

Policy status

Title:	Assessment		
Status:	approved		
Owner:	Head Teacher		
Nominated governor:	Teaching and Learning Committee		
Release date:	September 2017	Valid until:	September 2019
Head teacher (signature if required):		Date:	
Chair of governing body (signature if required):		Date:	

The purpose of assessment

- To help drive improvement for pupils
- To make sure we maintain high standards that compare favourably to national expectations
- To share reliable information with parents

Why change our assessment policy now?

The national curriculum 2015 is significantly different from its predecessors. Along with a rise in expected standards there is a focus on teaching less but to a greater depth of understanding. The emphasis is not so much on how fast can children learn but on how well have they mastered their learning. Can they, for example, solve non-routine problems, appraise, explain concepts, hypothesise, investigate, cite evidence, design, create and prove?

Progress is no longer be measured by levels and average point scores but we assess whether pupils are developing age related expectations, have reached the expected standard or whether they have, indeed, mastered them. Progress will now measure increased cognitive challenge through 4 key milestones: The Early Years Foundation Stage, Infants, Lower Juniors and Upper Juniors. It will assess the widening and deepening of essential knowledge, skills, understanding and learning.

At Preshute this compliments our determination to encourage growth mind sets (Mind-set, The New Psychology, How we Can Learn to Fulfil our Potential, Carol Dweck, 2006) and raise expectations linking deep, vibrant learning to assessment.

What will we do?

- Formative Assessment (Shirley Clarke) remains crucial and lies at the heart of what we decide to teach next. By knowing what children understand teachers can plan the next appropriate steps.
- Pupils are trained how to make improvements to their own work and to offer critical advice to their peers (see Austen's butterflies
<https://www.youtube.com/watch?v=PZo2PIhnmNY>)
- Teachers use their professional judgement to determine whether a child is working towards age related expectations, is at age related expectation or is working at greater depth by asking probing questions (Bloom's taxonomy) and by looking at children's work. Teachers moderate judgements at staff meetings, at cluster meetings, by comparing their judgements to exemplar materials and through end of year tests. Subject leaders also moderate their judgements by looking at examples of work and by talking to children.
- Teachers plan opportunities for pupils to develop greater depth and mastery to independently show that they can apply what they have learnt.
- Teachers use the "chilli challenge" approach to differentiation rather than predetermining how far a pupil can take their learning (Shirley Clarke 2013)
- Teachers follow the marking policy that uses next step marking.
- Progress is measured and reported to parents as working towards age related expectations, at age related expectation or at greater depth for key milestones. This may mean, for example, that through year 3 they are working towards and reaching age related expectations but it is only in Year 4 that they are truly mastered.
- Subject leaders are building up portfolios of work as exemplar material of age related expectations and mastery.
- Pupil's attainment will be tested at the beginning and end of the EYFS and at the end of each milestone (internally at the end of the lower juniors).
- Teachers record their assessments at least half termly on the triangle assessment for Maths sheet and the Ros Wilson assessment sheet for English

How will we track pupils learning?

Tracking remains an important strategic and analytical tool by which teachers and school leaders can identify which pupils, and groups of pupils, are doing well and to inform provision. Teachers will input data in the last week of each half term onto the class Excel spreadsheets for Maths, Reading and Writing. The Excel spreadsheet must use the last schools years' end of year data as a baseline. Governors will have anonymised access to the data. Teachers will keep triangle lists to show who has achieved each learning objective and these will be passed onto the next class teacher and inform the annual written report to parents.

How will teachers set targets?

"Schools are free to use whichever methods work for their children." Nick Harding 2015

At Preshute we set maths targets based on key essential skills (e.g. quick recall of tables and number bonds) and our writing targets are based on a " cold " piece of writing at the start of teaching each genre that will show what children need to improve (cold and hot tasks- Pie Corbett and Julia Strong www.talk4writing.com). This also allows us to see progress in their independent writing. Children that are not currently reaching age related expectations or are not on track to meet their end of year target have specific targets written onto a provision map during the last week of each half term. The targets from the provision map are shared with parents before the end of the second week back into a new half term.

Preshute assessment practices

Assessment

Teachers will keep tick lists (using the triangle system) to show who has achieved each learning objective. These will be passed onto the next class teacher and inform the annual written report to parents.

How to complete tick sheets for Maths

. = CT modelled during input and the child has applied that learning with SOME support during that lesson

/= CT modelled during input and the child has applied that learning independently during that lesson

 = CT modelled during input and the child has applied that learning independently during that lesson in a problem solving/reasoning/money/measures context

OR

 and highlight green = they answer a question correctly related to that objective in a 5 question or a summative test when the objective has not been taught that week

△ = the child has applied that learning independently during in another subject or when the objective has not been taught that week in a problem solving/reasoning/money/measures context

How to complete tick sheets for English

Refer to Ros Wilson instructions.

All staff will be expected to input assessment information from the tick sheets onto an Excel tracking spreadsheet every half term. Teachers are asked to highlight red any children identified as working towards or not on track to meet their end of year target. The spreadsheets are to be emailed to the headteacher before the school holiday.

Provision Mapping

The information gathered from the Excel Tracking spreadsheets will be used to identify how well teaching is meeting the needs of the learners and to identify any groups of children who are working towards the expected standard or who that are at risk of falling behind in meeting their personal end of year target. Targeted teaching or/and Intervention groups are then put in place to ensure that pupils swiftly catch up. This is recorded on the class Provision Map half termly which is to be emailed to the headteacher by the first day back after the school holiday. Parents are informed on their child's targets either by form of a letter or teacher meeting by the end of the second week back after each school holiday.

Pupil progress meetings

Pupil Progress meeting are held between the class teacher, headteacher and SENDCo during the first week of every half term.

Mid-Year and End of Year

The data from class Excel tracking spreadsheets will be inputted into an Infogram twice a year. Teachers will use the Infogram to identify groups of learners and subjects that are either a strength or focus for the coming terms. This analysis will inform medium term and short term planning.

School leaders will use the Infogram to review the progress of groups and subjects at a Class, Key Stage and Whole School level. This information will be presented to Governors. It will help to inform the schools judgement on the quality of teaching, learning and pupil outcomes.

There will also be termly book scrutinies to ensure progress data matches the progress made in books.

Moderation

Moderation will be carried out to check the evidence base available both internally and with other settings.

Annually

Progress of all groups and cohorts are reviewed and summative data is analysed to identify how effective the school is at meeting the needs of all learners. Any areas of development are identified and inform the School Development Plan.

Effectiveness of the AWOL Policy

School leaders will monitor the assessment practices by asking:

- How well do pupils make progress relative to their starting points?
- How well do SEN pupils make progress relative to their starting points?
- Is lesson planning linked to current assessment of pupils' prior learning?
- Do pupils know how well they are doing and are clear about what they have to do to improve?
- Do practitioners assess pupils' progress accurately and alert to pupils' lack of understanding so that it can be swiftly addressed?

School leaders will use this information to report to *Governors* and external bodies.