HOLMBUSH PRIMARY SCHOOL

Assessment for Learning Policy

Rationale

Assessment for learning is the process of identifying what the learner has or has not achieved in order to plan the next steps in learning. It involves using assessment in the classroom to raise children's achievement and is based on the idea that children will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim. We believe that every child can improve. We use assessment to improve children's understanding and to support and encourage them to achieve better.

Aims

At Holmbush we aim to;
- Ensure that every child knows how well they are doing and understands what they need to do to improve and how to get there.
- Ensure that every child gets the support they need to be motivated, independent learners on an ambitious trajectory of improvement, developing a positive attitude to learning.
- Ensure that every teacher and teaching assistant is equipped to make well-founded judgements about children's attainment, understands the concepts and principles of progression, and knows how to use their assessment judgements to forward plan, particularly for children who are not fulfilling their potential.
- Ensure that our school has in place structured and systematic assessment systems for making regular and accurate assessments of children and for tracking their progress.
- Ensure that every parent and carer knows how well their child is doing, what they need to do to improve and how they can support the child and their teachers.

Assessment Approaches

Assessment **for** Learning
- Formative - ongoing teacher assessment so that next steps can be planned
- Diagnostic – ongoing/specific where difficulties are clarified so that help can be provided

Assessment **of** Learning
- Summative – end of unit of work, half term, term, year, Key Stage where overall children achievements are recorded against National Curriculum expectations.
- Evaluative – when the work of the teacher/school is judged by the achievements of the children

Summative Assessment

<u>EYFS</u>
- Children are tracked using the Learning Outcomes. Assessments are recorded using Orbit (an online learning journal sharing children's learning with staff and parents) and then children's progress is tracked using Target Tracker. During the summer term, the final teacher assessments are reported using the EYFS Profile and Characteristics of Learning. Parents receive a written report.
- Phonics is assessed at the end of a phase, using the phonics tracking sheet.

<u>Key Stage 1 and 2</u>
- Summative assessment occurs half-termly in Maths, Reading, Writing, Science and Speaking and Listening. It is recorded on Target Tracker.
- Phonics is assessed termly at the end of a phase, using the phonics tracking sheet unless children are working within phase 6.
- In year one children are assessed using the standardised national phonics test.
- In year two, standardised national tasks and tests (SATs) are used to inform end of Key Stage teacher assessments. These are recorded on Target Tracker and reported to the Local Authority and parents.
- In Year 6, statutory attainment tests (SATs) are carried out as required. These are recorded on Target Tracker and reported to the Local Authority and parents.
- Years 3, 4 and 5 may carry out optional SATs tests to inform end of year teacher assessments.
- PSHE is assessed termly.

Assessing Pupil Progress
At Holmbush Primary School we use Assessment Criteria (AC) sheets linked to National Curriculum expectations. In Reading the AC sheet takes the form of Reading Cards and each child has one. The Maths (MAC) and Writing (WAC) sheets are kept in the children's books. Science (SAC) sheets are kept in Science books. PSHE (PAC) sheets are kept in a teacher file and the children's current targets in PSHE are displayed on a special PSHE target display in classrooms.
Regular staff meetings are allocated to moderate work to ensure consistency of standards. Teachers are also expected to use part of their PPA to moderate work and assess pupils.

Principles of Assessment for learning
These have been informed by the West Sussex New Curriculum and Assessment Development document Spring 2014 and the NAHT report on the 'Commission on Assessment'.
Effective assessment
enables:
- recognition of individual achievements - holistic view of the child at the centre of their learning;
- motivational belief and encourage self esteem in the learner;
- identification of the next steps in learning for individual pupils through a range of assessment for learning strategies to ensure pupils progress;
- interaction and dialogue around learning with both pupils and other stakeholders - using a common language which actively involves parents, staff and governors;
- consistency in tracking pupils attainment and progress towards end of year and key stage expectations;
- teachers professional judgments to be highly trusted and valued;

- assessment to be accurate, accessible and based on a shared understanding;
- transparency and clarity.

ensures:

- early recognition of pupils and groups at risk of underachievement regardless of ability;
- identification of areas of provision to be improved or celebrated;
- assessment systems promote quality learning outcomes through independent extended learning opportunities;
- systems are time efficient and manageable;
- common assessment processes - standardization and moderation - which are consistent across school, locality and county where possible, to enable accuracy at all levels of teacher assessment;

supports:

- planning, teaching and learning;
- transition between year groups, key stages and schools;
- regular reporting to parents.

Essential elements of assessment for learning

- dialogue and conferencing with children;
- peer assessment and self-assessment;
- capturing and recording learning in a wide variety of forms, including observation and dialogue;
- time for children to respond to feedback;
- layered moderation within schools and across phases/key stages;
- locality/cluster group moderation for robust teacher assessment;
- pupil progress meetings;
- using a balance of assessment evidence to make formative and summative judgments;
- professional discussions about the whole child;
- teachers in depth knowledge of pupils, which allow them to make professional best fit judgments;
- clear national assessment milestones;
- regular in school staff training to maintain teachers confidence and accuracy in assessing pupils achievements;
- regular standardization opportunities for all teachers;
- common language for assessment
- manageable and diagnostic IT recording and tracking systems, which allows the analysis of outcomes; (At Holmbush we use Target Tracker)
- reporting pupils progress and achievement.

Sharing learning goals/intentions

Children will be taught to recognise the difference between a task and its learning intention (separating what they have to do from what they will learn).

To involve children fully in understanding learning outcomes teachers may;

- explain clearly the reasons for the lesson or activity in terms of the learning objectives
- share the specific assessment criteria with children-verbally or written
- Help children to understand what they have done well and what they need to develop.
- Looking at a range of other children's responses to the task set can help children understand how to use the assessment criteria to assess their own learning.

Clear success criteria: written or verbal
Success criteria may be evident in;
- planning
- written or printed form in a child's book
- visual form on a teachers whiteboard/working wall
- a verbal explanation to a class/group/individual
- children's own mark schemes

Success Criteria focus on the skills being learned, are general and do not refer to the context. They might consist of a "to do" list, or provide a choice of features that make up successful learning. **Success criteria should be focused and there should not be more than 5 for any one learning intention.**
Children should know what it takes to achieve success in a task and they should challenge themselves to include all the features required. (Ofsted action Feb 2013)

Feedback and marking
Feedback enables children to understand the strengths and weaknesses demonstrated in their work. Next steps can then be identified.
Feedback for children should explain how expectations have been reached, so that they can apply the skills whenever appropriate, not just in a specific lesson. (Ofsted action Feb 2013)
Giving feedback involves talking to children, encouraging them to be reflective about the learning objectives and their work and marking. **See marking policy, appendix one.**

Characteristics of effective feedback to the learner
To be effective, feedback should cause thinking to take place.
Feedback is most effective when it confirms that children are on the right track and when it stimulates correction or improvement of a piece of work.
Suggestions for improvement should act as 'scaffolding', ie children should be given as much help as they need to use their knowledge. They should not be given the complete solutions as soon as they get stuck and should learn to think things through for themselves.
Feedback will lead children to recognising their next steps and how to take them. It should promote confidence that every child can improve.
Comments will identify what has been done well and what still needs improvement and give guidance on how to make that improvement.
The quality of dialogue in feedback is important- oral feedback is as effective as written feedback.
Teachers will plan reflection time and follow-up activities that provide opportunities to ensure that meaningful interventions that extend children's understanding take place following any feedback. See Appendix 2 for reflection questions.
Teachers and support staff will mark according to the school Marking Policy. Children will have planned opportunities to follow up comments.
Teachers and support staff will encourage children to ask for help and the ethos of the school will encourage them to do so.

Peer and self assessment
Self-assessment is a vital part of assessment for learning. **All our children in years 1-6 self assess in the core subjects during every lesson using a traffic light code linked to the success criteria.** We want children to become active learners who take increasing responsibility for their learning and progress. Once children understand how to assess their current

knowledge and the gaps in it, they will have a clearer idea of how they can help themselves to progress.

We will develop the habits and skills of collaboration in peer assessment. Peer assessment will be used when relevant. Children will be encouraged to clarify their own ideas and understanding of both the learning intention and the assessment criteria while marking other children' work. We will encourage children to set questions and mark answers to help them understand the assessment process and to focus further efforts on improvement

Children will be given opportunities to be involved in both the assessment of learning and the assessment for learning activities that they are involved in.

Children will be given opportunities to:
- reflect on their own work
- be supported to admit problems without risk to self-esteem
- be given time to work problems out.

Children may look at examples of other children's learning that does and does not meet the success criteria as this can help them to understand what was required from a task and to assess the next steps they might need to take. Looking at different responses may be used to help children understand the different approaches they could have taken to a task. It is often helpful if the learning is from children they do not know.

Using effective questioning
Teachers may;
- use questions to find out what children know, understand and can do
- use questions to find out what children' specific misconceptions are in order to target teaching more effectively, designing questions around misconceptions
- wait longer for answers to allow thinking
- Use talking partners, and lollypop sticks to ensure equality in answering the questions.
- operate a 'no hands up' policy sometimes

Types of questions may include;
- how can we be sure that...?
- what is the same and what is different about...?
- is it ever/always true/false that...?
- how do you...?
- how would you explain...?
- what does that tell us about...?
- what is wrong with...?
- why is...true?

Target Setting

Numerical Targets
We use Target Tracker to set targets, (it sets them automatically based on prior attainment and is set at Good progress for all children). We also use Fischer Family Trust estimates to ensure children are on track with a suitable target for the end of each Key Stage. Children making better than expected progress have their targets extended.

Curriculum Targets

Targets are broken down into the next steps for learning, for reading, writing and maths. These are communicated through Assessment Criteria sheets. The targets will relate to the area of curriculum expectations they are working at and can be seen on the sheets as 'T'. These targets are reviewed at least monthly, depending on when the child achieves each target. Regular time (at least weekly) should be planned in class for children to review and evaluate their progress towards these targets. Children should know their targets and understand what they are working towards.

Children with SEN will have targets just like other children linked to their IEP's.
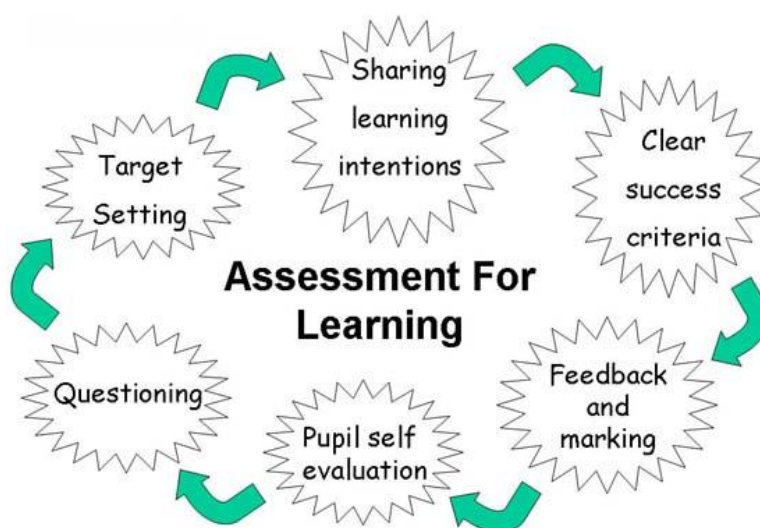
Tracking and the effective use of data to plan learning

Teacher assessment and Assessment Criteria sheets are used to track where a child is in relation to national curriculum expectations for every child in years 1-6 in Reading, Writing, Maths, Science and Speaking and Listening each half-term. Teachers record achievements measured against expectations on Target Tracker in order to monitor children who are not making progress or achieving below expectations so that early intervention can be provided. Information on achievements is shared with children in years 1-6 on the Assessment Criteria sheets.

At the end of the year, optional SATs in year's 3, 4 and 5 and statutory assessments in year 2 and 6 help support the teacher's assessment of that child's attainment. The SLT will moderate any judgements which are significantly different to the optional SATs result.

Effective day-to-day assessment includes:

- Using questions and sharing comments with children;
- Making observations of children during teaching and while they work;
- Holding discussions with children;
- Analysing work, reporting to children and guiding their improvements;
- Conducting tests with children and giving quick feedback;
- Engaging children in the assessment process.

Parents

At the end of the Autumn Term and Summer Term parents receive a 'Report Card' detailing their child's current achievements in speaking and listening, reading, writing and maths as well as their attendance, behaviour and reward points.

Written reports are sent to parents in the spring term

For parents of children in Years 1-6 there are termly parent evenings. In the Autumn and Spring terms these consist of a 1:1 interview between teacher and parents. In the Summer term there is an Open Evening where parents can feedback to the child's current teacher and also go to meet the child's new teacher for September as part of our transition policy.

Teacher assessments, together with national comparative data, are reported to parents of Year 2 and Year 6 children at the end of the summer term. parents of children in Year 1 receive their Phonics Test results in the summer term.

Foundation Stage

The Foundation stage holds parent interviews every term. At these interviews staff will share children's Next Steps in Learning with the parents.

Improved transition and transfer

There will be a Summer Term staff meeting where tracking, APP materials and assessment information will be passed on and shared with the child's next classteacher. Please see the school Transfer and Transition Policy for more information.

Monitoring and evaluation

The **headteacher** has overall responsibility for monitoring assessment and to ensure that progress is tracked and necessary interventions are taken to ensure that all children reach their academic potential.

Role of Assessment Leader

The Assessment Leader is responsible for ensuring that statutory assessments are carried out, recorded and reported within the legal time frames.

The Assessment Leader and subject leaders are responsible for data analysis and preparation for the Summative Data Review (SDR).

The Assessment leader is responsible for monitoring and reviewing the Assessment part of this policy. This will be done through collecting in and scrutinising planning and assessment files, moderating work, analysing test results, monitoring marking and feedback, pupil conferencing, holding tracking meetings and in preparing for, taking part in and reporting back on the SDR.

Class teacher

The class teacher is responsible for the implementation of assessment procedures. Teachers need:

- To use both assessment **for** and assessment **of** learning approaches.

- To plan the assessment of learning outcomes that inform future teaching with clear learning intentions and the success criteria by which learning will be judged and sharing these with the children in 'Can I…' child friendly language and ensuring other staff working with the children also understand the learning intentions and success criteria. Children will help develop success criteria using 'Have I..'.
- To start new learning with an assessment of prior knowledge.
- To use a range of assessment strategies such as written, verbal, discussion, testing, questioning and observation.
- To plan and use effective questioning that provides opportunities for assessing children's knowledge and understanding.
- To value all children's responses, views and opinions and encourage them to view mistakes as learning opportunities.
- To give positive feedback to the learner with clear ways forward, recognising that both motivation and self esteem are crucial for effective learning and can be increased by having effective assessment techniques, ensuring that children know that improvements are a positive continuum of development based on existing strengths and not a deficit model.
- To give appropriate and relevant feedback that reminds/prompts/scaffolds the next steps towards further improvement and progress.
- To encourage children to reflect upon their learning and to monitor their own progress, giving children the chance to learn self and peer assessment techniques.
- To plan time within lessons to facilitate assessment for learning including the use of plenaries to re-iterate learning objectives.
- To diagnose difficulties in learning in order to improve intervention strategies
- To identify gifted and able or talented children who require extension activities
- To use validated assessment data to inform target setting and raise expectations and standards
- To ensure consistency and the standardised agreement of expectations of work collated by teachers
- To continually assess progress towards targets and identify new targets and amend future planning based on assessment information involving all adults and children in generating, reviewing, reflecting and responding to assessment information.
- To ensure the learning environment supports children in their assessments.
- To adopt the marking policy.

Teaching Assistants

Teaching assistants are made aware of all children's targets, particularly IEP targets for children with special needs. Tracking information and groupings should be shared with teaching assistants to aid their support of children in the classroom. Teaching Assistants will follow the marking policy and guidance from their classteacher.

Marking and Feedback

Green Pen – 'Good to be Green' for positive marking

Pink Pen – 'Pink to Think' for something that needs editing/improving

(Individual calculations would not be marked in pink in Maths)

Turquoise and Purple – Polishing pens these are for the children to edit, answer questions, improve

1. One piece of Literacy and Maths to be marked in detail once a week. Marking must show feedback and ways forward. This should be in the form of the skills based success criteria ("Have I...?") and enable the child to move their learning forward.

2. All Science will be marked using the same criteria.

3. All work requires the level of support code e.g. S, I or P and the initials of the adult, including homework. The following code should be applied:

Code	Meaning	Examples
S	**S**upported by adult with verbal feedback; some corrections, suggestions evident on work.	Teacher/Teaching Assistant teaching/supporting a focus group throughout the majority of the main lesson; working 1:1 with a learner.
VF	Verbal Feedback	Teacher/Teaching assistant has given verbal feedback on progress against the can I, have I statements
I	Independent learning	Learner has worked independently with little or no verbal feedback from an adult.
P	Paired/shared learning	Learners have worked in pairs or small groups in order to achieve the lesson objectives with little or no verbal feedback from an adult.
AL	Adult-led	EYFS/Y1 practitioner guided the learning.
CI	Learner - Initiated	EYFS/Y1 learner initiated the learning activity from within the learning environment.

The following Marking Code should be used (Pink Pen):

- Corrections of missed capital letters should be circled ◯

- Punctuation mistakes should be indicated by a double line underneath =

- Spelling mistakes should be indicated by a wiggly line

- Missed letter or word should be indicated by ^

- Selected spellings mistakes **must** be identified; any key words, words linked with phonic focus or topic.

- Time should be allocated for children to look at teacher comments/symbols and respond appropriately. Corrections/extensions should be made in addition to the existing work. **(Purple pens)**

- Teacher needs to check work is dated and date if necessary.

A guide to completing the Assessment criteria sheets/cards

Reading Cards

Date the top of the card when it is given out and note if it is a replacement card.

Set target with a (T) and date.

Date objectives as they are achieved. 3 x is an objective completed.

WAC and MAC

Tick off and date whenever seen.

Set target with a (T) and date.

SAC

A unit assessment sheet written as child friendly questions.

An enquiry skills sheet based on the thinking mountain.

Tick off and date whenever seen.

Each child should have Assessment cards or sheets that match the tracking and be working in the area above that recorded on the tracking.

Reflection Questions

What would you improve next time?

Next time, what would you keep the same?

What are you proud of?

What have you enjoyed most?

Share something you have learnt today.

Share something you have learnt this week.

What have you found difficult?

What skills did you use?

How could you show/explain this skill/concept to someone else?

What tips/advice would you give someone else doing this activity?

How do you feel about your learning this lesson?

How do you learn best?

What helped you learn?

What motivated you?

Why are we learning this?

How much effort did you apply?

What do you think the next step is?

What learning style do you prefer?

What would you improve next time?

Share the three best bits.

Where would you use this skills in everyday life?

What aspects motivated you?

What could have helped your understanding?

What are you actually learning?