Stratford-sub-Castle Church of England VC Primary School

Life in all its fullness (John 10:10)

Assessment for Learning Policy #8

The *Assessment for Learning Policy* was reviewed during the Autumn Term 2022. This document is the result of that review.

DATE AGREED BY FULL GOVERNING BODY:	**21.11.22**
REVIEW DATE:	**November 2025**
REVIEW CYCLE:	**Three years**
PLACED ON WEBSITE:	**29/11/22**
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FGB/COMMITTEE:	**Curriculum & Standards Committee**
NOMINATED GOVERNOR:	**Mrs Clare Connett**
HEADTEACHER:	**Mrs Kay Bridson**
CHAIR OF GOVERNORS:	**Miss Angela Britten**
SIGNED:	
TO BE READ IN CONJUNCTION WITH:	*Aims of the School* *Feedback & Marking for Learning Policy* *Home-Learning Policy* *Presentation Policy*

Stratford-sub-Castle Church of England VC Primary School
<u>Assessment for Learning Policy # 8</u>

Purpose
- to fuel **aspiration** and **achievement** and to foster **celebrations** of success in all its forms
- to ensure assessment impacts on learning

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 provide pupils with information about the quality of their learning and promote ownership
- to involve parents in their child's "learning journey"
- to provide teachers with information about the effectiveness of their teaching
- to gather information about the attainment of individual pupils, groups and cohorts so it leads to positive action and change for individual, groups and the whole school
- 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

Implementation
Class teachers and subject leaders have responsibility for the implementation of this policy.

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 outcomes.

We believe that *effective assessment*
- is essentially a THOUGHT PROCESS, which must lead to ACTION for learning to take place. Effective assessment leads to the ongoing adaptations of the EEF 'Five a Day Principles' (see appendix 1)
- 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 and is CHALLENGING when required
- ADAPTED– take 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.

We believe effective assessment for learning involves all the points above as well as remaining MANAGEABLE and PROPORTIONATE for teachers.

Agreed Assessment Procedures

It is crucial that **formative assessment** helps to inform and improve future teaching and learning. The gathering of short-term assessment information, while often informal, unrecorded or quickly noted supports and guides longer-term assessments. As part of this assessment process, pupils are encouraged to participate by regularly responding to feedback in order to ensure they take responsibility for their own learning.

Effective formative assessment includes:
- **evaluating** against the learning objective
- **questioning** with pupils – using planned hinge questions at a pivotal point to identify misconceptions
- **observing** pupils during stages of the learning sequence
- **discussing** with pupils
- **analysing** work, reporting to pupils and guiding their improvements
- **engaging** pupils in the assessment process

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.   It is crucial that summative assessments involve pupils in their own learning and allow teachers to track the progress of each individual pupil.

Assessment & Feedback Programme

Date	Assessment/Feedback	Assessment Activity	Target Setting
Autumn T1	Baseline (reading)	• Reading conference – Y1-3 hear child read and ensure book is appropriate level; Y4-6 book discussion and ensure book is appropriate level/challenge • York Assessment of Reading Comprehension activity is completed with each child following the YARC guidance • Y6 Reading SATS paper • Phonics	• Set whole class reading targets (see *Patterns & Gaps* sheet) • Adapt future curriculum planning
	Baseline (writing)	• Blackwell Spelling Test (KS2 only) • Cold Write • Basic Skills	• Set whole writing targets (see *Patterns & Gaps* sheet) • Adapt future curriculum planning
	Baseline (Mathematics)	• White Rose Arithmetic Paper (for previous Year Summer Term) • SATS Arithmetic Test (Y6)	• Set whole class maths targets (see *Patterns & Gaps* sheet) • Adapt future curriculum planning
Autumn T2	Baseline (writing)	• Y6 GPS test	• Adapt future curriculum planning
Spring end of T3	Mid-year (reading)	• Reading conference – Y1-3 hear child read and ensure book is appropriate level; Y4-6 book discussion and ensure book is appropriate level/challenge • Y6 Reading SATS paper • Phonics	• Set whole class reading targets (see *Patterns & Gaps* sheet) • Adapt future curriculum planning • Set targets for interim reports to parents
	Mid-year (writing)	• Blackwell Spelling Test (KS2 only) • Cold Write	• Set whole writing targets (-(see *Patterns & Gaps* sheet) • Adapt future curriculum

		• Basic Skills	planning • Set targets for interim reports to parents to parents
	Mid-year (Mathematics)	• White Rose Arithmetic Paper (for current Year Autumn Term) • Arithmetic & Reasoning papers(Y6)	• Set whole class maths targets (see *Patterns & Gaps* sheet) • Set targets for interim reports to parents
	Learning Review (Pupil Voice)	• Each child completes an Annual Learning Review (Jelly Baby Tree)	• Pupils set own targets
Summer end of T5/ beginning of T6	End-of year (reading)	• Reading conference – Y1-3 hear child read and ensure book is appropriate level; Y4-6 book discussion and ensure book is appropriate level/challenge • York Assessment of Reading Comprehension activity is completed with each child following the YARC guidance • Reading Comprehension Y2-6 (Y2 & Y6 – SATS paper)	• Set whole class reading targets (see *Patterns & Gaps* sheet) • Adapt future curriculum planning • Set targets for annual reports to parents
	End-of year (writing)	• Blackwell Spelling Test (KS2 only) • Cold Write • Y6 GPS TEST • Phonics Screening (Y1 & Y2 re-tests) • Basic Skills	• Set whole writing targets (see *Patterns & Gaps* sheet) • Adapt future curriculum planning • Set targets for annual reports to parents
	End-of year (maths)	• White Rose Arithmetic Paper (for current Year Summer Term) • Y2 & Y6 SATS • Y4 Multiplication Test (June)	• Assess previous targets • Set whole class maths targets • Set targets for annual reports to parents
July	Annual Reports to Parents	• Use Term 5/6 assessments to report to parents	

Patterns & Gaps – Cohort Level

Following programmed assessments, teachers complete a *Patterns & Gaps* sheet to inform future teaching and learning. This is shared with class teams, subject leaders and SLT.

PATTERNS AND GAPS (following Assessment Week)

	What went well (max. 3)	Focus for future learning (max. 3)	Strategies/Approaches to use
Reading	• Identify synonyms within a text • Ordering events of a text • Retrieval questions – able to find information within the text	• Impressions of characters – using the text to support answers • 'How do you know….,' – using the txt to support answers • Complete answers (avoid 'it' or being too general)	• Whole Class Reading – 'Explain' / 'Infer; questions. Model answering/ stem sentences • 10 Mins Read – modelling answering questions fully the answers / correct for a reading comprehension. • Using a picture – see/infer/questions
Spelling (including Basic Skills)	• Children able to spell plurals ending in y • Children able to spell with common suffixes (-ful, -tion, -ness) • Children able to spell months of year, days of week	• Statutory Challenge Words • ie /ei (chief, weight) • silent letters	• Use 'Statutory Challenge Words Mat' in GPS Mats; focussed sessions (in-between T4W units) • Silent letters session; ie/ei. Focus in SME • CONSOLIDATE: Spot the mistake, unscramble letter, activity on GPS mat to recap and consolidate
Writing	• Children able to follow a 'Defeating the Monster' structure (with inner 'monster'). Able to apply previous knowledge of 'Defeating the Monster Tale' • Description of characters through body actions (ie teeth chattering, heart thumping) • Beginning to use different sentence style for effect	• Punctuating speech – commas, capital letter, new line/new speaker • Commas – end of fronted subordinate clauses and fronted adverbials • Paragraphs – application of paragraphs without a planning frame	• Focussed sessions on paragraphs, speech and use of commas • Use of GPS workbook/ GPS mat to consolidate • Writing Enjoyment and writing in other subjects to use paragraphs
Maths (Arithmetic)	• Able to recall multiplication facts • Use of formal methods for column addition and subtraction • Missing values in place value questions including decimals	• Adding/subtracting decimals – ensure decimal point is lined up; subtracting from wholes • Formal methods for multiplication (short and long) • Multiplying and dividing by powers of 10 (including decimals)	• Focussed maths sessions • Starters in Maths sessions • Maths Gym questions to revisit and consolidate

Individual Pupil Progress

Following programmed assessments, teachers use the information to identify pupils' adaptations to increase progress. Teachers identify the pupils' barriers to learning and the strategies/approaches to use.

Pupil Progress Meeting

Reading

Pupil	Year	Barrier	Action
	6	Quality of text/ range of reading material Explain	* *Reading Rocks Challenge* – ensure a wide range of good quality text; monitor reading choices * Comprehension Cards with an adult. Focus on 'Explain' (Fri pm – NW)
	6	Inference	* Regular reading to an adult (3x week). Target questions based on inference * Small group (HC) reading based on inference (e.g. using texts) * Comprehension Cards with an adult. Focus on 'Infer' * Target within whole class
	6	Skimming and scanning for keywords to help answer questions – using the text to answer questions	* During 1 to 1 reading with TA model skimming and scanning for information to use to answer questions * 10 minute reads – reading/answering comprehension under time with TA/teacher support * Regular reading to an adult (3x week) including comprehension cards * Target within whole class

Writing

Pupil	Year	Barrier	Action
	6 (GD)	Choice of vocabulary and grammatical structure for effect	* monitoring reading book – ensure a range (Reading Challenges) * editing time with HC after Hot Write session – focus on vocabulary and grammatical choices
	6	consistent application of grammar and punctuation skills	* focus from teacher during writing session – supporting planning text. * monitoring reading book – ensure a range (Reading Challenges) * editing time with TA/HC after writing session – use EVERY TIME I WRITE TARGETS

Maths

Pupil	Year	Barrier	Action
	6	Confidence – consolidation of formal methods for multiplication and division Mental recall of number facts	* Booster/ Pre-teaching sessions * focus from teacher during maths session * Intervention with LA – 1 to 1 time (focus on arithmetic skills)
	6	Mental recall of number facts (number bonds / times tables)	* IEP target to reflect barrier * Manipulatives to support in class

Teachers monitor the attainment and progress of disadvantaged pupils and those receiving military funding.

Disadvantaged Leaners (PP)

Pupil	Year	SEND	Maths		Reading		Writing		Other needs being addressed
			Attainment	Progress	Attainment	Progress	Attainment	Progress	
	6	✓	orange	red	orange	green	orange	green	
	6	✓	green	orange	orange	green	orange	green	
	6	✓	red	orange	red	orange	red	orange	
	6	x	green	orange	green	orange	green	green	

Military

Pupil	Year	SEND	Maths		Reading		Writing		Other needs being addressed
			Attainment	Progress	Attainment	Progress	Attainment	Progress	
	6	X	green	green	green	green	green	green	

Phonics
Phonics is assessed in accordance with the school's scheme (Essential Letters & Sounds). This takes place in week 5 of every term.

Foundation Subject Assessment
Foundation subjects are continually assessed using observation, exit passes, hinge question, quizzes and marking of work. Teachers observe pupils use of knowledge, skills and vocabulary. This informs future planning and identifies what went well, focus for future teaching and strategies/approaches to use.

Assessment Information, Data & Tracking
Assessment information is collected and analysed three 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. The teacher ranks the pupils in order using the cohort ranking sheets. If a child is working significantly below age related expectations, the teacher will note on the cohort ranking sheets which year group they are working within.

Assessment information is used to inform the review of Target Pupils and Individual Education Plans. The Provision Map is also updated.

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 4: Multiplication tables check
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 outcomes are reported to parents with the Annual Report to Parents

All statutory assessment data is used to support individual pupil tracking, cohort tracking, planning for future learning and whole school improvement planning.

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

1 Explicit instruction

Teacher-led approaches with a focus on clear explanations, modelling and frequent checks for understanding. This is then followed by guided practice, before independent practice.

2 Cognitive and metacognitive strategies

Managing cognitive load is crucial if new content is to be transferred into students' long-term memory. Provide opportunities for students to plan, monitor and evaluate their own learning.

3 Scaffolding

When students are working on a written task, provide a supportive tool or resource such as a writing frame or a partially completed example. Aim to provide less support of this nature throughout the course of the lesson, week or term.

4 Flexible grouping

Allocate groups temporarily, based on current level of mastery. This could, for example, be a group that comes together to get some additional spelling instruction based on current need, before re-joining the main class.

5 Using technology

Technology can be used by a teacher to model worked examples; it can be used by a student to help them to learn, to practice and to record their learning. For instance, you might use a class visualiser to share students' work or to jointly rework an incorrect model.

EEF 'Five a Day Principles'.