

## Bessacarr Primary School Assessment Policy

### Rationale

Assessment is a fundamental part of teaching which allows staff, parents and pupils to have a clear understanding of where children are in their learning journeys and what they need to do to progress further. At Bessacarr Primary School, assessment without levels underpins all of our teaching as we believe that assessing against age related expectations is a vital tool which staff should use to; inform planning, set children's targets, decide appropriate resources and interventions and inform whole school targets and CPD. This will ensure that all children make the best possible outcomes.

### Through systematic and accurate use of assessment we aim to:

- Accurately monitor each class' in-year progress as well as whole school progression and progression between key stages.
- Recognise achievement of pupils and highlight children/groups needing further support
- Inform pupils of their progress and next steps
- Guide planning and differentiation, teaching, intervention, curriculum development and resources
- Inform parents of pupil achievement
- Provide information to ensure continuity and moderate judgements when a pupil changes year groups
- Ensure that at least 85% of children reach age related expectations by the end of the academic year
- Comply with statutory requirements

### Types of assessment:

#### 1. Formative

Ongoing assessment carried out by teachers regularly during a unit of work. Formative assessment should influence planning and next steps in teaching. Age related expectations for each year group should be stuck into children's books. These expectations should be used by teachers and possibly pupils in upper key stage two. They could be ticked off/highlighted to show next steps in learning and should be referred to by teachers in planning and feedback. Formative assessment and verbal feedback should take place in lessons, at the point of learning. This should be indicated by the teacher using either a 'VF' notation or the 'Marking for English' code.

#### 2. Summative

Summative tests are carried out from year 2 upwards each half term. For maths, teachers should use the PAM tests or Maths Hub assessments to help make their judgements and identify any gaps in learning. Rising stars and Focus tests are also available to help provide a fuller picture, if needed. In writing, teachers should do a cold task of a particular genre and make their judgements against age related expectations. Writing portfolios should show a range of genres, all completed without any input. These provide a clear picture of a child's attainment in writing. Teachers in Year 2 and Year 6 use the writing assessment grids provided by the LA to make their summative judgements. In reading, teachers should use guided reading sessions to assess a particular focus from the age related expectations. Rising Stars tests should be used in reading and SPaG . Any tests should not be used in isolation to assess pupil progress as they are just a snapshot of children's learning at a specific time. Summative and formative assessments should be used together and should be about in line with each other if assessments are accurate.

### Age related expectations

We assess children against age related expectations and these expectations underpin all of our teaching. We teach to these objectives, but break them down into smaller steps to ensure that children of all abilities are making progress. Pre tasks (discussed below) help us to determine which step, within a broader objective, children are working at. For example 2 children may be working towards recognising fractions in maths but one may be colouring halves of shapes whilst the other is finding  $\frac{3}{4}$  of a number. The 'Focus: step up to the challenge' booklet helps us to break down the objectives for all age related expectations. We strive to ensure that 85% of children will meet age related expectations by the end of the school year. We track progress against age related expectations using class track.

### AfL

Assessment for Learning should be incorporated into most lessons. Teachers should use a variety of strategies to inform them of children's current level of understanding and progress as well as to help children to understand how they can improve their work and progress further. Where wishes or targets are given to children, these should be followed up within a short timeframe and this should be evident by looking through a child's book. Children can make editing/checking evident by using a blue pencil and can sign comments to show they have read them. Teachers should go back and check wishes have been met. This can be indicated by the initial 'WA'. A child should not continually be getting the same wish as this does not show progress. Teachers should use the 'Marking for English' code to give feedback in lessons and encourage children to check their writing for spelling, grammar and punctuation errors.

Some useful AfL strategies include:

- Use of traffic lights in books for children to indicate their understanding
- Mini whiteboard work for children to apply things taught during teacher input (a lesson should be approximately 20% teacher doing and 80% children doing).
- Targeted questioning and open ended questions (using Blooms)
- Clear success criteria (differentiated to support and challenge appropriately)
- Marking which links to the success criteria
- Peer and self assessment (blue for self assessment, red for peer assessment)
- Children responding to teachers comments to show understanding of feedback
- Use of a visualiser to mark work as a class against a SC
- Use of SC checklist for different text types (shared by RF)
- Use of general SC for all writing (Shared by RF)
- Children having age related expectations in exercise books.
- Use of class track to identify class weaknesses

### Use of success criteria

We believe that a success criteria is a vital tool to ensure children know how to achieve their learning objectives. Therefore a success criteria should be visible during lessons and children should be aware of it. This could be displayed on the board for children, stuck in books or printed out and put on tables. A success criteria for extended writing can be made up by the class teacher, taken from Sue Palmer's skeletons of text types or the 'Focus: checklists for writers' materials. This success criteria should be used by children to assess their learning and identify how to improve their work. Teachers and TA's should also refer to this success criteria when giving children verbal/written feedback.

### Pre/post tasks

Pre and post tasks are an effective way to:

1. assess children's needs
2. provide appropriate interventions before a lesson
3. highlight any misconceptions before they arise in the lesson

4. differentiate effectively
5. show clear progress

A pre-task will allow any gaps in a child's learning to be filled. If children show that they do not understand a concept, they should work with a TA before the lesson to bring them up to speed. Pre-tasks also enable a teacher to clearly differentiate based on what the children already know. Post-tasks should be done after a lesson or sequence of lessons and should demonstrate clear progress.

### Assessment in the EYFS

In the foundation stage all members of staff observe and assess children's development and learning as part of their daily practice. These observations are used to inform future planning and are recorded in a variety of ways. Significant observations of children's achievements are collated in their own personal files or achievement books, which are shared with parents. These ongoing observations are used to inform assessment using Development Matters. Development Matters will be tracked using O-Track. The children's progress is reviewed every half term and is regularly discussed with parents. As well as this, a baseline is also decided at the start of F1 and F2 and an overall judgement made at the end of F2. Within the final term of F2, parents are given the opportunity to discuss final judgements made using Development Matters with the class teacher. From September 2015 the Foundation stage will be using E-learning journeys to track pupil progress.

### Records

Records of children's progress are kept in many ways including teacher planning, children's books, teacher/TA notes. The following records are used in key stages 1 and 2:

#### Key stage 1

- Age related expectations
- Notes in reading records/reading journals
- Individual writing portfolio featuring age related expectations and examples of work (using writing grids from LA in year 2)
- Phonic phase tracking
- Class Track
- Half termly phonic screening check results
- Summative tests in reading, SPaG and maths (in year 2).
- Common exception word reading lists.

#### Key stage 2

- Age related expectations
- Individual writing portfolio featuring writing age related expectations and examples of work (using writing grids in year 6)
- Class track
- Summative tests in reading, SPaG and maths
- Comments from guided reading in reading journals.

### Feedback and Marking

Marking should always relate to the learning objective and success criteria and should not be too general. Feedback to children should be a mixture of written, verbal and peer marking. Written feedback from the teacher should tell the child what is good about their work and why, as well as providing a challenge or next step in learning. Children should therefore be given time to respond to feedback and follow up any challenges left by the teacher. English marking should adhere to the 'Marking for English code' which allows

children to check and edit their own work and make marking more manageable for staff. This code should be displayed in each classroom and explained to children. The code should also be used at the point of learning, in all lessons. Two stars and a wish (or similar alternatives) may be used by teachers and pupils to provide formative feedback. Any wishes should be followed up and this should be evident in books. A teacher should indicate that a wish has been achieved with the WA initial. If a wish or challenge is not met, a post it could be used to indicate that the child needs to come back to this piece of work and look at it again. Children will use blue pen or pencil when marking/editing their own work and red pen or pencil when marking a peer's work.

### Moderation

Moderation is an essential part of assessment and ensures judgements are fair and accurate without any form of bias. Moderation should not just be of writing. Judgements made in reading and maths should also be moderated where possible to check that these are accurate. Pieces of writing which are moderated should be done out of context and not immediately after a unit of work to ensure skills are embedded. We moderate in the following ways:

- Key stage moderations
- Whole school moderations
- Moderation of judgements when passing up a class to the next teacher
- Moderations with our federated school
- Cluster moderations within the pyramid
- Y2 and Y6 triad moderations

### Use of O-Track

Staff have been trained in the O-Track system to help track pupil progress. Best fit judgements in reading, writing, SPaG, phonics and maths should be entered half termly using a mixture of teacher assessments and summative assessments. O-Track will be used from F1 to year 6. The foundation stage uses O-Track to track Development Matters whilst years 1-6 will use class track to track children against age related expectations. Class track will also allow teachers to see clear gaps in learning which will help to inform planning.

### Reporting

All stakeholders should be informed of children's progress. Children are informed of areas for development through sharing of targets and effective marking. Communication with parents forms good home-school relationships and helps parents to understand how to support their children at home. We report to parents in the following ways:

- Parents meetings in the autumn and spring term
- Written report at the end of the year
- Class track data given to parents at parents evening and at the end of the year
- Parents booklets with information on how to support their children at home
- Twitter

Updated 2016