GLADSTONE PRIMARY SCHOOL

ASSESSMENT POLICY

GLADSTONE PRIMARY SCHOOL
IS COMMITTED TO RAISING THE ACHIEVEMENT OF ALL ITS PUPILS.
ASSESSMENT IS A KEY ELEMENT IN ENSURING
EFFECTIVE TEACHING AND LEARNING TAKE PLACE.

AIMS OF THE ASSESSMENT POLICY:

- To ensure that assessment undertaken in the school is informative, useful and manageable.
- That assessment will inform future planning and facilitate the learning of each pupil.
- To provide parents with informative and accurate reports on their child's development and encourage parents to take an active part in their child's education.
- To provide useful information for all teachers and teaching assistants involved in the teaching of each child and to facilitate informed transfer from year group to year group and between Key Stages. This information to be gained from the records kept by the teachers (both formal and informal) and the tracking of achievement of each pupil through the school in core subjects.
- That it provides evidence of Value Added Achievement.
- That the adults in the classroom all have an input into the assessment process and that children also take responsibility for self-assessment at an early age.
- To ensure that staff are kept up to date with policy and procedures through memos, year group meetings and INSET

TYPES OF ASSESSMENT USED:

Baseline: initial assessment on entry into the school
Formative: ongoing assessment of the child's progress
Summative: medium or long term –for inclusion in reports, to inform staff and help with target setting decision, transfer information.
Diagnostic: Highlighting areas for specific help or intervention.

Baseline

This is the starting point for assessment at Gladstone and on entry children are assessed against the Early Learning Goals to ascertain their starting point. All achievement through the school is then measured against this baseline to check that each child's progress through their school life is on track. Formal assessment of Value Added Scores takes place from Key Stage 1 SATs to each of Key Stage 2 SATs.

Formative (on-going) Assessment at Gladstone

- Pre topic assessment through quizzes, discussions, mind mapping, question and answer (vocabulary).
- In core lessons assessments against objectives only noting children who under/over achieving.
- It MUST INFORM FUTURE PLANNING – it does not have to be neat, scribbling on plans is fine!
- TAs should be involved in the assessment. (They may write on plans in a different colour).
- We need to involve children in Self/Peer Assessment as early in their school life as is possible as this will also encourage purposeful speaking and listening.

Summative Assessment at Gladstone

- Topic assessments using tests, quizzes, mind maps etc. along with voting pads – to provide evidence of children's progress.
- Assessment week to assess progress across the range of core subjects/foundation subjects of work done that term. This provides evidence for parents, subject leaders, external assessors and for Performance Management.
- End of KS tests or the optional SATs in KS2 along with teacher assessment that is derived from the collation of information.

Diagnostic Assessment at Gladstone

- Usually following concerns about progress, raised by staff or parents.
- Mostly administered by SENCO or by TAs with guidance from the SENCO.
- Often once child put on SA and then tests can be administered by external agencies like SENNS or Educational Psychologists 'link teachers' from Special Schools, or specialist peripatetic SEN staff.

Evaluation at Gladstone

Evaluation can be confused with assessment and whilst it is linked, it is a distinct process. It is through assessment of success in lessons that we can evaluate how effective the lesson or block of work was for the class in question. Staff need to be aware of strengths and weaknesses in the planning and make notes in order to 'tweak' or alter it next time around. Only by rigorously engaging in this process will the curriculum delivery improve.

Foundation Stage Assessments

Once the Baseline Assessment has been completed then individual observations and assessments both planned and incidental will be made on an ongoing basis. Levels of attainment will be judged according to the criteria/guidance from the Stoke-on-Trent Foundation Stage Assessment Document.

Evidence will be collected in the form of observations, photocopied and annotated work which will be stored in either the children's Foundation Stage Assessment document progress book or

folder. Increasingly the FS Assessment document will be the 'one stop shop' for direct collation of assessments to reduce the administrative tasks required by staff.

Whilst assessment in the FS is the responsibility of the FS Manager, all staff will play their part in collecting evidence for the children's achievement in the 6 areas of learning in the FS curriculum.

Every Key Group Worker will be making management assessment of their group whilst planned assessments will usually be made by the designated assessor: this role will rotate amongst the FS staff.

Assessment in the Core Subjects in KS1 & 2

Each teacher will follow the specific assessment procedure set out in the relevant policies. In brief this means that:

Formative Assessment and evaluation of lessons in the form of informal notes will be made on the reverse of the weekly planning sheets for each subject. This relates to children who underachieve or overachieve.

Summative Assessment will take place at the end of modules of work in addition to regular spelling, tables and mental maths tests. This is the body of information which informs Teacher Assessments.

Assessment Week

In addition at the end of each term there will be an Assessment week where children will have a series of 'challenges' across the subjects covered that are then marked and levelled by their teachers. This work is collated in their Assessment Books. This body of evidence is a 'snap shot' of pupil attainment and helps teachers to make accurate assessments across the curriculum.

Other Summative Assessments

Foundation Stage Profiles are completed at the end of reception and information passed to Key Stage 1 staff.

KS1 Tests

Are administered by Year 2 teachers and possibly senior staff. This includes test materials from QCA but must be backed with sufficient TA evidence for a level to be given in Reading, Writing, Maths and Science.

SATs in KS2

At the end of years 3, 4 and 5 children will take Optional SATs which will be marked and levelled by staff in the year groups and children will be given a level in English, Maths and Science along with a teaching assessment for that year.

At the end of Year 6 the end of phase SATs will be administered and marked externally. Teachers will also have given the Year 6 children a 'Mock SAT' six weeks before, to check progress and give them a chance to practise and apply the skills and knowledge they have acquired earlier.

Tracking Information

All the information has to be used to check on the 'value added' improvement year upon year.

We have several methods of tracking children and we use ISP Tracking Sheets that are updated on a termly basis to check on progress. We also use those to identify groups who are above, on track, underachieving and SEN. This information plus information from staff helps us to establish various target groups of children needing additional support from SEN through to Gifted and Talented.

The SMT will also use information provided by the LA on their data analysis disc as well as the OFSTED Panda.

FOUNDATION SUBJECTS:

- Each teacher will follow the specific assessment procedure set out in the relevant policies.
- Formative assessment and evaluation in the form of informal notes will be made on the reverse of the weekly/medium term planning sheets for each subject.
- QCA level descriptors will be used to decide the standards being achieved in the Foundation Subjects.
- Assessment/Progress books will help collate achievement in the Foundation Subjects.

CURRICULUM MANAGERS:

Curriculum Managers will be given time in rotation to monitor progression in their subject area and the standards achieved.

This takes the form of:

- Review of planning for their subject
- Work trawls and sampling of top/middle/lower ability children.
- Sampling the Assessment Week 'Progress' books
- End of Key Stage Test Results
- Optional SAT Tests Results
- Speaking to key year group staff and discussions with Phase Leaders.
- Discussions with children.

- Direct lesson observations (some paired with SMT) and collating feedback from Senior Management/consultants who have observed lessons in their subject area.
- (See also Monitoring and Evaluation Policy)

The information gathered from this process is used to set targets for the future in the subject action plan and the School Development Plan.

The information also provides the basis for reporting to the Governing Body through the Report or the link Governors.

Training needs are also highlighted through this process.

We will submit optional SATs papers to the LA who analyse the results and show Core Subject Leaders the 'gaps' in children's learning in order to put this right the next year. See Appendix for further details.

DIFFERENTIATION:

Formative and Summative assessment will be used to group children according to their abilities and work devised accordingly, including differentiation where required for children of lower ability and the more able and talented. Reference will be made when planning such activities to Bloom's Taxonomy and to visual Auditory and Kinaesthetic activities. (See Teaching and Learning Policy)

STANDARDISED TESTING:

The following standardised tests are used through out the school:

- Daniels & Diack – Neetes Analysis, BPVS (the SEN staff use these tests)
- Foundation Stage Profiles
- Key Stage 1 SATs
- QCA Optional SATs Y3-5
- Y6 Statutory SATs

RECORD KEEPING:

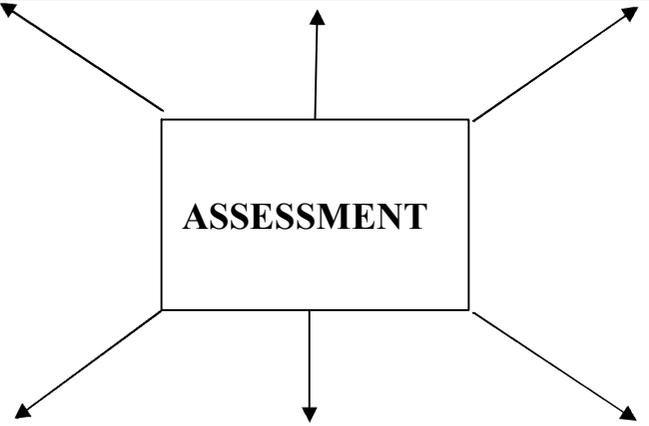**Teachers will keep and update the following records:**

- ISP Tracking Sheets – A mark book containing record sheets and informal records of test results etc.
- Home / School Diaries.
- Exercise books to be marked and work assessed, targets given in line with the current Marking Policy.

REPORTING:

- Informal communication will take place regularly through the Home / School Diaries and informal meetings as required throughout the year.
- Two parent consultation meetings (Autumn and Spring terms) take place to inform parents of the progress of their child, to solicit their views and address and concerns.
- A written report is sent home in the Summer term. Parents may make appointments to discuss their child's report if required.
- End of Key Stage tests including Foundation Stage Profile, Key Stage 1 and Key Stage 2 SAT tests.
- Transfer sheets are completed by Y6 staff and meetings held with KS3 teachers to ensure smooth transfer of Y6 children to their new school.
- Children who move to new schools during the school year will have their level of achievement and last progress book passed on with any other relevant information.
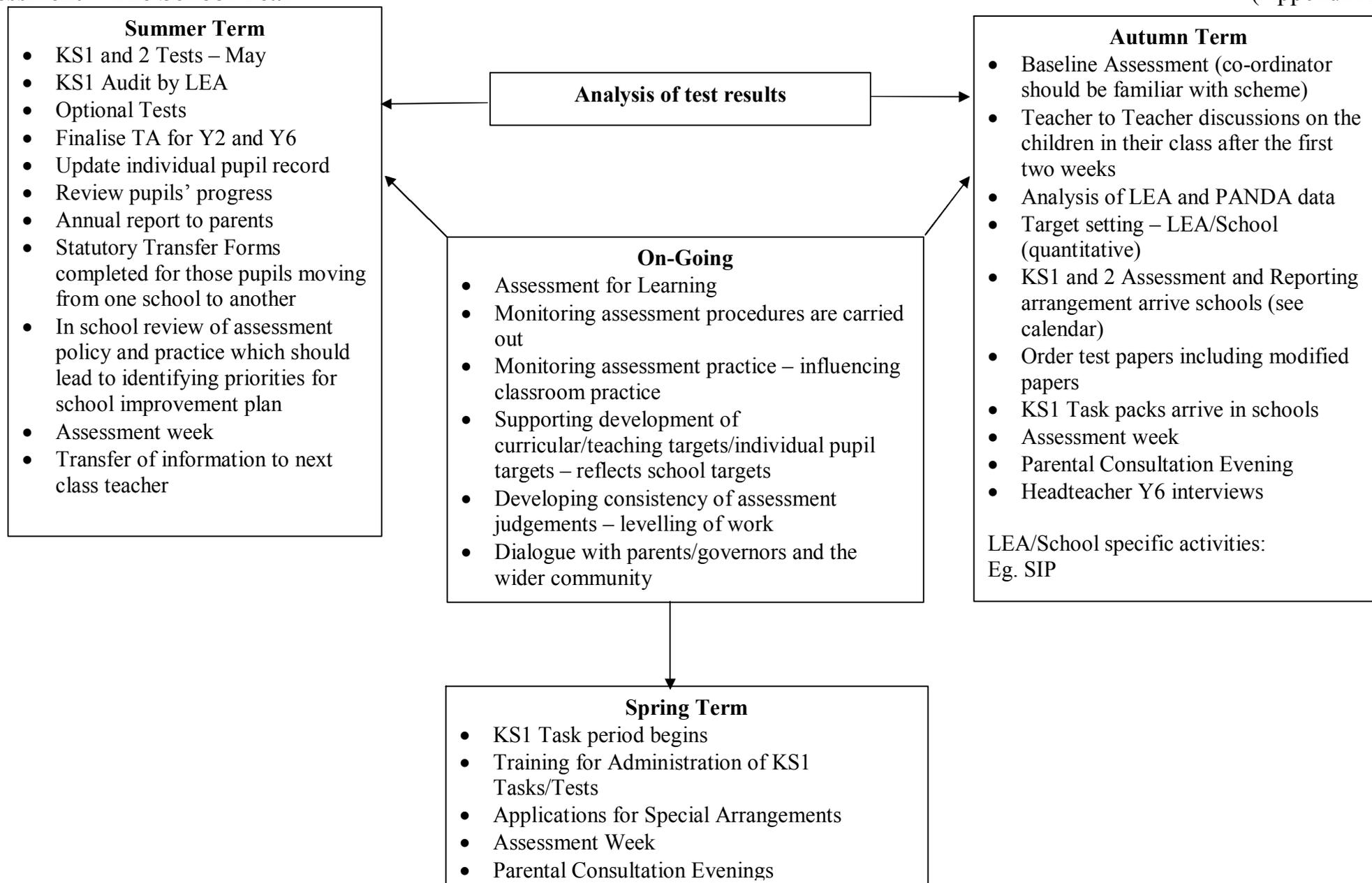
Who Does What at Gladstone Primary (Appendix 1)

Class Teacher	SENCO	Assessment Team / HT / DH
Clear planning and learning objectives (shared with pupils)	Oversees and co-ordinates the assessment and records of all children with SEN	Ensures:
Uses assessment information to inform planning	Close liaison with class teacher / Assessment Team	- policies are up to date and regularly reviewed and used/complement other policies
On going assessment for learning	Monitors progress against IEPs	- disseminates information
Feedback to pupils-dialogue/written comments	Maintains register	- support and train colleagues
Reports to parents-pupil progress, attainment, next steps (Consultation Evenings and Reports)	Specific assessment tasks – diagnostic instruments	Generates action plan in line with SIP
Sets individual/group targets for improvement	Liaising with external agencies	Links with other subject leaders and senior managers to ensure coherence
Carries out school based non statutory and statutory tests/tasks	Formal assessment for statementing	Ensures statutory resources are in place
Fills in the progress on the ISP Tracking Sheets		Methods and procedures are clear to all co-ordinators, are followed and used consistently
Records significant progress (+ve/-ve)		Sets timetable clearly describing range of events associated with assessment cycle
Uses agreed range of assessment methods and techniques to gather and use information in line with school's policies	**ASSESSMENT**	Determines means of agreeing standards throughout school (liaise with subject co-ordinator)
Ensures information is transferred to next teacher/school		Provides staff development opportunities – informs staff of new developments
Identifies pupils in need of support. Liaises with SENCO (IEP)		Supports colleagues in identifying assessment opportunities and in using assessment information / data
Plans, administers and marks assessment week tasks		Collates assessment data – NC tests, optional tests etc. to inform setting of school targets
		Ensure portfolios are generated and standards agreed
		Rationalises assessment systems to ensure manageability and avoid beaurocratic burden.

Headteacher	Subject Leaders	T.A.s
Ensures	Ensure curricular schemes of work and learning objectives are clear	On going assessment for learning in class
- school meets statutory requirements	Ensure methods and procedures are implemented effectively	Administer 'check ups' for IEP caseload and reports to class teacher/SENCO
- agrees statutory targets (whole school level)	Monitor plans and work to ensure assessment informs planning	Nursery staff undertake Baseline assessments and ongoing FS assessments for their 'key group'
- disseminates information to Assessment Team	Monitor levels of attainment/standards	
- reviews implementation of assessment	Use data to make changes to the curriculum – interpret, analyse to set targets	
- monitors and analyses data for trends	Report to SMT/ Governors on Standards of Work and standards and on SIP if appropriate	
- determines priorities in the WSDP	Generate portfolios of standards	
- monitors quality of procedures	(See Monitoring and Evaluation Policy)	
Defines role and limitations of subject leaders.		
Communicates any specific staff development issues		
Reports to parents and governors on standards and quality		

Assessment – The School Year

Summer Term
- KS1 and 2 Tests – May
- KS1 Audit by LEA
- Optional Tests
- Finalise TA for Y2 and Y6
- Update individual pupil record
- Review pupils' progress
- Annual report to parents
- Statutory Transfer Forms completed for those pupils moving from one school to another
- In school review of assessment policy and practice which should lead to identifying priorities for school improvement plan
- Assessment week
- Transfer of information to next class teacher

Analysis of test results

Autumn Term
- Baseline Assessment (co-ordinator should be familiar with scheme)
- Teacher to Teacher discussions on the children in their class after the first two weeks
- Analysis of LEA and PANDA data
- Target setting – LEA/School (quantitative)
- KS1 and 2 Assessment and Reporting arrangement arrive schools (see calendar)
- Order test papers including modified papers
- KS1 Task packs arrive in schools
- Assessment week
- Parental Consultation Evening
- Headteacher Y6 interviews

LEA/School specific activities:
Eg. SIP

On-Going
- Assessment for Learning
- Monitoring assessment procedures are carried out
- Monitoring assessment practice – influencing classroom practice
- Supporting development of curricular/teaching targets/individual pupil targets – reflects school targets
- Developing consistency of assessment judgements – levelling of work
- Dialogue with parents/governors and the wider community

Spring Term
- KS1 Task period begins
- Training for Administration of KS1 Tasks/Tests
- Applications for Special Arrangements
- Assessment Week
- Parental Consultation Evenings

Analysis of SATs and Optional SATs

We will use the LA's system of analysing statutory and non statutory tests results to see which type of questions children struggle with. We will need to keep test papers in alphabetical order ready to be sent off in the Summer Term.

This process can highlight strengths and weaknesses in the teaching and learning across the programme of study for each subject, for example in science, whether there are fewer correct answers achieved in physical processes than in life and living processes. It is also possible to identify whether pupils are able to answer different types of question such as data handling, factual recall or explanation questions. This information will raise questions and issues for us as a school and the answers can be used to affect changes in our teaching and learning.

The SMT will provide a policy of actions to be taken and we would expect that these issues should be addressed in future planning. Some whole school issues will be dealt with during inset.

Work Levelling

It is vital that we ensure our levelling if work is accurate and that it is quality assured on a regular basis. If our levelling is inaccurate then it van have serious implications for children who may end up in the wrong groupings and it means that our target setting and evaluation of VA scores will also be inaccurate. Teachers from Nursery upwards need to familiarise themselves with level descriptors and exemplars of levelled work which has been quality assured in order to improve their accuracy. Teams will work cross phase to refine practice and we will also verify judgements by employing external consultants to check the levelling outcomes. The LA will also moderate our judgements especially in terms of KS1 tests. As VA scores are used to judge the effectiveness of teaching in performance management it is essential that staff are professional in the way these are undertaken.

Assessment Records

If assessment is to be useful then records need to be 'user friendly' and not so complex that they become difficult to extract relevant information that helps staff.

It is also absolutely essential that assessments are passed on, in the detail that is listed below, to the next class teacher and to the SMT

It is essential that you keep 'raw scores' as well as levels for OPTIONAL SATs as there can be a wide variation in a level or sub level. SMT often need to analyse these in finer detail in order to finalise target groups.

Assessment Records

- Assessment Week Progress Books containing levelled work
- ISP Tracking sheets for Core subjects need to be completed every term and copies passed to SMT and Core Subject Leaders
- Results Grid that include levels as well as raw scores and these need passing on to SMT and put onto the network by an Administrative Assistant.
- It is the role of the PHSCE Subject Leader, SENCO and MAT Coordinators to track the performance of LAC, children from Ethnic Minorities, children with Special Educational Needs and More Able pupils respectively.

Providing Educative Feedback

Quality marking and feedback is essential in order for children to have a clear idea of the progress they are making towards targets. Feedback covers a broad pattern of responses and it could be verbal, written, part written and part verbal.

Advice on Feedback
] Teacher to pupil

Give specific feedback about the particular qualities of the pupils work.

- give specific advice on what he/she can do to improve
- Ideally give feedback during the learning process
- Don't compare their work with that of another pupil

Pupil Self Assessment and Peer Assessment

- Provide training on self assessment and on peer assessment
- Include self assessment as an essential part of the learning process
- Ensure the children know the purpose of their learning so they are clear about what they need to achieve.

Pupil to Teacher

- In planning build in opportunities for pupils to show their understanding (hot seating or pairing etc)
- Actually involve all pupils in reflective dialogue
- Use a regular short quiz (test) to get feedback in order to adjust teaching and learning

Marking takes time and can be really 'soul destroying' if you are writing the same corrective comment many times. However, the ALPS method helps to maximise the usefulness of the time you spend marking ensuring that your feedback has a good impact on your pupils learning. There are five steps that are based on making explicit what is being asked of each child and how their work will be marked.

In brief, these steps are:

1. Establish some 'General Rules' for all pieces of work that you mark.
2. Establish some 'Task Rules' for specific types of work.
3. Develop a method of sharing your 'Lesson Targets' with the class.
4. Mark according to pupils' 'Individual Targets'
5. Develop some marking codes to speed up your marking and your pupils progress.

1) Establish General Rules

Create rules for every piece of written work to be completed that year and teach these rules and display: these would be our layout rules. (See Presentation Policy for details)

If a child does not follow the rules you will not mark until he/she has self corrected: this can be done by peer assessment.

The rules can be in the form of checklists of statements that children can tick off.

2) Establish Task Rules

For each task draw up an essential list of requirements. Here is a Year 4 example for writing stories:

- Write at least four paragraphs, preferably more.
- Use speech marks for direct speech.
- Use a new line for each new speaker.
- Use no more than three friends' names.
- Use at least one exclamation mark.
- Use question marks for questions.
- Do not start sentences with 'Then', 'And' or 'So'.
- Use at least three interesting connective phrases.

By setting and teaching specific rules, you can accelerate learning by avoiding the necessity to correct bad habits over and over again. There is a cycle to setting rules:

- Teach a specific skill.
- Set a rule that the skill must be used.
- Give RAP as children start to use the skill.
- Limit over-use of the skill.

You will often need to set the final, limiting rule after you have taught a skill because children will overuse it.

3) Share your lesson targets

Set lesson targets at the beginning of each lesson: Do this as you share the 'Big picture'. Describe the outcome as strong positive statements like:

By the end of this session you will all understand that . . . . . .
You will be able to . . . .
You will be successful in . . . . . .

Put the target up in a prominent place and when marking have the objectives in front of you to remind yourself to measure progress against it.

4) Set 'Individual Targets'

These can be done by using our target stamps or by giving our target cards. There are then four sets of criteria:

 1) General rules   2) Task Rules   3) Lesson Objective   4) Individual Targets

If the first two sets of rules have been established effectively then teachers will have freed themselves from marking anything related to them: they can then focus on marking lesson and individual objectives.

Eventually children should be setting their own individual targets which are challenging and ambitious.

5) <u>Marking Codes</u>

We should use the same code (see below) to mark work in order that it is quicker and easier to undertake. This leaves time to make comments that were encouraging and positive. If general rules are not followed then the work shouldn't be marked until the child has 'self corrected'. If a child has achieved their target then they can be congratulated and go in the 'Target Terminator Chart'. Another target can be set using the target Stamp eg:

> 10 sentences with capital letters and full stops = Reward

Codes do speed up but it is the human contact that makes feedback come alive and motivates children to achieve their targets.

<u>Connection between RAP, target setting and marking</u>

> Recognition   - you have followed the rules and are making progress towards
> your targets

> Affirmation - You always follow the rules and always meet the target.

> Praise - well done you have achieved your target and we will celebrate!