

**Canon Barnett Primary School**

**Assessment policy**

**2017 – 18**

## **Assessment Policy**

### **KS 1 and KS 2**

The government has set a national curriculum which states what each year group must have learnt by the end of the year. These are known as Age Related Expectations – ARE. They are a series of non-negotiable statements to be achieved by a minimum of 85% of the class. The government has left it up to individual schools to devise their own assessment systems but it is implicit that there should be a move away from a culture that values data over impact. The government will continue to make formal assessments of reading, writing, grammar, spelling and maths at the end of years 2 and 6.

At Canon Barnett we will strive to support all pupils to achieve the ARE but recognise that some pupils will have different needs to the majority of the class. Pupils will not be taught the next year group expectations but instead a mastery approach to learning will be applied where pupils will be set learning challenges where they can use and apply their knowledge and skills independently. This is a flexible approach that allows children to develop in different areas as they learn the key non-negotiable. Cross curricular learning will support pupils to deepen their understanding of the basic skills through motivating experiences. Teachers must have a clear understanding of the progression through each year group curriculum and rigorously and consistently track progress. Intervention will be determined by the needs of the pupils and could involve pre or additional teaching in order that all pupils move through the year group curriculum together.

At Canon Barnett assessment is used to:

- Inform teachers of the next steps of learning
- Supports pupils to know how well they are doing and what they need to do next
- Track progress towards Age Related Expectations in order to plan for intervention
- To ensure that parents know how well their children are doing

### **Headteacher's responsibility**

- To publish a termly Assessment and Reporting schedule
- To ensure that staff understand their roles and responsibilities to fulfil the Assessment and Reporting schedule
- To ensure that data analysis informs teacher's planning and the School Improvement Plan

### **Assessment Leader**

- To ensure that assessment systems are robust and in place
- To manage data collections

### **Teacher Responsibilities**

- Teachers have a good understanding of what pupils can and cannot do through tracking the non-negotiables
- Teachers plan lessons that allow all pupils to achieve
- Interventions are planned that support and challenge as needed
- Feedback guidance lets children know where they have been successful and offers clear next steps
- Pupils are motivated to learn and understand that a growth mindset means that everyone can succeed

## **Lessons**

Before a lesson starts teachers must have an understanding of what pupils already know which may be through a pre assessment task or the tracking of previous learning. Some children may need additional support before the whole class lesson e.g. reading though a story, learning specific technical vocabulary or revisiting a mathematical strategy. In the lesson a teacher must very clearly demonstrate to children the learning outcome and take children through the small steps needed to achieve it. The skills, knowledge and understanding should be practiced and consolidated until they can be independently applied in a different context.

Teachers and TAs need to have a good understanding of effective Assessment for Learning and how to use it throughout lessons e.g. questioning, visualiser stops

Feedback and guidance should be within a lesson whenever possible. The role of adults in lessons is to check the understanding of pupils learning. They should be moving around the class picking up errors and operating a flexible approach to moving forward the learning e.g. stopping the class to deal with the error, gathering together a small group of children or an individual to reteach a concept.

All lessons should plan for self and peer assessment opportunities. Pupils must understand where they are in their learning journey and be given opportunities to improve. Pupils will need to be supported to be able to make effective choices when assessing their work. No child may mark another child's work by writing on it. All peer assessment should take the form of a discussion and then the owner of the work may make any changes they deem appropriate. Children making improvements to their own work should use a green pen. At all times adults should be encouraging children to reflect on whether they can improve their work as part of a Growth Mindset.

At the end of a lesson it is an expectation that teachers will review the learning. English and maths workbooks should be reviewed daily. The school's feedback and guidance policy should be followed to inform children what they have been successful at and what needs to improve. At this point the teacher needs to make a decision as to whether there needs to be an intervention for any particular children or an opportunity to work more independently is needed for others. Teachers and TAs need to ensure that there is a dialogue in order to share knowledge about pupil progress on a daily basis.

Teachers / TAs need to record when children have independently achieved the non-negotiables. This will allow them to plan based on children's individual needs as well as the class needs.

## **Age Related Expectations**

Staff need to have a consistent understanding of each statement and the progression needed to achieve it. Across the year there will be opportunities in school and with partner schools to come to shared agreements as to what each statement means for each year group. By the end of the year children should have mastered the Age Related Expectations.

Teachers will record when a pupil understands an objective on a web based assessment tool OTrack. This is best done as children demonstrate they have mastered it and through the NFER tests in December and June.

## **Phase Group meetings**

There will be weekly focus on the progression of pupils by scrutinising the work in books as a phase.

The focus will be decided by the phase group leader in consultation with phase members in response to the data on underperforming groups e.g. Pupil Premium pupils, children with SEN.

The purpose of this is:

- to have a forum where colleagues can support and learn from each other
- to establish high expectations
- to have consistency across the phase group
- to have a shared input into planning
- to be able to address any concerns about children not fully understanding the learning

The outcomes of this scrutiny must be recorded by the Phase Group leader and recorded on the minutes for each phase group. Next step planning for that group should then be based on evidence.

In English and maths there are termly expectations through the Reading, Writing and Maths tools which need to be met for children to be on track to meet the end of year expectations. The school needs to build up a portfolio of work which exemplifies good practice and furthers teachers understanding of the expectations. Examples will be collected from:

- Weekly phase group meetings
- PD meetings – year groups and whole school
- East 1 School Partnership

It is the responsibility of the Phase leader to ensure that good practice is recorded in the phase group portfolio to share with all.

#### **Summative assessment points:**

- NFER tests in December and June
- Half termly update on cohort ladders

At these points the teachers will make an assessment of a child's learning against the objectives.

Purpose:

- Establish which children are on track to achieve the ARE
- To establish the progress made
- To establish which non-negotiables have been learnt
- To analyse gaps in understanding and plan learning and interventions as appropriate

Where is evidence found?

- Reading journals
- Reading and maths NFER tests should be administered and analysed to determine next step planning and intervention needs
- Writing books
- Workbooks across the curriculum especially for pupils working at greater depth

Years 1, 2 and 6

In addition to this there are some additional year group requirements made by the DfE

- Year 1 will sit a Phonics Screening test
- Year 2 will take SATs tests in reading, grammar, spelling and maths which will be used to decide an outcome alongside teacher assessments
- Year 6 will take SATs tests in reading, SPAG and maths.

How?

For each subject there will be a set of year group statements against which a child's progress will be measured. The school will track progress using the terms.

b – beginning

b+ -

d - developing

d+

s – secure

s+

**Secure (S)** - At the National Standard – Pupils are here if they have been assessed to be meeting all the expected statements e.g. S5 means that they are secure in year 5

For children who are working at significantly below the National Standards Pivots will be used to plan for and assess progress.

### **Children with English as an Additional Language (EAL)**

The government collects information, through the census, on which pupils have English as an additional language and their proficiency level. This will be updated in September each year by a member of the Leadership Team.

### **Termly Pupil Progress Meetings**

PPM with the Senior Leadership Team – to look at cohort and individual progress towards ARE, identifying what has been successful and what intervention is needed to support children to accelerate their learning

PPM with Subject Leaders – for teachers to present evidence to support their assessment, of who is on track to meet ARE to subject leaders in English and maths and the Inclusion lead. This supports leaders to check the accuracy and consistency of teacher's judgements and to offer guidance on next steps for progress.

### **Presentation of Data**

Teachers need to ensure that class data is entered onto the O Track workbook so that the Assessment lead can analyse school data to share with the relevant staff.

Teachers need to be familiar with data which shows:

- percentages of class which are on track to achieve ARE
- progress and attainment of individuals and groups
- current achievement of individual pupils in light of KS 1 results

The Inclusion leader, class teacher and intervention teacher will meet to consider the next steps for pupils who are not on track. The Inclusion lead will then publish the Intervention programme.

### The Senior Leadership Team

The SLT will monitor progress through:

- work scrutinies
- Pupil Progress Meetings
- pupil interviews
- learning walks
- data collections

December	June
<ul style="list-style-type: none"> <li><input type="checkbox"/> Review progress of cohort against % at ARE in previous June Review</li> <li><input type="checkbox"/> progress of cohort against % at ARE for autumn term</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Review progress of cohort against % at ARE in previous December</li> <li><input type="checkbox"/> Review progress of cohort against % at ARE in previous June</li> <li><input type="checkbox"/> Transition PPM with new year group</li> <li><input type="checkbox"/> Set targets and predictions</li> </ul>

### Subject Leaders

Subject Leaders play a vital role in coaching staff to improve pupil progress through:

- team teaching
- work scrutinies
- learning walks
- lesson studies
- Pupil Progress Meetings

### Outside Expertise

The school will use expertise from outstanding schools, the East 1 Schools Partnership and the LA to develop the quality of teaching, learning and assessment.

## **Children with SEN**

Pupils with Educational Health Care Plans are part of the same assessment cycle. Targets are set at the annual review and monitored by the Inclusion lead on a half termly basis.

Specialist agencies will set targets and monitor progress alongside the Inclusion lead.

### **Interventions**

The Inclusion leader is responsible for establishing the Intervention programme and monitoring the quality of the teaching, learning and assessment, including the moderation of P levels. This includes external Specialist services e.g. Speech and Language therapist.

Outcomes are recorded on the Intervention Tracker by the person responsible for delivering the intervention.

The Inclusion Leader must write an end of term report on the success of the Intervention programme to be included in the SEF and make a presentation to the Governing Body as requested. The governor with responsibility for SEN must meet termly with the Inclusion lead to ensure that SEN pupils are making appropriate progress.

## Parent and Carer meetings

	Autumn	Summer
Meeting	<p>Meet the Teacher</p> <ul style="list-style-type: none"> <li>- Outline curriculum</li> <li>- Timetable</li> <li>- Homework expectations</li> <li>- Targets</li> </ul> <p>Parent / Carer meeting with teacher</p>	<p>Meet the teacher</p> <ul style="list-style-type: none"> <li>- Outline the curriculum</li> <li>- Timetable</li> <li>- Homework expectations</li> <li>- Targets</li> </ul> <p>Parent / Carer meeting with teacher</p>
Documents	<p>Curriculum outline</p> <p>Non-negotiables for autumn in English and maths</p>	<p>Curriculum outline</p> <p>Non-negotiables for summer in English and maths</p> <p>A report on attainment and progress</p> <p>Year 1 phonics screening results</p> <p>Year 2 SATs results</p> <p>Year 6 SATs results</p>

## Governors

The Governors will monitor and evaluate the Assessment policy through:

- The School Improvement committee and the Governing Body's scrutiny of pupil outcomes through the School Improvement Plan, the Raising Attainment Plan and Self Evaluation
- Work scrutinies at School Improvement committee and Governing Body meetings
- Meeting with Leaders in school
- Learning walks
- Pupil interviews



## Feedback and Guidance (part of the Assessment policy)

“Research shows that good quality feedback leads to an eight additional months improvement over the course of a year. “ Education Endowment Foundation

### At Canon Barnett feedback and guidance is used to:

- Give children an understanding of how well they are learning and what they need to do next to improve so that they can make good progress. Effort and achievement should be valued.
- Enable teachers to check learning and plan to meet the needs of all individuals in their class
- Give children opportunities to reflect on their own learning, sometimes on their own and sometimes with a Learning Partner
- Track children’s progress towards short targets and age related expectations

### How do we make it sustainable across the curriculum?

- Adults are expected to be giving feedback as they teach, individually, to groups, to the whole class.
- By remembering that quality feedback is important rather than quantity – meaningful, manageable and motivating. Remember that the child should be doing the most work not the teacher.
- TAs are expected to contribute to feedback and guidance
- Pupils should have built in opportunities to reflect and improve within all lessons. They should be expected to present work that they have already checked against the success criteria
- When we say that pupils should respond to marking it does not necessarily mean a written response at that point, it may be that they take into account the guidance in future lessons
- Feedback and guidance should vary depending on the age and needs of the child / year group e.g. if a child can read a comment then there is no worth to writing it
- Careless mistakes should be marked differently to errors resulting from misunderstandings / something that a child has not mastered. Teachers need to be able to identify between an error and a mistake  
Careless mistakes should be marked as incorrect without giving the right answer.  
Ask to check a sum, underline a sentence / indicate a line where there is a wrongly spelt word that needs to be corrected.  
Misunderstandings may need a model or a question to further thinking. It could be a reminder of a rule.
- Use targets to make marking specific and actionable, use targets as success criteria in the next pieces of learning, even better if ...
- Set aside time for pupils to respond to marking in lessons

Q) What are pupils required to do with feedback?

They should listen to / read it and make sure they understand why something has been marked for them to check or improve. Models should go at the start of the next piece of work if it is the same skill being practiced

Q) When should they be expected to reflect on feedback?

It should be as immediate as possible: within that lesson or the next time they meet that type of learning. They should respond by editing, improving or demonstrating that they have tried again.

Q) When should they have written feedback on extended pieces of work?

This is for the teacher to decide based upon the learning needs of the individual or class in consideration of when it will have the most impact. Teachers should remember that children need to gain independence in editing so as the year progresses they should be less explicit about what a child should edit.

Adults should be careful not to over mark as this distracts from what can be reasonably be improved upon. Feedback should be mainly focused on the learning intention and success criteria of the lesson / or lessons over time.

To support children to make improvements we believe a good target is?

- Specific
- Short term
- Reminded of before working
- One of few
- Set with pupils
- Understood by the child
- Matched to need
- Can be acted on immediately

### **Green pen comments**

Children are asked to improve their work in green pen. This could be within a lesson or in response to written feedback.

### **Adult feedback and guidance codes**

Adult's feedback may be verbal or written. If written then it should be in ink: red, black or blue.

Additional adults in a class should indicate where they have marked by initialling

Supply teachers should show where they have marked by writing "Supply"

The level of support should be indicated by:

- T – for teacher support where there has been significant input
- TA – for teaching assistant support where there has been significant input
- I – for when the child has completed an independent piece of work after being supported
- LP – for learning partner support when there has been a dialogue focused on improvement