knowledge of each pupil. We give parents regular reports on their child's progress so that teachers, children and parents are all working together to raise standards for all our children.

#### 2 Aims and objectives

The aims and objectives of assessment in our school are:

- to enable our children to demonstrate what they know, understand and can do in their work;
- to help our children understand what they need to do next to improve their work;
- to allow teachers to plan work that accurately reflects the needs of each child;
- to provide regular information for parents that enables them to support their child's learning;
- to provide the headteacher and governors with information that allows them to make judgements about the effectiveness of the school.

#### 3 Planning for assessment

We use our school's curriculum to guide our teaching. This supports the aims, objectives and values of our school and gives details of what is to be taught to each year group.

We plan a creative curriculum using a range of resources including the national curriculum and the EYFS framework.

We plan our lessons with clear learning objectives. We base these upon the teacher's detailed knowledge of each child. We strive to ensure that all tasks set are appropriate to each child's level of ability. Our lesson plans make clear the expected outcomes for each lesson. At the end of a lesson we take note of those individual children who do not achieve at the expected level for the lesson and those who exceed the expectation and we use this information when planning for the next lesson.

We ensure we share the tips for success with the children at the beginning of the independent session and refer to these throughout the session, using examples of work (from both the current class or past classes) helping children know how to achieve.

We sometimes write the 'tips for success' with the children and reuse 'tips for success' from previous pieces of work if appropriate, so that children know for example that the 'tips' for writing a poster can be the same each time, with the context for the poster changing.

#### **Whole School Assessment**

Most of our assessment is on going. Some of it is summative, for example at the end of each term in ICT children are given an independent task to assess their learning. We set aside some time each term for focussed assessment when we closely review the children's achievements in basic maths skills, phonics, reading and writing. In Years 1 - 4 Assessing Pupil Progress sheets are used to make assessments in maths, identifying areas for development and ensuring curriculum coverage.

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Autumn Term: assessments of the pupils in unaided writing, phonics, reading, maths and ICT.

Spring and Summer Term: assessments in unaided writing, phonics, reading, maths and ICT.

Summer Term (usually May): For children in Reception and Year 1: Levelling a piece of unaided writing, reading conference with the teacher, completion of a maths task and a science activity. In Year 1, phonics is assessed using the national phonics screening check. At the end of Reception, children are assessed against the EYFS Profile criteria.

Children in Years 2, 3, and 4: Standard Assessment Tests and optional Standard Assessment Tests.

Unaided writing is saved in the class teacher's unaided writing file and this is passed to the next teacher at the end of the year. The writing is moderated, assessed and levelled and used to inform future planning. Other pieces of assessed work are passed to the next class where relevant. Using the information we gain from assessment tasks and our formative assessment in the classroom we record the level that the children have attained on the Assessment Manager 7.

#### **4 Feedback to pupils**

We believe that feedback to pupils is very important, as it tells them how well they have done and what they need to do next in order to improve their work.

We use the success criteria for each lesson as the basis of both verbal feedback and for marking work.

We give children verbal feedback on their work whenever possible. We usually do this when the children are working during the lesson although we sometimes give feedback on a particular lesson at the beginning of the next one. When lesson time does not allow for verbal feedback, we write comments on the children's work during marking. We give written comments to children of all ages.

On appropriate pieces of work we identify if the success criteria have been met. This is usually recorded as a smiley face and a tick or double tick if the work has exceeded the criteria.

Work may be marked in any colour. We identify some errors, but we do not mark every error – only those that we feel would be useful to identify in order to take the children's learning onto the next step.

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### 5 Closing the Gap Marking in writing

In KS2 and when appropriate in year 1 and 2, we regularly mark pieces of work using highlighters ('tickled' pink for areas where the success criteria has been achieved and a green for an area for growth and development). When marking in this way we highlight 3 areas in pink which show where the child has achieved the success criteria and 1 area in green to show a place where they could improve their work. We then add a prompt at the end of the work to help the child to improve. These prompts can be of 3 types:

1. Reminder prompt: For example: 'Say why this happened'
2. Scaffold prompt: For example: 'What kind of monster was he? Change the word bad and use a more scary word'.
3. Example prompt: For example: 'Choose one of these words instead of bad – ferocious, terrifying or evil'.

In maths, feedback is given to different groups of children to extend their learning, to revisit misconceptions and to consolidate learning.

We allow time during the school week for the children to absorb any comments written on their work. We do this to ensure that the time that our teachers spend marking really has an impact on the children's work.

Self and peer marking: We encourage children to make comments about their own work and the work of fellow pupils in relation to the success criteria generated for the lesson. In key stage 2 the children carry out peer marking following the partnership agreement that the children have written and agreed.

### 6 Monitoring Progress

A base line assessment is carried out within the first 6 weeks of the children entering nursery and reception. The base line is recorded on AM7 using the Development Matters criteria. Expectations for Nursery children and Reception children are that they will at least meet the county average in the DM at the end of Nursery and the "Good Level of Development" (GLD) on the Foundation Stage Profile at the end of Reception. Progress towards children achieving this is monitored regularly.

We set targets in mathematics, speaking and listening, reading, writing and science for children in Year 1 and above. This is recorded on Assessment Manager 7. We review the progress of children towards these targets once a term; this is done through data analysis and Maths and English progress meetings. The progress of vulnerable groups (Special Educational Needs, Pupil Premium, Free School Meals, English as an Additional Language, Vulnerable Pupil) is also closely monitored through Special Educational Needs and Pupil Premium progress meetings. Those children who have not made the expected progress are monitored closely during the next academic year.

If a child joins us during the academic year we use assessment data from the previous school as well as our own teacher assessment to set targets for these new children, usually within half a term of their arrival.

### 7 Recording

We recognise various methods of assessing a child's learning. The type of assessment that we make varies from lesson to lesson and key stage to key stage. We think that it is unnecessary to keep a formal record of all these assessments; we record only useful summative and formative assessments i.e. those that contain useful information that affects future learning.

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### 8 Reporting

#### **To Parents:**

We have a range of strategies that keep parents fully informed of their child's progress in school. We encourage parents to contact the school if they have concerns about any aspect of their child's work.

In Autumn and Spring terms we offer parents the opportunity to meet their child's teacher. At these meetings we review their child's progress.

During the summer term we give all parents a written report of their child's progress and achievements during the year. In Nursery this consists of the child's learning journey. At the end of the Foundation Stage the report outlines the progress made on the Foundation Stage Profile. From Year 1 to Year 4 the report gives a national curriculum level in English, Maths and Science. We write general comments on the child's progress in other areas of the curriculum. In this written report we include a space where the children can offer their own evaluation of their performance during the year. We also include a space for parental feedback. Parents are given an opportunity in the Summer Term to discuss their child's report.

Reports for pupils in Year 2 also provide details of the levels of end of key stage teacher assessment. Reports for pupils in Year 1 include results of the national phonics screening check.

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### Reporting within school:

The Headteacher receives class and pupil assessment data termly.

The SEN Co-ordinator receives IEPs and IEP reviews and assessment of pupils with SEN.

Governors receive regular updates of data and data analysis throughout the school year.

### End of year transitions passed to the next teacher:

#### Foundation Stage:

- From Nursery to Reception: progress on Development Matters
- Reception to Year 1: EYFSP on AM7 and Development Matters

#### Reception and Years 1-4:

- End of year assessment data
- Unaided writing file
- Phonics record for Reception, Year 1 and Year 2 (following into KS2 if necessary).
- Significant comments file.

#### Year 1 - 4

- Foundation subject record sheets

#### For a child moving to a different school within year:

- Transition assessment summary sheet.

## 9 Consistency

All subject leaders carry out work sampling and collect some examples of children's work within their subject area. Subject leaders can then use the Hertfordshire Pink Assessment books to make judgements about the levels of the children's work. All our teachers discuss these levels, so that they have a common understanding of the expectations in each subject. By doing this we ensure that we make consistent judgements about standards in the school.

It is each subject leader's responsibility to ensure that the samples that they keep of children's work reflect the full range of ability within each subject.

We work with our middle school to moderate pieces of work.

We go to county moderation meetings for all year groups.

We use transition units to allow our children to show what they can achieve ready for middle school.

## 10 Monitoring and review and Roles and Responsibilities

The head teacher is responsible for monitoring the implementation of this policy.

The SLT use part of their leadership time to inspect samples of the children's work and to observe the policy being implemented in the classroom.

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**Class teacher:** The class teacher is responsible for the implementation of assessment procedures and should ensure that assessment informs future planning.

**Curriculum leaders:** all curriculum leaders should be aware of attainment levels within their subject. Core curriculum leaders should be aware of performance results at the end of each key stage.

**Governors:** the Governors receive and approve the policy and ensure that it is regularly reviewed.

**Agreed by Governors:** January 2014

**To be reviewed:** January 2018