

# New City Primary School

## Assessment Policy

November 2016

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### Introduction

At New City Primary School we share the belief that consistent use of assessment for learning should:-

- Enable children to demonstrate what they know, understand and can do
- Be used to make children aware of the level at which they are working
- Ensure children are aware of the learning outcomes and success criteria to support their means of achieving success
- Give children positive reinforcement that celebrates their achievements
- Provide useful information that enables teachers to plan differentiated work that addresses the learning needs of each child
- Involve children and teachers in recognising what needs to be done to improve work
- Inform the target setting process by identifying areas that will support the progress of individuals and groups of children
- Be used to provide information for parents during consultations and inform homework tasks to support their child's learning at home
- Provide information to inform whole school evaluation and strategic planning

### Forms of assessment

We recognise the importance of formative, summative and diagnostic assessment and plan opportunities for all three to take place.

**Formative assessment** involves both child and teacher in celebrating successes that have been achieved as well as identifying areas for development so that next steps can be carefully planned to meet individual learning needs. When formative assessment, or assessment for learning, is embedded in our daily classroom practice, it provides information that can be used to inform planning for teaching and learning that is well matched to children's needs. This will give individual children the opportunity to make good progress and achieve their potential. Assessment for learning involves sharing learning goals, effective questioning and use of oral and written feedback. For further details about Assessment for Learning (AfL) see below

**Summative assessment** involves making a judgement of a child's attainment at a point in time in order to assess their performance in terms of a particular standard.

Children are assessed formally in each curriculum area throughout the year with fixed data collection points each half term. Teachers continually monitor children's understanding and skills development against the learning objectives for each area of study. An on-going record of this is currently being introduced using the school's data tracker School Pupil Tracker Online (SPTO). SLT, together with curriculum coordinators, are developing our own expectation descriptors for each curriculum area to define where children should be at the end of each year. Children are deemed to have met or exceeded the expectations or to not have met expectations.

We use the following assessment points to help to see progress for a child over time and to look at the progress of groups of children to have a whole school overview. The assessment system differs from our previous assessment systems in that a child is not expected to move beyond the objectives of the relevant year group, instead children will be expected to develop their depth of learning, application and understanding of the year's objectives.

	Key Stage 1						Lower Key Stage 2						Upper Key Stage 2					
	Year 1			Year 2			Year 3			Year 4			Year 5			Year 6		
	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su
Expectations	Y1Low	Y1Mid	Y1High	Y2Low	Y2Mid	Y2High	Y3Low	Y3Mid	Y3High	Y4Low	Y4Mid	Y4High	Y5Low	Y5Mid	Y5High	Y6Low	Y6Mid	Y6High
Tracking Point	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27

An assessment is also made regarding children's Mastery across the curriculum. This is a measure of children's ability to apply skills across the curriculum.

Rating	#1 [Low]	#2 [Expected]	#3 [Good]	#4 [Very Good]
Standards	This is <b>below the expected standard</b> depth of application and understanding. Does not apply their learning.	This is the <b>expected standard</b> depth of application and understanding. Average application of learning.	This is <b>above the expected standard</b> depth of application and understanding. Good application of learning.	This is <b>well above the expected standard</b> depth of application and understanding. Very good application of learning.

An overall assessment of the child's achievement will be made by adding the assessed tracking point to the Mastery Rating. Teachers continually add to the tracking system when children have completed or made progress towards each of the individual learning objectives. The tracking system is then used to inform the teacher's assessment. Teachers use their professional judgement to confirm the assessments. Each half term teachers use on-line assessment packages to track children's progress in reading and maths.

Children in KS2 additionally complete an online survey to look at their attitudes to school and learning. Class teachers and the inclusion team use information to identify children who may require support in accessing school successfully.

Assessments are moderated by members of SLT and ELT. Teachers are encouraged to moderate work with year group and phase colleagues. Opportunities to discuss and moderate work with teachers from other Teaching Alliance schools is organised regularly.

Teachers discuss children's progress with parents on a termly basis. Children are encouraged to attend and participate in these meetings

Teachers have Pupil Performance Meetings with SLT on a half termly basis to discuss overall achievements of their classes and to identify children who may need further support.

Children in Y2 undertake end of KS1 tests and tasks in June to confirm teacher assessments which are then moderated by the local authority. Y6 children take statutory KS2 SATs tests in May.

**Diagnostic assessment** is used when a child is identified as not meeting age related expectations. The assessments child's learning strengths and difficulties so that the appropriate help and guidance can be provided. This may be in the form of additional interventions, e.g. wave 2 or wave 3 support. This is organised and led by the school's SENCO and may involve consultation with agencies working in partnership with the school to support individual children. This often informs the process of setting individual IEP targets for children on the SEN register. The SENCO is responsible for deploying staff and planning an overview of intervention programmes to meet the needs of children that require additional support.

### **Feedback**

Verbal and/or written feedback will focus on the lesson's main learning objective rather than constantly correcting technical inaccuracies. If there are too many comments or annotations the child may find it overwhelming which may affect their motivation and self-esteem. Teachers therefore use their professional judgement to correct errors, e.g. spellings, grammar, punctuation, calculations and factual inaccuracies. We believe it is important to emphasise the positive aspects of a child's work to maintain their motivation.

Work must be marked promptly and discussed with the child where possible.

Teachers use red pen to mark work. Children respond to the teacher's feedback using a green fine line pen from year 3 onwards.

Children need to understand the marking criteria so they know what the teacher's expectations are. Children need opportunities to read their teacher's feedback in subsequent lessons and be given the opportunity to respond and improve work. Comments should be written in language which is easily understood by the child. It is not always appropriate or useful to mark every piece of work in depth but it is essential that the teacher acknowledges that the work has been viewed.

## Assessment for Learning

All lessons should contain these AfL elements:-

### **At the planning stage**

- Use assessments from the plenary of the last lesson assessment related to success criteria---  
-are children secure/ require reinforcement? Peer / self-assessment
- Generate open ended questions, differentiated to assess understanding of the more able to provide further challenge in next lesson during plenary
- Use information from marking -- responses from children to teacher's comments

### **During the introduction**

- If appropriate, spend time re-visiting feedback from the last piece of work marked
- Recap on previous learning—What did you learn in our last lesson?
- Share LO for the lesson. What does this mean? What do you know already?
- Introduce Success Criteria---older children can generate their own—what will make this a good piece of work? How will know I have been successful in this lesson?
- Model the activity
- Use focussed questions to check understanding
- Ensure activities are engaging and varied

### **Main Activity**

- Identify in the planning a single focus group to work with for the duration of the main activity (Rotate this between groups during the week)
- Use mini plenaries for example to revisit LO and Success Criteria to share a good example--- have they achieved all elements of the learning objective?
- Consider extension activities for those who complete early and also means for pupils to be independent/self-checking whilst the staff are working with focus groups

### **Plenary**

- Revisit LO and Success criteria—what have we been learning about today? Have we achieved all the success criteria?
- Peer/ self- assessed work against success criteria—make an improvement
- Visual signs e.g. use of thumbs up / thumbs down
- Use of Talk Partners