Stratford-sub-Castle Church of England VC Primary School

Learning for life in a positive and caring Christian community

Assessment for Learning Policy # 3

The *Assessment for Learning Policy* was reviewed during the Autumn term 2016. This document is the result of that review. It should be read in conjunction with *the Aims of the School, Teaching for Learning Policy, Planning for Learning Policy, Marking for Learning Policy, Home-Learning Policy* and the *Presentation Policy.*
This policy was agreed by the Full Governing Body on 16.01.17
It will be reviewed in January 2019

Purpose
- to fulfil the aims of the school through a consistent approach to *Assessment for Learning*
- to clarify and improve the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.

Statement of Aims
We aim:
- to develop a culture of learning for understanding
- to help our pupils attain their potential and to become life-long learners
- to provide timely feedback and feed-forward to learners
- to provide the opportunity for review and reflection
- to promote positive self-image and high self-esteem
- to promote ownership of learning
- to provide pupils with information about the quality of their learning
- to involve parents in their child's "learning journey"
- to provide teachers with information about the effectiveness of their teaching
- to provide pupils and teachers with regular and on-going assessment opportunities in the classroom
- to improve standards not merely measure them
- to inform all curriculum planning
- to inform school improvement planning.

Implementation
The Headteacher has overall responsibility for the implementation, management and monitoring of the *Assessment for Learning Policy*. The day-to-day implementation of this policy is a shared responsibility.

Statement of Principles
We believe that *improving learning through assessment* relies upon:
- the provision of effective feedback to pupils
- the active involvement of pupils in their own learning
- adjusting teaching to take account of the results of assessment
- recognising the profound influence assessment has on the motivation and self-esteem of pupils
- pupils being able to assess themselves / peers and understand how to improve
- teachers, pupils and parents reviewing, reflecting and acting upon assessment data.

We believe that *effective assessment*

- is essentially a THOUGHT PROCESS, which must lead to ACTION for learning to take place
- should not be confused with the recording of results or findings
- concentrates on the QUALITY OF LEARNING rather than the quantity and presentation of work.

Effective Assessment is:

- MEANINGFUL – provides feedback and feed-forward to learners
- PURPOSEFUL – informs teachers so that future lessons can be modified and adapted
- MOTIVATING – encourages and recognises effort and progress
- DIFFERENTIATED – takes into account individual needs
- SENSITIVE – allows pupils to maintain ownership of their learning
- TARGET SETTING – determines the next steps for learning
- INVOLVING – promotes the active involvement of pupils in their own learning and helps parents in their supporting role.

Agreed Assessment Procedures

Effective day to day assessment includes:

- **sharing** the success criteria with pupils (HOW: moon, sun, star & shooting star)
- **questioning** and sharing comments with pupils
- **observing** pupils during teaching and while they work
- **discussing** with pupils
- **analysing** work, reporting to pupils and guiding their improvements
- **testing** pupils and giving quick feedback
- **engaging** pupils in the assessment process.

Self-Assessment / Peer Assessment

Pupils are encouraged to develop their capacity to assess, so that they can become reflective and self-managing. This involves communicating to pupils in terms they can understand; taking into account their age and emotional / individual needs. The following strategies are used to develop each pupil's capacity for assessment:

- ❖ TIP's (To Improve Performance): teacher or pupil sets learning target on post-it notes (see *Marking for Learning Policy)*
- ❖ during a lesson, teachers provide opportunities for pupils to reflect on learning ('pit-stop' plenaries). This includes self-assessment and peer-assessment using the success criteria to gauge performance
- ❖ moon, sun, star or shooting stars are used at the end of a piece of work; pupil indicates how they have 'measured-up' to the HOW (success criteria) of the lesson
- ❖ moon, sun, star or shooting stars: pupil indicates the above and adds a written comment after the session or the next day (for pupils in Upper KS2)
- ❖ pupil writes a written response in green pen to a teacher's question / comment written at the bottom of their work
- ❖ self–marking work: pupils, in green pen, are encouraged to focus on the positive, make mental notes of what they CAN do and to focus precisely on what they need to do to improve: ie, which part of a word can they spell and what do they need to change, not looking at the entire word as incorrect
- ❖ Tutorials (writing, maths & reading): pupils focus on what they can do and are encouraged to review old targets and set new ones with their teacher
- ❖ pupils are encouraged to assess their preferred learning style(s) and to use it / them to learn their spellings and multiplication tables
- ❖ Learning Reviews **(Appendix 1 & 2)** completed in Term 6. Pupils are encouraged to set their own targets. These also form part of the Annual Report to Parents.

Short-term (daily) Assessment

It is crucial that day-to-day assessment helps to inform and improve future teaching and learning. The gathering of day-to-day assessment information, while often informal, unrecorded or quickly noted supports and guides longer-term assessments.

The marking and assessment of written work is viewed as a crucial part of this process. (See *Marking for Learning Policy*) Brief lesson evaluations are recorded. Common errors and misconceptions are identified and future plans adapted accordingly (see *Planning for Learning Policy*). As part of the marking and assessment process, pupils are encouraged to participate by regularly responding to feedback in order to ensure they take responsibility for their own learning (see *Marking for Learning Policy)*.

Medium-term (weekly) Assessment
It is crucial that medium term assessments hold pupils accountable for their own learning and progress. By setting weekly targets pupils are encouraged to take responsibility for the pace at which they learn their spellings, number facts and practise reading (see *Home-Learning Policy)*. Accountability helps pupils to set appropriate targets and to challenge where necessary.

Longer-term Assessment
Effective longer-term assessment includes:
- **analysing** work, reporting to pupils and guiding their improvements
- **testing** pupils and giving quick feedback
- **engaging** pupils in the assessment process.

It is crucial that longer-term assessments involve pupils in their own learning and allow teachers to track the progress of each individual pupil. Assessment and Feedback weeks take place in the penultimate weeks of Term 1, 3 and 5.

Assessment & Feedback Week
During Assessment & Feedback week previous targets are reviewed and new ones set for reading, writing and mathematics. Pupils are encouraged to reflect on how they learn, to understand where they are in their learning, where they need to go and how best to get there. This process is encouraged by the teacher who meets with each pupil for a quality 1 to 1 tutorial (maths and writing). Tutorial sheets (appendix 3, 4, 5 & 6) provides a focus for this discussion and a means of focussing on the positive aspects of their learning as well as setting new targets.

Date	Assessment/Feedback	Further Notes
Autumn T1 Wk 6 & 7	Yorkshire Assessment of Reading Comprehension (YARC) & reading targets	- Yorkshire Assessment of Reading Comprehension activity is completed with each child following the YARC guidance - YARC consists of 2 reading activities. One is completed with the class teacher and one with the class teaching assistant - YARC analysis is printed off (size 4 to page). The class teacher writes at least 2 targets (more able may have more) – one from YARC data and one from the end of year expectations. One set of analysis and targets is stuck in the back of the child's reading record and one in the class record on the child's page. - For pupils who are below the level of accessing the YARC, teachers use their professional judgement to set 2 targets
	Writing tutorial	- During the writing tutorial, teachers use proforma (Appendix 3 & 4) and spend 10 minutes with each child talking about their writing and setting targets with them. - When finished stick in the front of their English book.

	Maths tutorials	• During the maths tutorial, teachers use proforma (Appendix 5 & 6) and spend 10 minutes with each child talking about their maths and setting targets with them • One target from the end of year expectation and one from the Planets Book. • When finished stick in the front of their Maths book.
Spring T3 Wk 6 & 7	Reading targets – reflecting on targets	• Teachers and pupils asses targets and stamp if achieved. Set new targets. • No new YARC is completed.
	Writing tutorial	• Teachers and pupils asses targets and stamp if achieved. Set new targets on a blank tutorial sheet (see Autumn).
	Maths tutorials	• Teachers and pupils asses targets and stamp if achieved. Set new targets on a blank tutorial sheet (see Autumn).
Summer T5 Wk 6 & 7	YARC & reading targets	• Teachers and pupils asses targets and stamp if achieved. • Complete YARC and set new targets (see Autumn) • Photocopy analysis and target sheet for new teacher
	Writing tutorial	• Teachers and pupils asses targets and stamp if achieved. Set new targets on a new tutorial sheet (see Autumn). • Photocopy tutorial forms for handing on to new teacher to be stuck in new English books for September.
	Maths tutorials	• Teachers and pupils asses targets and stamp if achieved. Set new targets on a new tutorial sheet (see Autumn). • Photocopy tutorial forms for handing on to new teacher to be stuck in new maths books for September.
June (by end of T6 Wk 2)	Learning Review for Annual Reports to Parents	• Each child completes an Annual Learning Review (Appendix 1 & 2) • Hand-in to Deputy Headteacher by end of T6 Wk2 for proof-reading before being attached to the child's Annual Report.

Data & Tracking

Data is collected 4 times per year. Using the assessment grids, the teacher can judge whether a child is predicted to 'expected to the reach the standard', 'working towards the reach the standard' or 'working at greater depth within the expected standard' for the end of the year. Within, each of these groups there are 3 sub-groups. The teacher ranks the pupils in order using the cohort ranking sheets (Appendix 7). If a child is working significantly below age related expectations, the teacher will note on the cohort ranking sheets their present P level judgement.

Each child's reading, writing and maths AIR index scores are recorded on the Wiltshire Tracker This provides the means of tracking an individual's attainment and progress from term to term and year to year. Using the Wiltshire Tracker, groups of pupils' attainment and progress from term to term and year to year can be monitored and evaluated.

Date	Action	Action by
T2/4/6 Wk 6	**Before Staff Meeting:** • teachers meet in Key Stages to ensure split year groups are ranked correctly • prepare cohort ranking sheets for staff meeting **At Staff Meeting (CPD):** • writing moderation using ranking sheets and workbooks • maths moderation using ranking sheets and workbooks	*class teachers* *class teachers* *English Team* *Maths Team*
T2/4/6 Wk 6 (Friday)	Cohort ranking sheets to Assessment Team (Writing, Reading, Maths & Phonics) on Teachers SharePoint area by Friday at 18.00	*class teachers*
T2/4/6 Wk 7	**Before Staff Meeting:** • Assessment Team to input data on Wiltshire Tracker • Assessment Team to analyse data on Wiltshire Tracker **At Staff Meeting (CPD):** • Feedback to teachers data finding	*Assessment Team* *Assessment Team* *Assessment Team*
T3/5/6 Wk 2	**Before Staff Meeting:** • Moderation of reading hear 3 pupils on the same AIR score **At Staff Meeting (CPD):** • cross school writing moderation using Air scores • cross school maths moderation using Air scores	*Assessment Team* *English Team* *Maths Team*
T3/5/6 Wk 2	**Before Staff Meeting:** • identification of concerns and successes; monitor progress of target children and vulnerable learners **At Staff Meeting (CPD):** • Pupil Progress meetings	*class teachers & TAs* *Headteacher, Assessment Team, SENDCO & Key Stage teams*
T3/ 6/ 1 T3/ 6/1	**Curriculum & Standards Committee Meeting** • Headteacher and Assessment Team feedback data analysis to Governors **Full Governing Body Meeting** • Headteacher, Assessment Team and Curriculum & Standards Committee feedback data analysis to Governors	*Head teacher & Assessment Team* *Head teacher, Assessment Team and Curriculum & Standards Committee*

Assessment information is used to inform the review of Target Pupils, Personalised Education Plans, SEND and the Able & Interested Pupils Register (Group grid). The Provision Map is also updated.

Year 1 phonic screening, end of Key Stage SATs data and EYFS data is used to support individual pupil tracking, cohort tracking, planning for future learning and whole school improvement planning.

Statutory Assessment
In the summer term, Y1 phonic testing, KS1 and KS2 SATs are completed and the Foundation Stage profile is submitted.
Year R: Foundation Stage Profile
Year 1: Phonic Screening Test.

Year 2: End of Key Stage 1 SATs including Phonic Screening where necessary
Year 6: End of Key Stage 2 SATs.

All statutory assessments are conducted following the statutory guidance provided by the Department for Education (DfE). The results of the SATs and EYFS profile are recorded on the Wiltshire Tracker and reported to parents with the Annual Report to Parents.

Monitoring & Evaluation

The effective implementation of this policy is monitored every term by the Headteacher/ Assessment Leaders and Subject Leaders. (See *Monitoring and Evaluation Policy/Schedule.*)

The Headteacher and the Assessment Team report to the Curriculum & Standards Committee. This committee evaluates the impact of this policy and reports to the Full Governing Body.

Appendix 1 EYFS & KS1 Learning Review

Learning Review
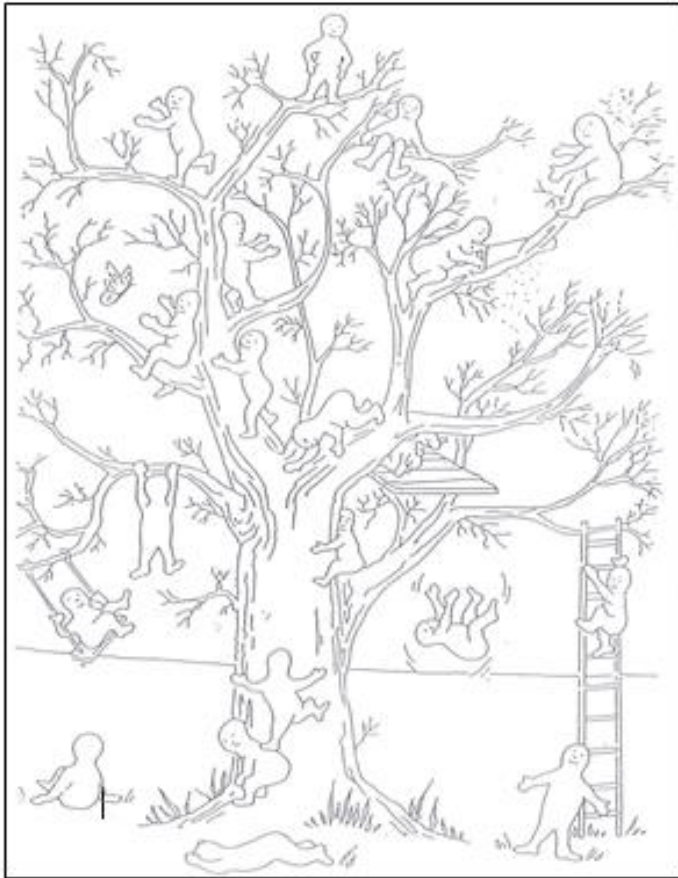
	Reading
	Writing
	Mathematics
	Computer skills
	Learning with others
	Learning on my own.

Name :

What have I learnt this year?

_____

_____

What is my main target for next year?

_____

_____

What other clubs or activities have I done?

_____

(the original version can be found on the Teachers SharePoint area)

Appendix 2 KS2 Learning Review

Annual Learning Review

What have you enjoyed learning about this year?

_____
_____
_____
_____

What have you found difficult this year?

_____
_____
_____
_____

Which learning muscles do you think you've used well this year and why?

_____
_____
_____

What other activities, clubs and responsibilities have you experienced this year? (in and out of school)

_____
_____
_____

My main achievements this year:

_____
_____
_____

The main targets I would set myself:

_____
_____
_____
_____

Name: _____

Mark on the tree how you feel about these areas of learning?

English		Geography		PE	
Mathematics		History		Art	
Science		RE		DT	
Computing		PSHE		Music	
French		Playtime/Lunchtime			

Name: _____

(the original version, and one with few lines, can be found on the Teachers SharePoint area)

Appendix 3 Writing Tutorial Proforma (KS1)

<u>Date</u>

<u>WALT evaluate our writing (writing tutorial)</u>

Progress since last tutorial	.
What I can do…	.
What I think I need to improve…	.
My new targets	.

Appendix 4 KS2 Writing Tutorial

<u>Date</u>

<u>WALT evaluate our writing (writing tutorial)</u>

Progress since last tutorial		
What I can do…		
What I think I need to improve…		
Targets we have agreed…		

Appendix 5 Maths Tutorial Proforma (KS1)

<u>Date</u>

<u>WALT evaluate our maths (maths tutorial)</u>

Progress since last tutorial	.
What I can do…	.
What I think I need to improve…	.
My new targets *-include a number facts target counting/numbers bonds/times table.*	.

Appendix 6 Maths Tutorial Proforma (KS2)

Date

<u>WALT evaluate our maths (maths tutorial)</u>

Progress since last tutorial		
What I can do…		
What I think I need to improve…		
Targets we have agreed… *-include a number facts target counting/numbers bonds/times table.*		

Appendix 7 Cohort Ranking Sheet

Year:

Cohort number:

Term:

Subject: Maths / Reading / Writing (circle)

Expected or above (/ %)	Working at greater depth (% / working at greater depth)	Excelling	+	
			SEC	
			-	
		Exceeding	+	
			SEC	
			-	
	Expected (% / working at expected)	Expected	+	
			SEC	
			-	
Working towards and below (/ %)	Working towards expected (% / working towards expected)	Developing	+	
			SEC	
			-	
		Emerging	+	
			SEC	
			-	
	Foundations for expected (SEN P levels)		-	

Comments from moderation

Signed   date

(the original version can be found on the Teachers SharePoint area)