



EXCELLENCE  
FOR ALL

ALLFARTHING SCHOOL

ASSESSMENT POLICY

***Reviewed: Updated Spring 2022***

Next Full Review: Spring 2023

Person Responsible: Deputy Headteacher

## **Assessment is most productive when teachers use the results of assessments to adjust their teaching plans.**

### Monitoring, moderation and Key Stage Leaders

In September, each class teacher with the support of the Headteacher and/or Deputy Head, the Key Stage Leader and the SENCO to identify strengths and weaknesses within their new cohort of children and will identify focus children for the first half term. Interventions which meet the needs of the children will be put in place. In addition where appropriate class teachers will have looked at the analysis provided by REU and will target areas to review and adjust their teaching.

Thereafter there will be a rolling program where class teachers will have a Pupil Progress meeting each term with Senior Leaders. At these pupil progress meetings, progress will be monitored and the impact of interventions will be measured. Underachievement and target children will be identified and suitable interventions will be decided for the next half term.

Teachers will be expected to check the progress of different groups within their class on a half termly basis. Target Tracker will provide information to help with this.

### Assessment

These are the various forms of assessment

- (a) Diagnostic assessment noting individual strengths/weaknesses.
- (b) Formative assessment providing feedback on a child's performance as a basis from which to proceed.
- (c) Summative in terms of reporting to parents and
- (d) Evaluative as a means of measuring a school's performance in relation to national norms.

The statutory end of Key Stage assessments at 7 and 11, devised as part of the National Curriculum Assessment system, are there to serve a summative purpose whilst the ongoing teacher assessment that we detail in this policy provides summative as well as formative and diagnostic information about a child's progress.

Assessment in all its forms is about making judgments regarding a child's performance. It enables us to reflect on our own practice and consider how well we have been able to measure how much a child has learnt and understood.

Children's records are confidential to the teacher and the parent as well as student teachers working with the class.

This policy will be regularly monitored and reviewed annually.

### **Principles of Assessment**

Effective assessment should:

- be an integral part of the curriculum and learning process
- be a planned component of any theme, topic or task
- help and support pupils learning
- diagnose specific learning difficulties
- give an indication of how an individual, group or class is progressing
- provide an indication of areas that need development in the future and should inform future planning
- provide an indicator for teachers to evaluate the effectiveness of their teaching
- be practical and easy to operate making use of a variety of methods
- form the basis of meaningful reporting to the next teacher and to parents

## **Planning for Assessment**

Good curriculum planning is essential for effective assessment. What, how and when we want children to learn is specified clearly in our planning documents, which are themselves related to the National Curriculum Programme of Study as well as the Primary Framework. These medium term planning documents are prepared termly by the teachers in each year group, and follow the school's own schemes of work for each subject area. We recognise that, as teachers, *we make assessments all the time and that not all of these can be recorded.*

## **Assessment for Learning**

One of the key findings in *Working inside the black box (2002)* is the use of effective questioning in the assessment process.

### **Questioning**

- More effort has to be spent in framing questions that are worth asking
- Wait time has to be increased to several seconds to give pupils time to think
- The point of asking questions is to raise issues about which the teacher needs information or about which the pupils need to think

## **Pupil Involvement in the Assessment Process**

We consider this to be a vital part of the assessment process.

It is important:

- pupils understand the very clear learning intention set by teachers
- pupils understand the criteria for success - i.e. they understand, what constitutes a "good" piece of work. Igniting writing toolkits should be used so that children understand what a 'good' piece of writing is. Model answers should be used in maths, particularly when children are asked to explain their reasons
- pupils are encouraged to talk about their work - areas of strength and weakness
- teachers are perceived to value pupils' views
- pupils are prepared to share observations about each other's work
- pupils accept that their learning is their responsibility and are prepared to judge their own work critically. This is especially relevant as the children get older.
- pupils from Y2 – Y6 will have post-it note specific targets in their English books, which they work towards achieving. A writing target summary sheet should be put in the front of the English book. Children are involved in assessing whether these targets have been met. Ideally there should only be one target on each post-it note, this is discretionary and based on a teacher's professional judgement. This target should be focused on fundamental/basic skills
- pupils in KS1 and 2 are involved in setting targets for themselves for the following year, these targets are written in the end of year reports
- children's self-evaluation should be written/indicated at the end of each piece of maths and English work; self-evaluation should be the traffic light system (green – completely understand, amber – fairly good understanding/ I found parts of it quite difficult, red – I don't understand it/I found it very difficult)
- children should be encouraged to write comments next to their selected colour for example identifying which parts of the learning intention they found challenging or which part of the lesson helped them to understand the learning intention

## **Assessment by other staff**

We value the significant contribution made to the learning process by our HLTAs, TAs and LSAs. Accordingly we have agreed that they should help with assessing and be trained to recognise significant comments a child may make and record them. Support staff should also be given guidance in the annotation of work.

### **Assessment Records may include:**

Marking – see marking policy	Observations
SATS	Teacher-set tests
Foundation Stage Profile	Marked work
NFER year group tests	Levelling work
End of year school reports	Annotation on work
Reading – Reading assessment	
Science end of year/topic tests	
Spelling ages	Children’s self-assessment
Teacher checklists	End of topic tests
Nursery records	Individual notes
SEN notes & tests	Guided Reading record sheets

The annotation of pupils’ work is of prime importance and is supported by the Marking policy. There is also formative assessment which often goes on in a teacher’s mind whilst evaluating one lesson and planning for the next. This is ‘invisible’ assessment and evidence for it can be found by comparing one week’s plans with the next, which will show where the children have been taken on to the next step in their learning.

### **Moderation**

#### **Achieving consistent standards**

We will ensure that newly appointed staff, long-term supply teachers and student teachers are familiarised with procedures and standards via induction procedures for which senior members of staff are responsible. Teachers are encouraged to observe each other in lessons particularly new teachers, NQTs and subject managers and in the spring term will be allocated time to do this.

Each half term, we will organise opportunities for moderation with all staff in the Early Years Foundation Stage, Key Stage1 and Key Stage 2 in phase meetings. These will consist of agreement trailing in a given area, within a key stage, and/or across the school. As well as leveling work parallel teachers will be encouraged to organise AFL inter-class visits.

Subject leaders are responsible for gathering samples of work termly from each year group and should provide written feedback to staff. Books should be collected from a variety of different abilities to support assessment and moderation. These, together with attainment and progress data, ensure standardization of judgements throughout the school. In this way we are confident that we satisfy the legal requirements that exist in addition to the statutory Key Stage testing.

### **Reporting**

Parents are informed about their child's progress at Parents Evenings twice a year. A written report will be sent to parents each summer, detailing progress in the National Curriculum subject areas as well as general comments. Pupil targets will be clearly indicated on the report. Pupil and parent comments on the targets will also be recorded in the report format. Results of all National tests will also be put on this report. The teacher assessed level will also be put on the report if it differs from the child’s test results. National Curriculum test results and teacher assessment levels will be reported at the end of KS2 fulfilling the statutory summative assessment requirements. Teacher assessment levels will be reported at the end of KS1.

## **Early Years Foundation Stage**

### **How we observe and assess children in the Early Years Foundation Stage.**

#### **On entry into the Nursery**

- ◆ parent/carer and child meet teacher and nursery nurse for a parent conference providing opportunity for parent/carer to share information about their child's development

within the first 4 weeks of term a baseline assessment will be completed and the Wandsworth 'EYFS Tracker' document will be updated. The focus areas will be Personal, Social and Emotional Development and Physical Development. The child's progress in these areas of development will then be tracked throughout the Foundation Stage.

#### **During the academic year**

- ◆ 'EYFS Tracker' document to be used throughout the year to record the child's development in the following areas of Learning and Development, Personal, Social and Emotional Development, Communication and Language, Literacy and Physical Development.
- ◆ all children will be assessed in the first half of the spring term in Personal, Social and Emotional Development, Communication and Language, Literacy and Physical Development.
- ◆ all children will be assessed in the second half of the summer term in Personal, Social and Emotional Development, Communication and Language, Literacy and Physical Development.

#### **How we assess**

- ◆ both planned and spontaneous observations to be carried out by all members of staff and recorded on sticky labels
- ◆ regular meetings with parents/carers to discuss child's development
- ◆ teacher assessment of child's work eg model making, name writing
- ◆ photographs and video evidence of children at play

#### **On entry into Reception**

- ◆ A questionnaire about their child to be completed by parents on entry into Reception
- ◆ Meetings with parents/carers to discuss questionnaire and provide an opportunity to discuss their child's development
- ◆ for those children who did not attend Allfarthing Nursery, an assessment to be completed on the 'EYFS Tracker' with a focus on Personal, Social and Emotional Development, Communication and Language, Literacy Mathematics and Physical Development. This assessment to be completed within the first three weeks of term, deadlines to be agreed with the Deputy Head. In addition there will be a sample of children from our Nursery moderated and all children will be assessed for Mathematics.
- ◆ On entry assessment should be highlighted in yellow within the first three weeks of entry from another setting.
- ◆ within the first 4 weeks of term a baseline assessment will be completed and the Wandsworth 'EYFS Tracker' document will be updated. The focus areas will be Personal, Social and Emotional Development, Physical Development, Communication and Language, Lit and Maths. The child's progress in these areas of development will then be tracked throughout the Foundation Stage.

### During the academic year

- ◆ continued use of 'EYFS Tracker' to record the child's development in Personal, Social and Emotional Development, Communication and Language, Literacy, Mathematics and Physical Development.
- ◆ all children will be assessed in the first half of the spring term in Personal, Social and Emotional Development, Communication and Language, Literacy, Mathematics and Physical Development.
- ◆ all children will be assessed in the the summer term in all seven areas of Learning and Development to include assessment against the 17 Early Learning Goals. This will be given to the Assessment Manager for input onto Edudata and in time for borough deadline. The Assessment Manager will confirm the deadline date for the data each year.

### How we assess

- ◆ both planned and spontaneous observations to be carried out by all members of staff and recorded on sticky labels
- ◆ regular meetings with parents/carers to discuss child's development
- ◆ teacher assessment of children's recorded work and things they have made
- ◆ photographs and video evidence of children at play using tapestry

### EYFS Tracker

- Nursery on-entry within the first half term – pink highlighter
- Nursery Spring term – green highlighter
- Nursery Summer - blue highlighter
- Reception on-entry – yellow highlighter
- Reception Spring – red
- Reception Summer - orange

### Y1 – Y6 School based Assessments and Tasks

Termly assessments in the reading, writing and maths are carried out by class teachers.

#### Reading

<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>
<u>Head Start Reading Paper</u>	<u>Head Start Reading Paper</u>	<u>NFER reading papers</u>

#### Writing

We are using Comparative Judgement moderation twice a year for all students from yr 1 -6. One of these assessments will be a national task and a full report is shared with class teachers and SLT to support assessment. Both year 2 and year 6 will attend external moderation within the borough.

## Maths

<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>
<u>White Rose Assessment Paper</u>	<u>White Rose Assessment Paper</u>	<u>NFER Maths Papers</u>

## Science and the Foundation Subjects

These will be collated for Y1-6 and based on teacher assessment results of above average, average and below average as reported to parents in the summer term. Teachers will use end of unit writing tasks and quiz's to assess children's knowledge of science and the foundation subjects.

## Special Educational Needs

- Initial assessment should be undertaken by the class teacher, with advice if necessary from the SENCo
- For a more detailed or specific assessment a referral must be made to the SENCo
- The type of assessment will depend on the nature of the child's difficulty
- Following an assessment, an IEP will be written, implemented and reviewed as per school policy
- Other agencies such as Education Psychology, Speech and Language Therapy, CAMHS may become involved in particular cases
- For NFER tests extra time is available for some pupils on the SEN register, consult with the assessment manager
- Assessment which can be completed by the teachers are:
  1. Needs Identification Checklist (general)
  2. Questionnaire for pupils with possible specific learning difficulty
  3. Checklist for Speech, Language and Communication Difficulties

## Administration of Tests

The Deputy Head will draw up a timetable indicating when all SATs, NFER tests are to be done at the start of the year and all staff informed of the relevant dates.

Where necessary a diagnostic spelling or maths test will be given on the recommendation of the previous teacher in consultation with maths, English manager or SENCO. All test results will be put on reports to parents. The Assessment Manager has samples of tests.

## Targets

Schools set targets at a variety of levels. The main purpose of setting targets is to secure improvement in a given area. Allfarthing School sets the following targets.

**Whole school targets**  
**Key Stage Targets**  
**Teacher Targets**  
**Pupil Targets**

Targets describe what schools, pupils and teachers are working to achieve. They should be challenging but realistic. They are not the same as predictions, which indicate what is most likely to be achieved; though they may turn out to be the same. Pupil achievement is central to school planning and by setting targets we can focus on ways of raising levels of achievement. We use the Fischer Family Trust D model to support us in the target setting process.

### **Key Stage targets**

These targets indicate the National Curriculum level that each pupil is working to achieve at the end of the current key stage. They are reviewed annually and relate to achievement in SAT's in English, maths and science.

### **Teacher Targets**

These are set as part of the performance management process and refer to the progress of children in their class.

### **Pupil Targets**

- Pupils will be aware of their own targets as set by their class teacher and described in their end of year report.
- Marking will indicate next target where appropriate and pupils may be encouraged to respond to their teacher's comments.
- Pupils will be involved in reviewing their own targets at the end of the school year.
- Pupils will be involved in the setting of targets in the target setting process throughout the year.
- Pupils with targets relating to behaviour will be aware of their targets and the class teacher and the child will review these weekly if not daily.
- Pupils will be aware of their own strengths and weaknesses and teachers will communicate these in a variety of ways, i.e. good work assembly, verbal feedback, incentive and reward stickers, comments in a child's book, during RE and PSE lessons and in circle time sessions to name a few.

### **Parental Involvement in Target Setting**

- Targets are communicated on end of year reports and parents complete a section of the report.
- Targets communicated at parents' evenings, three times per year.
- Pupils' books available so that short term targets can be seen in marking.
- Parents of Special Needs pupils on Individual Education Plans will be involved in the planning, achieving and reviewing of targets.
- Parents can meet with their child's teacher to discuss targets at any point in the year especially when there is a specific concern.

### **The Role of the Governors**

Governors have a legal responsibility for setting targets for pupil performance. The governing body should,

- Ensure compliance with legal requirements, guidance in DCSF circulars;
- Create a positive climate for setting challenging but realistic targets;
- Base targets on sound evidence, supported by national and LEA benchmarking information;
- Ensure that targets are SMART: specific, measurable, achievable, realistic and time-related;
- Prioritise resources to help the school meet its targets;
- Check progress towards targets regularly through curriculum committee reports to the full governing body;
- Celebrate the successes of the school.