Stratford-sub-Castle Church of England VC Primary School

Life in all its fullness *(John 10:10)*

<u>Assessment for Learning Policy #6</u>

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

DATE AGREED BY FULL GOVERNING BODY:	**25.11.19**
REVIEW DATE:	**November 2022**
AUTHOR:	**Mrs Kay Bridson & Mrs Justine Watkins**
HEADTEACHER:	**Mrs Kay Bridson**
CHAIR OF GOVERNORS:	**Miss Angela Britten**
SIGNED:	
TO BE READ IN CONJUNCTION WITH:	***Aims of the School*** ***Curriculum Policy*** ***Feedback & Marking for Learning Policy*** ***Home-Learning Policy*** ***Planning for Learning Policy*** ***Presentation Policy*** ***Teaching for Learning Policy***

Stratford-sub-Castle Church of England VC Primary School

Assessment for Learning Policy # 6

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 and is CHALLENGING when required
- 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.

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

Agreed Assessment Procedures

Effective formative assessment includes:

- **sharing and/or constructing** the *Steps to Success* with pupils when appropriate
- **evaluating** against the *Steps to Success* (pupils and/or teachers)
- **questioning** with pupils – using planned key questions
- **observing** pupils during stages of the learning sequence
- **discussing** with pupils
- **analysing** work, reporting to pupils and guiding their improvements
- **testing** pupils and giving quick feedback
- **engaging** pupils in the assessment process

The following strategies are used to develop each pupil's capacity for assessment:

	Y1 – Y3	Y4 - Y6
TIP's (To Improve Performance): teacher or pupil sets learning target on post-it notes	✓ Teacher	✓ Teacher and/or pupil
During a lesson, teachers provide opportunities for pupils to reflect on learning ('pit-stop' plenaries). This may include self-assessment and peer-assessment using the *Steps to Success* to gauge performance	✓	✓
Moon, sun or star are used at the end of a piece of work; pupil indicates how they have 'measured-up' to the learning objective of the lesson	✓ Teacher	✓ Teacher and/or pupil
Moon, sun or star: pupil indicates the above and adds a written comment after the session or the next day		✓
Pupil writes a written response in green pen to a teacher's question / comment	✓ with teacher support	✓
Self–assessing 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		✓
Pupils are encouraged to assess their preferred learning style(s) and to use it / them to learn their spellings and multiplication tables Learning Reviews completed in Term 6. Pupils are encouraged to set their own targets. These also form part of the Annual Report to Parents.	✓	✓

Formative Assessment

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.

Summative Assessment

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 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.

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 • Reading Comprehension Y2-6 (Y6 – SATS paper) • Phonics	• Set whole class reading targets and share with class
	Baseline (writing)	• Blackwell Spelling Test • Cold Write • Y6 GPS test	• Set whole writing targets (GPS focus)
	Baseline (Mathematics)	• White Rose Arithmetic Paper (for previous Year Summer Term) • SATS Arithmetic Test (Y6)	• Set whole class maths targets
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 • Reading Comprehension Y2-6 (Y2 & Y6 – SATS paper) • Phonics	• Assess previous targets • Set whole class reading targets • Set targets for interim reports
	Mid-year (writing)	• Blackwell Spelling Test • Cold Write	• Assess previous targets • Set whole writing targets (GPS focus) • Set targets for interim reports
	Mid-year (Mathematics)	• White Rose Arithmetic Paper (for current Year Autumn Term) • Arithmetic (Y6)	• Assess previous targets • Set whole class maths targets • Set targets for interim reports
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)	• Assess previous targets • Set whole class reading targets • Set targets for annual reports
	End-of year (writing)	• Blackwell Spelling Test • Cold Write • Y6 GPS TEST	• Assess previous targets • Set whole writing targets (GPS focus)

		• Phonics Screening (Y1 & Y2 re-tests)	• Set targets for annual reports
	End-of year (maths)	• White Rose Arithmetic Paper (for current Year Summer Term) • Y2 & Y6 SATS	• Assess previous targets • Set whole class maths targets • Set targets for annual reports
June (by end of T6 Wk 2)	Learning Review for Annual Reports to Parents	• Each child completes an Annual Learning Review • Hand-in to Deputy Headteacher by end of T6 Wk2 for proof-reading before being attached to the child's Annual Report. June (by end of T6 Wk 2)	

Data & Tracking

Data is collected 3 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 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.

WK	Term 1	Term 3	Term 5	
1	Baseline Assessments/ Target Setting			
2	• Reading			
3	• Writing			
4	• Mathematics		Y2/Y6 SATS	
5		Mid-year Assessments/ Target Setting		
6		• Reading • Writing • Mathematics		
7				
8				
	Term 2	**Term 4**	**Term 6**	
1	Ranking sheets completed in school teams IEP Reviews Pupil Progress Meetings	Ranking sheets completed in school teams IEP Reviews Pupil Progress Meetings Interim Reports prepared for Parents' Evening		Y4 Multiplication Tables Check (MTC) End-year Assessments/ Target Setting • Reading • Writing
2	Ranking sheets data collected by Assessment Team. Data entered onto the Wiltshire Tracker. Update Groups including SEND/ AGAT registers	Ranking sheets data collected by Assessment Team. Data entered onto the Wiltshire Tracker. Update Groups including SEND/ AGAT registers	Y1 phonic screening	• Mathematics IEP Reviews
3	Moderation - Writing, Reading, Maths – Staff Meeting	Moderation - Writing, Reading, Maths – Staff Meeting	Annual Reports to HT Annual Learning Reviews to DHT	Pupil Progress Meetings
4			EYFS/ Y1 phonic screening/ Y2 teacher assessment/ Y6 writing and science teacher assessment data submitted to county Ranking sheets completed in school teams	
5			Ranking sheets data collected by Assessment Team. Data entered onto the Wiltshire Tracker. Update Groups including SEND/ AGAT registers	
6			Moderation - Writing, Reading, Maths – Staff Meeting	
7			Annual Reports for parents	
8				

Assessment information is used to inform the review of Target Pupils, Individual Education Plans, SEND and the Able, Gifted & Talented 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 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 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.