



Sharmans Cross ASSESSMENT POLICY

AIMS

Assessment is the cornerstone for effective learning and teaching.
Good assessment is a meaningful daily activity which:

- Champions individual achievement
- Tells learners where they are in their learning, where they are going and how to get there
- Paints an accurate picture of the progress that children have made and to identify ways in which we might improve our practice
- Encourages critical thinking by the adult and the child upon performance and how this could be improved
- Matches teaching to differentiated learning needs
- Improves the quality of learning and teaching

OUTCOMES

- Children making sense of where they are in their learning, where they are going, and how to improve
- Meaningful and focused dialogue between teachers, children and parents about progress of the whole child
- Resources, strategies and work differentiated to the specific needs of individuals and groups
- Shared learning intentions which are reviewed within the lesson by pupils and teachers
- Questioning which explores children's understanding or misconceptions
- Reflection on unexpected outcomes, how they were achieved and alternative approaches
- Children consistently achieving targets based upon 2 sub levels progress per year from previous end of Key Stage attainment in order for them to attain in line with National expectation

ORGANISATION

Assessment is the foundation upon which good quality learning and teaching take place. It must be the starting point for any learning and teaching programme. Equally it must be the final stage of that same programme, in order to inform future planning and evaluate the effectiveness of the programme. Through assessment we constantly develop the learning and teaching in order to fully differentiate the content, experiences and outcomes of the learner's journey.

ASSESSING PUPIL PROGRESS

At Sharmans APP is used as a structured approach to periodically assessing mathematics and reading and writing so teachers can:

- track pupils' progress from Year 3 through to the end of Year 6.
- use diagnostic information about pupils' strengths and weaknesses.

Using APP materials teachers can make level judgments for each of the following National Curriculum attainment targets (ATs):

- reading
- writing
- using and applying mathematics
- number
- shape, space and measures
- handling data.

Based on the assessment focuses (AFs) that underpin National Curriculum assessment, the APP approach improves the quality and reliability of teacher assessment.

- Enables teachers to make judgements about their pupils' attainment.
- Involves taking evidence from the opportunities generated by planned teaching and learning.
- Provides information about the strengths and weaknesses of individual pupils and groups of pupils.
- Enables teachers to track pupils' progress over time
- Informs curriculum planning.

- Facilitates the setting of meaningful curricular targets that can be shared with pupils and parents.
- Promotes teaching that's matched to pupils' needs
- Supports the transfer of meaningful information at key transitional points.

APP materials are used, summatively, to support accurate Teacher Assessment judgements at each of the three key assessment points throughout the year. This progress data is recorded on tracking grids, so that progress can be clearly measured not only throughout the year, but also from key assessment points in a pupil's junior career, e.g. entering school at year 3. Professional development Conversations (PDCs) twice a year are used to identify vulnerable groups and where there is any slowing in progress or children not on track can therefore prompt early intervention. Where a child is not on track to reach predicted end of KS2 levels swift action can be taken. Up to ten percent of the vulnerable children identified are eligible for ten hours of tuition. Careful and rigorous tracking facilitates identification of pupils with Special Educational Needs, more able and gifted and talented pupils and effective personalisation for all pupils.

Teacher Assessment judgements are moderated in house within year groups and at termly moderation staff meetings, between teachers in groups and at LA organised moderation meetings where the work is standardised. A school standards file is kept in school as a benchmark for levelled work.

Numeracy

Each class identifies six children to represent the achievement levels of the children in the class. On a day-to-day basis these children's progress are ticked and highlighted on the APP grids under each MA. The findings of the assessments can then be applied to other children in assessing their curriculum level of Mathematical achievement. Teachers also use their on going marking, assessment for learning and feedback to children and occasional testing for assessment. Curriculum levels are recorded towards the end of each term to monitor progress. These are recorded on the traffic light grids and transferred to itrack. Weak MAs then become class targets.

Literacy Assessments

Throughout the term each child's writing is levelled using the APP level descriptors. Once a week children complete a literacy based or cross-

curricular piece of writing in their Profile Books that is assessed using the APP grid. As the work is collected the teacher places a tick or dates next to the level the child is working at making an ongoing Assessment of each child's progress. When three ticks are made the level is highlighted. The overall level judgement indicating whether they are high, secure or low is not made until the end of term when the teacher assessments are handed in. The data is used to form class targets based on weaker AFs. Reading is assessed in a very similar way to writing and maths using the APP grids - 3 ticks and highlight. Each class identifies six children to represent the achievement levels of the children in the class. Evidence for reading is collected through the reading record teacher book, child's guided reading book and both oral and written evidence from other areas of the curriculum. A level judgement is made at the end of each term and recorded on itrack.

Spellings are sent home for practice in their diaries, this acts as a record of achievement and gives feedback to parents on their child's success. All of the above contributes to the class teacher's assessment children's progress in reading and writing.

SINGLE LEVEL TESTS

Teacher assessment is used by the class teacher and the senior management team to decide upon those children who are ready to sit Single Level Tests (SLTs). Single levels tests are a light-touch, flexible approach to assessment, with tests tailored to individual children's pace of learning.

- Tests are open to years 3 to 6 and are available in reading, writing and maths.
- The tests are available in levels 3 to 6 of the national curriculum
- Pupils take the tests when their teacher judges them ready. This will be when their teacher can see from their schoolwork they have progressed by at least one national curriculum level since their last assessment.
- The children will only sit the test when the teacher feels they are secure within the level.
- Tests can be taken in either December or June or at both key dates.

Results will be reported to parents at the next parents evening after the SLTs results have sent through. Teachers will share results with the children prior to the evenings to discuss future targets.

Parents and carers will know:

- How much progress their child is making.
- If their child has any specific problems.
- What the school is doing to help a child with specific problems.
- What they can do to help their child to make progress.

ASSESSMENT DATA

The school makes full use of data provided by Fischer Family Trust, the LA and Ofsted's 'Raiseonline' in order to have a clear view of the potential achievement of all pupils and how well this school is doing in relation to other similar schools. As a matter of policy we set aspirational Fischer Family Trust 'D' targets - in other words we aim to achieve at least as well as the very best schools in the country.

Assessment for Learning provides detailed information on the skills, knowledge and understanding of the child. It allows for teachers, children and parents to accurately set specific targets plan the next steps and provide positive statements to the child. This form of assessment, for example, would tell a child, a teacher and parents that the child can successfully add single digit numbers and now needs to learn how to add multiple digit numbers.

Assessment of Learning provides the school, teacher and pupils with a value of how much progress has been made toward an expected end. It shows the attainment of a child, class or cohort against a scale. In this aspect of assessment we find, for example, that a child is at Level 4c, or that the average level of attainment for a cohort of children is in line with the national average.

Both are equally important and mutually supportive of the other. Purely assessing the learning of children against a yardstick will not improve the quality of learning, teaching or raise standards. Without an understanding of where the child is and what rates of progress can be expected it is impossible to set meaningful targets. Consequently, without knowledge of what the child knows and where they need to develop, teaching programmes cannot be effectively planned for.

With this in mind, it is vital that assessment is planned for and that in turn, that assessment then informs future planning, support and interventions.

ROLES AND RESPONSIBILITIES

Pupils

- To develop their capacity for self assessment so that they can become reflective and self managing
- Pupils using AFL promotes commitment to learning goals and a shared understanding of the criteria by which they are assessed
- Opportunities to reflect upon their own work and that of their peers, identifying what the achievements and improvements are

Class Teachers

- Plan for day to day assessment through their use of questioning, discussion and marking of pupils' work
- Amend planning in light of these assessments as necessary, both daily and termly
- Plan future work based upon such assessments, ensuring a match between achievement, attainment and challenge
- Make professional judgements as to the attainment of pupils based upon the complete range of gathered evidence
- Create differentiated targets and objectives that are shared with pupils and parents
- Engage pupils in reflecting upon their own successes against targets and objectives
- Produce working walls to model improvements the children can make in their work in the core subjects
- Use must, should and could linked to APP levels in lessons to target and challenge children at an appropriate level
- Keep accurate, up to date records of achievement and attainment
- Celebrate success with the children, parents and school community
- Identify barriers to achievement and seek help in removing these as necessary
- Class teachers identify children who they feel need additional challenge, extension and increased differentiation in order to maintain progress.
- Teachers use their knowledge of children and assessments that are in place in class to recommend children to be named on the more able and talented register

Marking and feedback are used to:

- Celebrate achievements with the pupils.
- Provide targets for children to work towards
- Help children to understand the next steps they need to make in their learning
- Provide examples of modelling to help children understand concepts more clearly.

Senior Managers and Subject Leaders

- Monitor, analyse and evaluate the achievement and attainment of pupils across the school. The findings of which inform the SIP, subject leader plans and teachers planning of teaching and learning
- Know the level of achievement and attainment throughout the school
- Track children and cohorts once a term, ensuring that progress is maintained looking for trends and patterns in results including gender and ethnicity patterns of achievement and value added
- Challenge and support areas where achievement is not in line with prior progress
- Ensure that assessment procedures are clear, effective, manageable and operational
- Ensure that learning objectives are clear and pitched at the appropriate level
- Ensure the consistency of assessments between teachers throughout the school
- To report to teachers, parents and governors on the achievements of the school

ASSESSMENT INFORMATION WILL BE USED TO:

- Analyse progress throughout the school for groups and individuals.
- Review and amend the curriculum/provision for children throughout the school, where necessary.
- Monitor attainment against national expectations.
- Inform the governing body of the school's standards and improvement through the headteacher's report to the governing body.

- In order to maintain confidentiality, individual assessments will only be made available to the pupil's parents and professionals who are at liberty to see them.

GOVERNING BODY

- Monitor the assessment data, both summative and formative
- Challenge the school about that assessment data
- Report annually to parents

ASSESSMENTS

Weekly

Mental maths test
Spelling test

Yearly

SLTs
SATs

RECORD KEEPING

Data recorded on

- itrack
 - At the end of each term the teacher makes a professional judgement upon the progress made by the child that term using APP. A NC sub level is awarded and recorded in that term's column. This allows for the teacher to track whether the appropriate progress has been made, or if intervention is required.
- In Year Targets
 - At the end of each year every child is set a numerical target for the following year based upon prior attainment at the end of the last Key Stage to ensure good Value added attainment. In order to help raise standards we expect that each child will make at least four points progress each year, which translates to 2 sub levels. This means that with targeted support work those children with low starting points can be helped to close the gap against National norms / expectations.

In this way a child's target will be set at 2 sub levels from where they end the year, i.e. from 3b to 4c.

- A Trajectory target will also be set for the child. This target will be aimed to ensure that they are in line with the two sub levels progress per year from their previous Key Stage result. Therefore a child who attained a 2c at the end of KS1 will have a Trajectory Target of 4c in Y5, bringing them back in line with National expectations.
- Children with SEN will have these targets moderated by the SENCo and class teacher as appropriate.

REPORTING

MONITORING

Month	Activity	Personnel	Outcome
Sept	Teachers to make end of year predictions. Identify priorities and possible interventions. Identify children who would benefit from 1:1 tutoring Analysis of summer term SLTS. SLT results to be sent to parents and secondary schools. Remaining year groups SLT results shared with the children and recorded in home/school diary.	Class teachers Head Deputy Chair of Governors	Defined intervention package for raising attainment
Oct	APP moderation Collation of $\frac{1}{2}$ termly assessments. Class teachers and SLT decide upon SLT entries for December. Levels entered on to Key to Success website. Parents evening SLT results are shared. 1:1 meetings	All staff Deputy head	Targeted cohorts for support Identify the children who are ready to sit SLTS. PDC targets are set. Parents are informed on SLT levels. In-house and external moderation to monitor teacher judgements
Nov	Whole school exam preparation on accessing exam material e.g. use of equipment, time allocations etc	All staff	Children feel fully prepared to sit a test under timed conditions -

			increased confidence.
Dec	SLTs	Deputy head / class teachers	Children sit tests at their appropriate level based on teacher assessment
Feb	Collation of $\frac{1}{2}$ termly assessments Mock SATs week Y6 staff to report on progress towards SATs SLT results released Analysis of results	Deputy head Year 6 team Subject leaders	Targeted cohorts for support Report to Governors
Mar	APP moderation New targets for summer term PDC review	All staff	In-house and external moderation to monitor teacher judgements Case studies on vulnerable groups
Apr	Children entered for SLT via Key to success websites.	All staff Deputy	Children entered for their SLT at the appropriate level.
May	SATs	Year 6 Deputy Head	Feedback given to staff Systems embedded
Jun	Collation of $\frac{1}{2}$ termly assessments. SLTs PDCs	Deputy head Year 6 team	Targeted cohorts for support (Sept) Report to Governors Curricular targets set Case studies reviewed.
Jul	SATs analysis completed Reports include TAs and SLT results Handover information	All staff	Progress communicated to parents

REVIEW

Policy to be reviewed January 2013