

ST LUKE'S C.E. PRIMARY SCHOOL ASSESSMENT FOR LEARNING POLICY

Policy for Assessment for Learning
Achievements and Standards
Committee
Reviewed: Autumn 2020
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Introduction

This document is a statement of the aims, principles and strategies for planning and assessment at St Luke's C.E. Primary School.

This policy is reviewed annually in line with the School Improvement Plan.

Recording learning that has taken place and **assessing progress** are essential parts of planning for learning. Assessment is a continuous process integral to learning and teaching. It is how teachers gain knowledge of their pupils' needs, achievements and abilities, enabling planning and delivery to be more effective, thereby raising attainment for every child.

St Luke's Key Assessment Principles

Assessment is at the heart of teaching and learning

We will ensure that assessment is central to classroom practice. Teachers will plan tasks, activities and questions which will help children demonstrate their knowledge, understanding and skills.

Assessment for learning should focus on how children learn

We recognise that every child is unique and children learn in different ways.
We will help children become aware of how they learn as well as what they learn.

Assessment for learning should be a key skill for all educators

We will ensure that all staff are skilled in assessing children's learning, identifying the next steps and helping to move the children on.

Assessment should always be sensitive, constructive and accurate

We will ensure that all assessments are accurate, meaningful and are used to inform teaching and learning.
We will ensure that children are suitably challenged in order to fulfil their full potential.

Assessment should motivate learners

We are aware of how children's confidence can be affected by comments on their work.
We celebrate what each child can do, emphasising progress, achievement, effort and attitude.

Assessment for learning should help pupils understand their goals and the criteria by which they are assessed

We will use assessment to help children know how to improve and to reflect on their own learning.
We will work in partnership with parents and carers, sharing information about their child's progress and help them support their child's learning

Effective Assessment

At St Luke's C.E. Primary School we believe effective assessment:

- Offers all children an opportunity to show what they know, understand and can do to improve
- Enables teachers to plan more effectively
- Helps parents be involved in their children's progress
- Provides the school with information to evaluate work and set ambitious but realistic targets

Assessment for learning

Assessment for learning are opportunities which are a natural part of teaching and learning; are constantly taking place in the classroom through discussion, listening and analysis of work. It is essential that teachers know how well a child has progressed and that pupils understand how well they are doing and what they must learn to help them improve. We will

draw on a wide range of evidence to provide a complete picture of what each child can achieve. Assessment for learning should recognise the full range of achievements for all learners.

In order to help learners to achieve their best and have their efforts recognised we will:

- Evaluate pupils learning to identify those pupils with particular needs (including those who are able) so that any issues can be quickly be addressed
- Adjust plans to meet the needs of the pupils, differentiating objectives where appropriate
- Ensure pupils are aware of the learning objective and encourage them to evaluate their progress so that they understand the next steps they need to make
- Set individual, challenging learning targets in numeracy and literacy on a regular basis and discuss these with the pupils so that they are involved in the process
- Regularly share these learning targets with parents to include them in supporting their child's learning
- Encourage pupils to evaluate their own work against success criteria based upon specific, key learning objectives
- Mark work so that it is constructive and informative in accordance with the marking policy
- Incorporate both formative and summative assessment opportunities in medium and short term planning
- Assess all subjects termly using a common format and make relevant comments about pupils progress, especially those working below or above the national average
- Pass on assessment file to the next class teacher so children can be tracked as they progress through the school.

We will do this through:

1. Talking and listening to children.
2. Allowing pupils thinking time before responding.
3. Testing and observing children at work.
4. Use of high quality questioning skills to clarify understanding, review knowledge and help them move their learning on.
5. Providing opportunities for paired talk
6. Keeping notes of important observations.
7. Ensuring assessment for learning informs planning
8. Providing written and verbal feedback on children's work and attitude to learning
9. Setting personal, meaningful targets with the pupil for improvement.
10. Keeping examples of work as evidence of achievement.
11. Keeping up to date records of results and progress.

Process of Assessment

All children's work is important enough to merit assessment of some kind. What is more, all children should be encouraged to be aware of their own progress and potential.

Assessment should be based on a mixture of methods.

- A **STACK** of qualities that apply to any kind of learning.

(S)kills (representational, investigational, thinking, manipulative, social and expressive).

(T)ask procedures (systematic organisation of skills for purposes of problem solving).

(A)ttitudes (general and specific concepts to the work itself).

(C)oncepts (key and specific concepts and ways of handling ideas).

(K)nowledge (of principles and details).

- It should be used formatively to locate the pupil's difficulties and potential as well as summatively to find out what they have learned.

- It should not be confined to recall of 'what has been learned' but should also involve 'transfer' of learning to other situations, first similar ones and then more general situations.
- Assessment for Learning is part of effective planning, learning and teaching.
- Our detailed assessments enable staff to adjust their plans in both the short and medium term to reflect the learning needs of individual pupils. These also enable staff to identify areas in which changes in teaching practice are necessary. Class teachers meet with the Head each term to assess and track each pupil's progress and set targets for end of year and end of key stage.

Foundation Stage Assessment

The Nursery children are assessed through the Foundation Stage Assessment Profile from the term of entry. This is in line with statutory guidelines as laid down in the Early Years Foundation Stage Guidance and in line with AfC's recommendations. Continuous assessment of reception class children takes place throughout the year. At the end of the reception year the children's achievements are assessed against the learning goals in the Foundation Stage Profile. This information is passed on to AfC, parents, the Headteacher and the Year 1 teacher.

In the Nursery, progression in all areas, is assessed through frequent observation, photographic recording and an in-depth observation of each child on a termly basis. All individual development observations in the Foundation Stage are kept in each child's Learning Journey booklet which is shared with parents and passed onto the next class teacher.

Summative Assessment and Progress

At St Luke's C.E. Primary School we use SIMS Assessment to record and track pupil progress from EYFS to 6. SIMS Assessment has broken up years into steps which lend themselves to the three terms in a school year. The steps in each year are:

- Emerging (E)
- Developing (D)
- Secure (S)
- Mastered at Greater Depth (M)

We expect children to move through the steps (E / D / S) over the course of the year with some children managing to reach Mastered at Greater Depth (M). However, children may have different starting points, so not all children will reach a 'secure' (S) judgement at the end of each year.

Self Assessment

Targets are set on a regular basis, e.g. Year 6 pupils' targets are reviewed and set each half term. It is important for pupils to be involved in assessing their own work and setting targets for achievement. Pupils are encouraged to set targets for the forthcoming year in their annual Record of Achievement. Teachers should encourage pupils to integrate self-assessment into their learning through agreed target setting, self check sheets and concept mapping. This process will develop pupils' thinking skills.

Target Setting

The regular reviewing of tracking data allows teachers the opportunity to revise and refine targets for the class. It is in recognising the individual abilities of pupils, that the school can make finely tuned adjustments for target setting for each cohort. The discipline of regularly analysing pupils' attainment will ensure that every pupil has challenging and realistic targets set for them and that the path of reaching those targets is determined through effective classroom organisation; setting learning groups and careful planning.

Targets are set for pupils in both Key Stages and reviewed regularly. We set targets in literacy, numeracy and science for all our children during each academic year. Targets are shared with parents through termly meetings.

At the end of each academic year the Headteacher discusses and evaluates the Key Stage 1 and 2 SATs results with class teachers, the Senior Leadership Team and the Achievement and Standards Committee. The Assessment Co-ordinator/Headteacher is responsible for collating this data and transferring the results to individual pupil files. A report is then made to the Governing Body.

The school also sets regular weekly targets in the form of small achievable steps to help them move towards achieving their full potential. These can also be focused on the pupil's attitude to learning, organisational skills or learning styles, as well as their academic achievement.

The Assessment Cycle

Formal assessment is a systematic part of our school's work which will be used to track each cohort in the school. It is through an effective tracking system that the needs of every pupil can be met and that the school develops a clear understanding of how to raise standards.

The Assessment cycle will include

- Foundation Stage Profile
- Key Stage 1 results (Teacher Assessed)
- Year 1 phonics screening check
- Formative assessment and target setting
- End of Y6 National Curriculum test results - SATs.

After discussion with the School Improvement Partner and relevant staff, the Headteacher discusses with the Achievement and Standards Committee the provisional targets for pupils who will be taking National Curriculum tests. The Governing Body formally agrees end of key stage targets for pupils in year 2 and year 6 in the Spring Term. The SLT, classteachers and Achievement and Standards Committee monitor pupils' targets each term to assess progress. Targets are also set for new pupils who are admitted to the School.

The results of these tests are analysed with individual members of staff by the SENCO after a consultation between the Headteacher, Assessment Co-ordinator and SENCO.

These tests provide information which contributes to a fuller picture of the child and helps in the decision making process for identifying pupils who have SEND and also pupils who are gifted or more able.

After consultation has taken place the child may be referred to the SEND register. The named governor responsible for Special Needs will be kept informed.

Children on the SEND register may also have diagnostic reading assessments and supplementary standardised tests which give extra information.

Results of all Standardised tests including end of Key Stage SATs and Optional SATs (if used) are recorded on software. The class teacher, the SENCO, the Assessment Co-ordinator / Headteacher have an updated printed copy of these results.

Reporting to parents

Reporting to parents provides the opportunity for communication about their child's achievements, abilities and future targets. Parents are informed about their child's progress at parent / teacher interviews held during the autumn and spring terms, and through on-going regular discussions. There is an additional parent / teacher interview held during the summer term for all children on the SEND register.

During the summer term Records of Achievement will be written for each child. Behind this document lies a process of assessment, review and discussion. This process involves the pupil in their own learning and self-assessment, and the parent's comments. The end of year reports will be written so that they have a positive effect on pupils' attitudes, motivation and self-esteem. A copy of the Record of Achievement is sent to the parents and time is made available should they wish to discuss the report.

Moderation

Moderation is important to ensure a consistent approach in assessment throughout the school. It is important that when teacher assessments are carried out, there is evidence recorded to justify judgements made. The school uses a range of activities and materials to ensure all assessments are accurate and consistent, including:

- Use of national exemplification materials to benchmark and moderate pupil's work

- Meet regularly when in phases meetings to moderate writing assessments
- Moderate work through planning and book scrutiny, feeding findings back to members of staff
- Collate evidence to back up teacher assessments. Subject leaders collect examples of children's work within their subject area, using them as exemplification material for moderation.
- Work with other colleagues in other schools to make sure our assessments are fair, reliable and consistent
- Participate in moderation schemes in the Local Authority for Foundation, KS1 and KS2
- External verification through our school SIP and Local Authority advisors to assist in verifying our judgements.

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