WIMBORNE
Academy Trust

Colehill First School

Assessment Policy: Spring 2018

Colehill First School is a Rights Respecting School. As such it is committed to upholding children's rights and promoting their responsibilities under the UN Convention for the Rights of the Child (UNCRC). The contents of this policy are fully in keeping with this commitment.

Rationale

Assessment lies at the heart of the process of securing effective learning for every child at Colehill First School. Our assessment procedures provide a framework within which short, medium and long term learning objectives are set and children's progress is measured and monitored. This is always done in partnership with children and parents.

Assessment is central to effective learning and teaching. It is incorporated systematically into the planning, delivery and evaluation of teaching and learning in order to identify progress, diagnose any potential learning barriers and set future learning targets. It helps the school to ensure that learning across the curriculum always meets the needs of the children. It relies upon the professional skills and competencies of the teaching staff and the accuracy and consistency of their judgements.

Our assessment procedures are free from bias, stereotyping and generalisation in respect of gender, class, race and disability.

Principles

Using the principles and processes of assessment, we aim to:
• ensure secure progress and effective learning across the whole school for every child;
• recognise all of the achievements of our children;
• directly inform, and improve, future planning, teaching and curriculum development;
• inform parents and the wider community of pupil achievement;
• provide information to ensure continuity when each child changes school or year group;
• comply with all statutory requirements.

Types of Assessment:

Formative: This is the ongoing assessment carried out by teachers both formally and informally during a unit of learning. The results of formative assessments have a direct impact on the teaching approaches, materials and strategies employed immediately following the assessment. Results and observations are kept in teacher's own assessment files, or the children's own books.
For more details, refer to the school's policy on Marking, Feedback and Assessment for Learning.

Summative: These occur at defined periods of the academic year such as pre-determined SATs tests or at the end of a unit of learning. Summative tests support teachers in making "best fit" assessments against national curriculum age related expectations.

Diagnostic: All assessments can provide diagnostic evidence, however certain assessment tools can be particularly useful in providing more detailed data. The school employs a range of diagnostic assessments, including specialist assessments, further details of which can be obtained from the SENCo.

Assessment in the Foundation Stage
On entry to the school children are assessed using EYFS Development Matters statements. These are shared with parents using Tapestry software and recorded electronically using SIMS. Assessment information is used to inform planning, set targets and aid early identification of needs. The teacher and teaching assistant make frequent observations in all prime and specific areas of learning. Assessments are updated termly or more frequently.

Salford Reading and Single Word Spelling Tests
All pupils in years 1 – 4 inclusive are assessed using these tests twice each academic year, once in November and again in July. A standardised score and reading / spelling age is recorded for each child. Pupils whose reading and/or spelling score is below average, i.e. less than 100, are closely monitored and targeted for intervention. There is an opportunity for these pupils to be re-assessed in February to monitor progress.

Sandwell Early Numeracy Test
This test is used as a screening tool from year 1 upwards, and teachers who raise concerns about pupils' mathematical development can nominate them for screening. Again, results give a standardised score and a numeracy age. Pupils scoring below expectations can be targeted for intervention work. The test can be re-administered following a period of intervention to monitor progress.

Assessing Pupil Achievement Against Age Related Expectations
The accuracy of teacher assessment is of paramount importance to us. We have developed assessment criteria (AC) for each year group against NC age related expectations (ARE) in core and foundation subjects, and these form the basis of our assessment programme.

Reading, Writing and Mathematics
Assessments are made for each pupil by class teachers against ARE twice per term. Judgements are made using a range of evidence, including the WAT Assessment Grids shared on Google Drive. Assessment points in the school calendar are agreed each year across our Trust, and pupils are assessed using our agreed AC, and judgements are recorded using the following Code Standard Descriptions:

GD: A child is at Greater Depth if they are ALL of the below:
● Child has been taught an appropriate amount of the Year Group curriculum for the time of year
● Child can consistently apply everything taught to new content and in different contexts
● Child has no key skills gaps from previous year group curriculums.

GD-: Greater depth minus: A child is at Greater Depth – if they are ALL of the below:
● Child has been taught an appropriate amount of the Year Group curriculum for the time of year.
● Child can apply most of everything taught to new content and in different contexts.
● Child has no key skills gaps from previous year group curriculums.

A+: At ARE+:   A child meets 'At ARE+' if they are ALL of the below:
● Child has been taught an appropriate amount of the Year Group curriculum for the time of year.
● Child can apply everything taught.
● Child has no key skills gaps from previous year group curriculums.
● Child can apply some of everything taught to new content and in different contexts.

A: At ARE: A child meets 'At ARE' if they are ALL of the below:
● Child has been taught an appropriate amount of the Year Group curriculum for the time of year.
● Child can apply everything taught.
● Child has no key skills gaps from previous year group curriculums.

A-: At ARE- A child meets 'At ARE' if they are ALL of the below:
● Child has been taught an appropriate amount of the Year Group curriculum for the time of year.
● Child can apply everything taught.
● Child has minimal key skills gaps from previous year group curriculums.

T+: Towards ARE+: A child is 'Towards ARE' if they are ALL of the below

● Child has been taught an appropriate amount of the Year Group curriculum for the time of year.
● Child can apply most, but not all, of what has been taught.
● Child has minimal key skills gaps from previous year group curriculums.

T: Towards ARE: A child is 'Towards ARE' if they are ALL of the below:
● Child has only been taught some of the Year Group curriculum as it was necessary to address gaps first
● Child can apply everything taught.
● Child has minimal key skills gaps from previous year group curriculums.
● Child can access all learning, but only with support.

T- Towards ARE-: A child is 'Towards ARE-' if they are ALL of the below:
● Child has only just started the current year group curriculum as it was necessary to address gaps first
● Child can apply everything which has been taught.
● Child has minimal key skills gaps from previous year group curriculum.

WB: Working Below ARE:
Child has more than minimal key skills gaps from previous year group curriculums. In this event, the child will be awarded a standard which matches the lowest year group curriculum where there are key skills gaps. This will be recorded as the Year group and A or T e.g. a child who is in year 4, but who has gaps in the year 2 curriculum and minimal key skills gaps in the year 1 curriculum, is awarded 2T.

Codes are entered onto SIMS at each agreed assessment point.

Science, RE and Foundation Subjects
Assessments are kept by class teachers for the above subjects, and evidence is monitored throughout each academic year by subject leaders. A summative end of year judgement is made and recorded against ARE for each subject. These are passed on to the next year group teacher (or next school).

Records and Record Keeping
Teachers use records to review pupil's progress, set appropriate targets for the future and to form the basis of reports.
Records are kept in many ways. These include:
• Teacher's plans;
• Children's work;
• Termly tracking / target setting spreadsheets;
• Teachers' assessment files, including any relevant observational notes;

A full list of all current assessments is kept as an appendix (appendix 1) to this policy.

Standardisation/Moderation
The process of moderation is an essential part of our Trust's assessment calendar. Teachers are involved in the moderation process to ensure agreement on criteria against expectations for each year group in the following ways;
• With colleagues in school, moderating pupils' work books on a termly basis
• With colleagues from other schools within and beyond our multi-academy trust
• By attending LA sessions to ensure our judgements are in line with other schools
• By using the gov.uk exemplification materials, together with other materials e.g. from NCETM.

The school welcomes external moderation by the Local Authority to confirm teacher judgements.

Marking and Feedback
Please refer to the Trust's policy on the above.

Reporting to Parents
Please refer to the school's policy for reporting to parents.

Assessment for Learning
Please refer to the school's policy for AfL (below)

The Role of the School Assessment Leader
A member of the teaching staff has the responsibility for the development of the assessment, recording and reporting procedures in school.

The assessment leader's responsibilities include:
- contributing to the SAP and school self-evaluation for improvement where appropriate;
- leading school development in assessment, recording and reporting (ARR) procedures, and leading in assessment for learning (AFL);
- liaising with subject leaders within the school
- liaising with other assessment co-ordinators within the multi-academy trust;
- attending and leading CPD where appropriate;
- keeping AC members informed of developments in assessment.

Policy Review
This policy will be reviewed at least once every two years, or more frequently if necessary, by the Assessment leader and the Academy Committee.

AFL Policy -Spring 2018

Core Principles

- Securing excellent learning for all of our children and developing their self-esteem and confidence are at the heart of our ethos at Colehill First School.
- Effective assessment is central to this process and is incorporated into the planning, teaching, learning and evaluation cycle at every stage.
- Assessment for learning is a key part of effective assessment practice, as it empowers children to take ownership of their learning and to engage actively in moving it forward.

Aims

The aims of Assessment for Learning are:

- To facilitate open communication between learners and teachers.
- To engage learners and teachers in providing valuable and informative feedback to one another so as to inform the planning and delivery of future learning.
- To ensure that every learner has a clear understanding of what successful learning and successful outcomes look like in any given learning context.
- To give children regular opportunities for self-evaluation and peer evaluation, thus developing self-esteem, confidence and a view of learning as a lifelong pursuit.
- To extend and deepen the learning dialogue between learners and teachers.
- To promote and develop children's active listening and critical questioning skills.
- To celebrate success, recognising every learner's achievements in all areas of learning.

Practices
The aims of Assessment for Learning will be achieved through the following practices. These should not be seen as isolated, but rather as integrated, practices:

1. **Effective Planning**-using a thematic approach to planning, teachers ensure that learning experiences are varied, meaningful and stimulating. Planning is informed by enabling learners to demonstrate prior knowledge, skills and understanding, and, critically, by asking the key questions that will move their learning forward. Self, peer and whole class review is built into the planning cycle.

What Could This Look Like In Class?
- a space for class questions, with individual or group questions posed thereon;
- class 'learning journey' maps using flow charts or mind mapping;
- learning journey reviews, e.g. in class assemblies;
- teachers' planning which explicitly takes into account children's prior understanding and starting points.

2. **Sharing Learning Intentions** at the beginning of every new piece of learning so that children are aware of what they are focusing on. This process will often involve the children in articulating and/or recording the objective/s.

What Could This Look Like In Class?
- learning objectives articulated clearly on either whiteboards, in learners' books, and as targets on worksheets.
- children able to articulate the purpose of their learning to any visitor in the classroom, and to parents after school.

3. **Shared Success Criteria**- verbally agreed success criteria or 'top tips', which will help identify the specific skills needed to complete learning successfully in any given context. These will often be articulated by the learners.

What Could This Look Like In Class?
- lists of 'top tips', often child-generated, about a range of learning activities that have been given particular focus, given the learning needs of the class.
- children articulating top tips for themselves;
- children using 'top tips' to assess their own or each other' learning.

4. **Use of Talking / Learning Partners** in a systematic way to ensure all learners regularly participate in dialogue about their learning.

What Could This Look Like In Class?
- talk partner time regularly and systematically built in to the learning;
- children engaging in meaningful dialogue with talk partners, so that learning moves forward rapidly;
- there will be evidence of pairings through photographs on the wall, with partners changed periodically as required.

5. **Effective Questioning**-using open ended and higher order questions (ref: Bloom's Taxonomy); allowing thinking time; using talk partner time to raise learners' confidence in putting forward ideas to the class, thinking out loud, explaining their reasons and exploring their understanding.

What Could This Look Like In Class?
- questioning by teachers and learners promoting higher order thinking / greater depth;
- a questioning display to prompt learners to ask productive and interesting questions using question starter characters;
- evidence of the children asking and answering thoughtful questions verbally and / or in writing.

6. **Self and Peer Assessment**- children routinely reflect on what they have learned and how they have learned it. Referring back to the success criteria, they identify where they have been successful and where they need to develop their learning next. Learning partner dialogue is an essential part of effective peer assessment. Children are taught and encouraged to develop the social skills necessary to provide one another with positive feedback and constructive criticism (see below).

When children have self or peer assessed a piece, of learning, the following codes will be used to annotate the learning:
   *Self-assessment: smiley face and child's name or SA;
   *Peer assessment: smiley face and both children's names or PA.

7. **Purposeful Feedback Systems**: both indicative and written.

a) Indicative feedback: this is where learners give immediate feedback to the teacher as to how well they understand and are able to progress in a given area of learning. This could then immediately affect the approach to teaching and learning, the support given and the deployment of additional adults within the class.

What Could This Look Like In Class?
- Learning line diagrams showing where the child sees him/herself on the learning journey;
- thumbs up / sideways / down;
- 'hand of 5' indicating how secure the learning is;
- smiley face / straight face / sad face.

b) **Written Feedback**: otherwise known as purposeful marking, this uses two key colour codes: pink for positive feedback where learners have used and applied the success criteria, and green for development points. The language used around this is
- 'tickled pink' for positive feedback;
- 'green shoots' for development points.

The marking of key pieces of learning is carried out against the agreed success criteria. Written comments are made to give particular praise and reinforcement and when there are specific development points to address from the learning. Everyone uses the same colour codes to give feedback, as set out in the Marking, Feedback and Presentation Policy.

What Could This Look Like In Class?
- children will be engaged in dialogue with learning partners to identify successes and development points in each other's learning;
- in children's work, there will be colour coded / highlighted entries showing successful learning, development points and subsequent progress;
- children will be able to explain why they have been successful and what their next learning steps are, making reference where appropriate to the Learning Line model;
- specific learning goals in writing and mathematics will be reflected in personal learning targets.

8. A Climate for Learning that Fosters Emotional Intelligence
The connection between Assessment for Learning and EQ is well documented: the more emotionally intelligent our learners are, the greater their capacity to learn for themselves, to learn collaboratively, to build resilience and to be resourceful. Our classrooms foster emotional intelligence in a number of ways.

What Does This Look Like In Class?
- non-verbal listening systems, such as feelings boards in KS1 and bubble boxes in KS2, give all children the opportunity, on a daily basis, to express their feelings so that teachers can better appreciate what might be influencing their responses to learning on that day;
- the behaviour plan in school includes use of a 'weather line' so that adults can discreetly indicate to learners when their behaviour may not be constructive or helpful to their learning. Learners have the capacity to improve their behaviour and the weather line can be immediately adjusted to reflect this.
- Every classroom has on its wall seven learning statements, which can be related back to the Learning Line model:
    1. Talking about learning helps me learn;
    2. We all learn in different ways and at different rates;
    3. Practice helps our learning.
    4. We practise to get better.
    5. It's OK to make a mistake.
    6. We can learn from each other.
    7. Have a go and keep learning.

These learning statements are used by teachers and learners to develop positive attitudes towards collaboration, dialogue, perseverance in difficulty, acceptance of other learners and valuing their contributions. They are embedded in the dialogue about learning which takes place in classrooms every day.

9. **Celebrating Success in Learning**
This is fundamental to all Assessment for Learning.
   What Could This Look Like In Class and In School?
   - weekly whole school assemblies to celebrate the school and home learning of every child in school over the course of each academic year;
   - Wow! boards in classrooms to celebrate learning successes at home and in school;
   - peer praise and whole class recognition: thumbs up, rounds of applause, stickers;
   - Headteacher's Award and other specific awards.

Policy Review

This policy will be reviewed at least once every two years, or more frequently if necessary, by the Assessment curriculum leader and the Academy Committee.
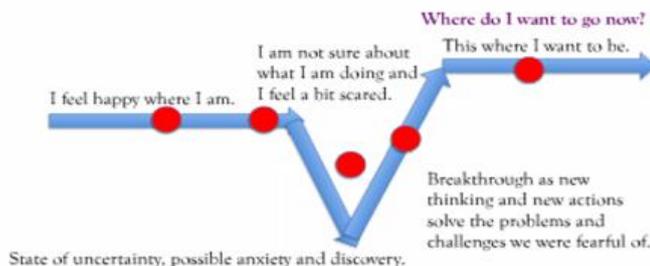
Appendix 1: The Learning Line Model

These policies has been reviewed in line with the 9 principles set out in the Single Equality Policy and an initial screening Equality Impact Assessment has been carried out.

Signed…………………………………………………………………….……

Position: Chair of Academy Committee

Date of policy: 20th February 2018

Date of review; 20th February 2018

Next scheduled review: Spring Term 2020