



The Raleigh School

Assessment policy

July 2017

Next review: July 2020

Introduction

Assessment is a continuous process integral to learning and teaching: it is how teachers gain knowledge of their children's needs, achievements and abilities, enabling planning and delivery to be more effective, thereby raising attainment for every child. By nature, it is formative, diagnostic, summative and evaluative.

In essence, there are two parts to assessment:

- Assessment for Learning ('AfL') which interprets the evidence for use by children and teachers to decide where the children are in their learning, where they need to go and how best to get there, and
- Assessment of Learning which is used to make judgements about attainment.

As a school, we receive or generate much assessment data and it is vital that all this information is analysed and translated into plans and actions positively impacting teaching and learning in the classroom.

Principles and aims of assessment at The Raleigh

The overarching priority of assessment at The Raleigh is to promote children's learning.

In this, it is supported by our principles of assessment, which are:-

- to provide information to support progression in learning through planning
- to provide information for target setting for individuals, groups and cohorts
- to share learning goals with children
- to involve all children with self and peer assessment
- to help pupils know and recognise the standards they are aiming for
- to raise standards of learning
- to identify children for intervention
- to inform parents and other interested parties of children's progress
- to complete a critical self evaluation of the school.

Assessment for Learning

The key principles for assessment for learning are the use of ongoing, informal and informative assessment data through observation of pupil responses and learning in order to inform future teaching and learning.

Through AfL we aim:

- to use effective day to day assessment to enhance learning
- to use a variety of strategies and create opportunities for teacher-led assessment
- to further develop the active engagement of learners in self and peer evaluation.

Children are active, not passive, learners and should be actively engaged in thinking and articulating that thinking through talking partners and self and peer assessment. An assessment activity can help learning if it provides feedback to be used by teachers and children and time is given to enable children to respond to that feedback. Such assessment becomes 'formative assessment' when the evidence is actually used to adapt the teaching to meet learning needs.

We therefore aim to teach our children by giving them opportunities to work cooperatively and give them specific feedback about aspects of their understanding, with suggestions for discussion, exploration and improvement. In addition, we aim to enable our children to gain the understanding required so that they can apply skills or concepts in different contexts. This enables children to link their learning to real life.

As a result, children need to:

- understand what their goal is
- be equipped with the means to compare their current standard with that goal
- play an active part in meeting that goal – ‘closing the gap.’

Formative assessment strategies include, but are not restricted to, marking, questioning, observations, peer and self-evaluation used in a range of whole class, focus group and individual situations – strategies will vary across the primary age range. Suggested assessment methods, teaching methods and evidence bases are set out in Appendix 1.

Assessment in Reception

On entry to the school children will be informally assessed by the teachers. Results are used to inform planning, set targets and aid early identification of special needs. Children will be assessed continually to ensure that the next steps in learning are appropriately planned in order to help children make progress. During their reception year children will be assessed using the Foundation Stage Profile which is based on the teacher’s on-going observations and assessments in the six areas of learning. Each child’s typical developments and achievements are recorded in the Profile. Children are also more formally assessed using a Reception Baseline test (trialled in September 2015 using the Nfer Baseline product).

Assessment of learning

Formal assessment of the learning that has taken place (‘summative assessment’) is a systematic part of our school’s work which is used to track the children individually, in various groups, classes and cohorts in the school. Much of this data will be recorded on the data spreadsheets for each cohort - it is through this tracking system that a clear understanding is gained of the progress to date, allowing appropriate intervention to be put in place to raise standards.

We use three types of data spreadsheet tracks:

- 1) “**Objective tracker**”: this is an ongoing assessment tool used by teachers on a regular basis to track the progress of each child on the objectives of the year group objectives which the child is currently accessing (which may not always be the same as the child’s chronological year group). This is used to support assessment of reading, writing, maths and science. In maths, trackers should be updated after each unit of work has been completed (for example after a two-week unit on fractions, or weekly after short units). In writing, trackers should be updated after each ‘Big Write’ session (usually weekly).
- 2) A summative “best fit” judgement is made using the objective trackers to update the “**Progress and Attainment Matrix**” – this charts each child’s progress across the Key Stage they are currently working within. This allows careful tracking to ensure children make good progress across the school and for teachers to set targets for each child.
- 3) The “**data spreadsheet**” tracks results of statutory tests and teacher assessments – end of Foundation Stage, Year 1 Phonics Check, Key Stage 1 and Key Stage 2 as well as standardised tests for Reading and Spelling in Years 1-6. Any other scaled scores from externally bought assessments are tracked here.

For Foundation subjects, judgements are made alongside Chris Quigley’s “Essential Skills” Curriculum to track attainment across learning milestones.

The regular reviewing of tracking data will give teachers the opportunity to revise and refine targets for individual children and identify any children whose progress is less than the expected progress. The discipline of regularly analysing children’s attainment ensures that every child has challenging and realistic targets set for them and that the path of reaching those targets is determined through effective classroom organisation and careful planning.

To achieve this, we will:-

- follow the Assessment calendar and update the data on a regular basis

- analyse the data and review targets for individuals and use the information to identify intervention groups, including those pupils who are not making expected progress, gifted, talented and able and those with special educational needs
- analyse data at the end of academic year to track 'value added' progress made
- pass accurate and reliable cohort data and analysis to next teacher.

The Assessment Leader and Key Stage Leader will meet each term with each year group teaching team to discuss progress in the term. Half-termly meetings will take place with the Assessment Leader to review progress between full Pupil Progress Meetings. Prior to this meeting, each teaching team will complete the progress meeting proforma identifying the children whose progress is under review and the interventions in place.

Statutory assessment and tests

The administration of the Foundation Stage Profile, Year 1 Phonics Check and KS1 and KS2 tests and assessments will be conducted in accordance with statutory requirements.

Record-keeping

The majority of the assessments made by teachers will be formative. The extent, degree and regularity of the recording of formative assessment are matters of professional judgement by individual teachers. Any records maintained should be relevant, manageable and used to inform future planning.

For summative information, a file for each pupil is maintained and stored centrally in the filing cabinet in the office, containing:

- Early Years Profile results
- Key Stage 1 SATs results
- Copies of correspondence related to that child.

Copies of all annual reports will be maintained on the Curriculum network in Planning>Reporting to parents.

Class teachers retain all completed books throughout the year with periodic annotations in the books. A detailed explanation of the recording and record-keeping in the Reception is to be found in the Early Years policy.

Moderation

Internal moderation of children's work takes place regularly within year groups and in Key Stages. Teachers bring examples to meetings which are led by subject leaders. Subject leaders retain moderated evidence in folders.

Target-setting

At The Raleigh, the target setting process involves the setting and review of numerical and curricular targets for each child in Reading, Writing, Maths and Science. The target setting process involves the use of the outcomes of formative and summative assessments to facilitate the setting of realistic, but challenging, numerical and curricular targets, often based on end of previous Key Stage results.

The outline of the timing by term of the target setting process is set out in the Annual Assessment Calendar. This includes the requirement to update and review the numerical targets recorded on the data spreadsheets - tracking sheets may also be used to provide a more visual record of progress of groups

Curricular targets should be shared with the children in an age-appropriate manner which enables the children to understand and know their target. Evidence of grouped curricular targets should be incorporated into short term planning.

Reporting to parents

The outline of the timing by term of the reporting to parents process is set out in the Annual Assessment Calendar. In the summer term, parents will receive a full annual written report with information concerning achievement and progress in each subject. Pupil reports in Years 2 and 6 will also contain information on teacher assessment and actual end of Key Stage levels for Reading, Writing, Maths and Science. Pupil reports in Years 1, 3, 4 and 5 will include teacher assessment levels for Reading, Writing and Maths. The format to be used for the annual written report will be that agreed from time to time by the Staff. Reception children receive a mini written report every two weeks.

Parent consultations will take place in the Autumn and Spring terms.

Parents are invited into informal Open House sessions monthly to look at their children's books: these sessions are not attended by teachers and nor are they intended as a parent consultation session.

Responsibilities

Headteacher's role is:

- to ensure that the National Curriculum is being implemented, including the statutory assessment arrangements
- to ensure that there is a coherent school policy for the gathering, recording, retaining, reviewing and using of evidence
- to report to the Governing Body regarding standards, targets and value added.

Assessment Leader's role is:

- to ensure that the statutory assessment arrangements are administered during the appropriate period of time (FS, Year 1 Phonics Check, KS1 and 2)
- to be the contact person for the LEA regarding assessment arrangements
- to report the outcomes from assessment information to the Headteacher, LT, Governors, and other interested parties
- to coordinate any appeals relating to marking to the relevant authorities at KS2
- to order tests according to the Annual Assessment Calendar
- to manage Assessment budget
- to lead the development of assessment policy and practice and keep abreast of new initiatives and training needs and opportunities
- to attend periodic Assessment Leader briefings.
- to liaise with subject leaders on whole school agreement trials
- to liaise with Key Stage leaders and support them in their assessment responsibilities

Leadership Team's role is:

- to monitor the outcomes from the assessment information

Key Stage leaders' role is:

- to monitor the progress of pupils in each Key Stage using the data spreadsheets, including those children whose cumulative progress is projected to be less than good progress
- to review the progress of children identified for additional support
- to review the numerical targets set for each year group with Assessment Leader
- to coordinate the administration of KS1 and KS2 statutory assessment.

SENCO's role is:

- to liaise closely with class teachers regarding the assessment information relating to children on the SEN register
- to use the data spreadsheets to monitor progress made by children on the SEN register
- to carry out specific assessment tasks relating to the identification of children with specific needs
- to maintain the SEN register.

to liaise with the assessment lead on the assessment of children who are on the SEND register and may not be able to access the mainstream curriculum and/or end of Key Stage assessments

Subject leaders:

- the responsibilities of subject leaders in relation to the assessment of their subjects are set out in the relevant subject policies.
- To ensure that standards of attainment are moderated across and within year groups.

Class teachers' role is

- to make ongoing and formative assessments in the classroom in accordance with Assessment for Learning principles. In maths, trackers should be updated after each unit of work has been completed (for example

after a two-week unit on fractions, or weekly after short units). In writing, trackers should be updated after each 'Big Write' session (usually weekly).

- to administer the tests and assessments according to the Annual Assessment schedule
- to maintain the data on individual pupils on the data spreadsheets according to the Annual Assessment schedule
- to review the data on individual pupils to identify children requiring additional support
- to review the data on individual pupils to inform setting arrangements and curricular targets
- to contribute to whole school agreement trials.

Links to other policies

Curriculum policies – for details of subject specific assessment procedures

Responding to Children's work policy

SEN policy – for details of additional assessment of children with SEN

Gifted, talented and able policy – for details of additional assessment of gifted and talented children.

Early Years Policy

Appendix 1: Suggested AfL techniques

Assessment methods	Teaching methods	Evidenced by
Observation Discussion about work in progress Questioning to prompt new thinking Feedback to; <ul style="list-style-type: none"> • specify attainment • identify difficulties • specify improvement • construct achievement • constructing a shared way forward • identify curricular targets 	Sharing learning intentions Questioning Modelling Scaffolding Demonstrating Explaining Differentiation Exemplification of standards Shared criteria for next step Shared involvement in and construction of activity Guided tasks Independent working Collaborative working and partnerships Rich descriptions of learning Qualitative recording Routines for pupil self evaluation	Reflection Drafting Profiling Revisiting Revising Exploration Editing Interaction and collaboration Talk Children designing their own tasks Children's self and peer evaluation Children's improved self-esteem Children's response to feedback