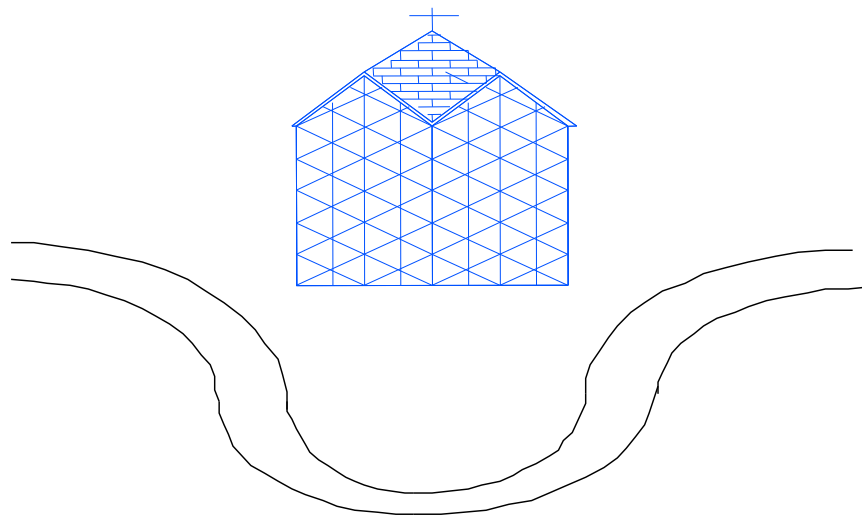


Assessment Policy and Rationale



2015/2016



Introduction

Following the Department for Education's changes to the National Curriculum, the system of using National Curriculum levels and sub-levels to report children's attainment and progress has been removed. The new National Curriculum is now used to plan for Teaching and Learning. This includes expectations of what is to be taught in each year group.

At St Paul with St Luke CE Primary School we believe that assessment is the tool by which we monitor children's learning and progress so that we can provide them with the best education possible. Our aim is for every child to have the opportunity to achieve their best and master the knowledge and skills they need to succeed.

Aim of the rationale

- To clarify to all staff, governors, parents and outside agencies, how we use assessment at St Paul with St Luke C of E Primary School to enable children to make the best possible progress.

Aims of the assessment system at St Paul with St Luke CE Primary School

- To allow meaningful tracking of pupils towards end of key stage expectations in the new curriculum, including regular feedback to parents
- To provide information which is transferable and easily understood and cover both qualitative and quantitative assessment
- To differentiate attainment between pupils of different abilities, giving early recognition of pupils who are falling behind and those who are excelling
- To ensure that accurate assessment information is closely linked to improving the quality of teaching
- To ensure that feedback to the pupils contributes to improved learning and is focused on specific and tangible objectives
- To produce recordable measures which can demonstrate comparison against expected standards and reflect progress over time
- To ensure that the school is keeping up with external best practice and innovation

Our use of assessment

- Teachers use the outcomes of our assessments to summarise and analyse attainment and progress for their pupils and classes
- Teachers use this data to plan the learning for every child to ensure they meet or exceed expectations
- Data is analysed to ensure that pupils identified as vulnerable or at particular risk in our school are making appropriate progress and that all pupils are suitably stretched
- The information from assessment is communicated to parents and pupils on a termly basis through Parent Consultation meetings
- We celebrate all achievements across all aspects of the curriculum in line with our six school values

If we think of our children as plants....

Summative assessment of the plants is the process of simply measuring them. The measurements might be interesting to compare and analyse, but in themselves they do not affect the growth of the plants.

Formative assessment, is the gardening equivalent of feeding and watering the plants – directly affecting the growth.

Shirley Clarke

Assessment for Learning (or formative assessment)

Allowing children to think and work creatively develops self-confidence and builds up key learning skills e.g. how to manage their own behaviour, their understanding of the learning process, their preferred learning style, their ability to think systematically, to manage information and to learn from others.

As a school we realise that AFL is a powerful way to raise pupils' achievement. Assessment for Learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.

Assessment is implemented according to the 10 key principles of Assessment for Learning, derived from Black and King's research 'Outside the Black Box' 1998) The principles of Assessment for Learning (AFL) should be integrated into teaching and learning. These are:

1. AFL should be part of effective planning for teaching and learning
2. AFL should focus on how children learn
3. AFL should be recognised as central to classroom practice
4. AFL should be recognised as a key professional skill for teachers
5. AFL should be sensitive and constructive because any assessment has an emotional impact
6. Assessment should take account of the importance of learner motivation
7. AFL should promote commitment to learning goals and a shared understanding of the criteria by which they are assessed
8. Learners should receive constructive guidance about how to improve
9. AFL develops learners capacity for self assessment so that they can become reflective and self managing
10. AFL should recognise the full range of achievements of all learners

- AfL is embedded in everyday practice and is used to inform teaching and learning.
- All pupils are clear about how they need to improve, with verbal feedback given in most lessons
- Marking is linked to the LI and identifies the next steps
- Pupils are given regular time to address issues raised in marking
- Children respond to marking in green pen regularly

Formative Assessment is the day to day assessment for learning that measures the impact of teaching and informs subsequent planning. It is the engine that drives good progress. Practical and effective formative assessment strategies must underpin all teaching and learning. Assessment for Learning practices will look different in different phases and in different subjects, however the principles behind it are the same.

Please see our Teaching and Learning Policy for more details about what AfL looks like in practice.

An undoubted feature of all the schools' success is the rigour of their assessment. This starts in the Early Years Foundation Stage classes where the continual observation and assessment of individual children are key activities. Time may also be provided for detailed observation of individuals or groups. With older children, assessment is an integral part of teaching and learning.

***20 Outstanding Primary Schools – Excelling Against the Odds
OFSTED 2009***

Summative Assessment

What are we doing this year (2015 – 2016)?

Early Years Foundation Stage

- Early Excellence Baseline Assessment will be used from September 2015 for Reception pupils. The Nursery version will be used from September 2016. The Phase Leader for EYFS has attended regional training and has cascaded this to the Reception team.
- We use an Edu Data EYFS tracker to measure attainment and progress in the Early Years Foundation Stage at 4 points, including the baseline, throughout the year. We use the 2build a profile application to record short observations, including photographs and next steps, for all EYFS children. Long observations are also collected. Children in the EYFS have special books in which they can record the learning experiences which are important to them.
- Home Visits for all Nursery children and for those new to Reception happen at the end of the summer term. This enables assessments of children to begin immediately in September.
- Internal moderation is an integral part of our practice. We take part in moderation events facilitated by the LA and LDBS throughout the year.
- St Paul with St Luke CE Primary School will be moderated by the LA for the EYFSp this year.

KS1 and KS2

- We use an Edu Data KS1 and KS2 tracker to measure attainment and progress at 3 points throughout the year. This data is then used in pupil progress meetings to inform planning, teaching and assessment and to identify the need for any interventions or SEND referrals.
- This year we will trial using the Tower Hamlets LA tools for Reading, Writing and Maths. This is an Age Related Expectation based document which identifies termly teaching and assessment objectives for each year group. CPD for staff is built into staff meetings and into weekly 1:1 coaching and planning support from the Phase Leaders
- In Literacy, pupils who are part of the Read Write Inc programme will be assessed 5 times a year.
- In Key Stage One and Two children complete a weekly 'Big Maths Beat That' test to measure their recall of addition and multiplication facts.
- In Science we are trialling the use of the Interim Teacher Assessment Framework in Years 2 and 6 by highlighting if children are working towards the expected level, at the expected level or in greater depth at the expected level.

- Other curriculum areas are working on the best way to assess progress, with curriculum leads attending borough courses to share best practice
- We are reviewing a number of published test papers, including Rising Stars and Accelerated Learning, to use as an end of year assessment tool.
- All children in Year 1 will participate in a phonics check. This assessment will be administered by the Year 1 teacher.
- Year 2 and Year 6 children will be assessed through SATS in May.

We recognise that moderation is key to ensure that assessments are reliable and free from bias. We partake in a range of moderation exercises including;

- weekly discussions relating to planning, teaching, learning, and assessment between the Phase Leaders and class teachers
- regular CPD through INSET and staff meetings
- working in consultation with other schools, the Local Authority (LA) and the London Diocesan Board of Schools (LDBS)
- involvement in a cycle of moderation events with other LDBS schools
- partnership working with the St Paul with St Luke Accountability Group
- moderation of the EYFSp by the LA

Reporting to Parents

What are we doing this year? (2015 – 2016)

- Teachers will meet formally with parents each term to discuss progress and attainment
- Annual reports to parents will be sent home in the summer term

Monitoring of this policy statement

Formative Assessment

- This policy statement will be self-monitored by all staff, knowing that these are school expectations.
- Phase Leaders, the Headteacher, governors and members of the Accountability Group will also monitor aspects of assessment in practice, both through informal observations of lessons, including Learning Walks, and by auditing books, special books and talking with children about their understanding of what they are learning.

Summative Assessment

- Pupil Progress meetings (held termly with all staff) review the results of teachers assessments, in order to analyse what is working and to plan next steps
- Borough POSI and the national RAISE online data will enable the school to monitor what is working well and what needs addressing

This policy and rationale was written in **September 2015**. It will be reviewed in **July 2016**.