



Gobowen Primary School

Assessment Policy 2022

'The main plank of our argument is that standards are raised only by changes which are put into direct effect by teachers and pupils in classrooms. There is a body of firm evidence that formative assessment is an essential feature of classroom work and that development of it can raise standards. We know of no other way of raising standards for which such a strong prima facie case can be made on the basis of evidence of such large learning gains'.

*Inside the Black Box
Paul Black and Dylan Williams*

Rationale

At Gobowen Primary School we believe that assessment provides the basis of informed teaching, helping pupils to overcome difficulties and ensuring that teaching builds upon what has been learned. It is also the means by which pupils understand what they have achieved and what they need to work on.

Formative assessment creates a positive learning environment where children can see the steps necessary for their own success. It enables teachers to set appropriate work at the level necessary for the children's continuing progress.

Summative assessment is important for accurate information regarding a child's attainment and progress. It informs whole school target setting and prediction of a cohort's future attainment.

Aims and objectives

The aims and objectives of this policy are:

- To raise the standards of achievement throughout the school
- To maintain accurate records of the progress and attainment of individual children and cohorts
- To ensure consistency in assessing achievement and identifying achievable and challenging targets for each child
- To enable the active involvement of pupils in their own learning
- To enable teachers and other professionals to use assessment judgements to plan work that accurately reflects the needs of individual pupils
- To provide regular information for parents that enables them to support their child's learning
- To provide the information that allows school leaders and governors to make judgements about the effectiveness of the school and to evaluate the school's performance against its own previous attainment over time and against national standards

Types of assessment:

At Gobowen Primary, we use a combination of formative and summative assessment as outlined below:

Formative Assessment (Assessment for Learning – AFL)

Formative assessment is a powerful way of raising pupils' achievement. It is based on the principle that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim.

Formative assessments are used to:

- identify children's strengths and gaps in their skills/knowledge
- identify next steps for learning
- inform future planning
- enable appropriate strategies to be employed
- facilitate the setting of appropriate targets for the class, group, and individual
- track the child's rate of progress
- facilitate an evaluation of the effectiveness of teaching and learning
- inform future teaching and learning strategies
- identify individuals and groups for specific intervention support.

Summative Assessment - Assessment of Learning

Summative assessment (Assessment of Learning) is important for informing both parents and teachers of a child's attainment and progress. This will also inform whole school target setting and prediction of a cohort's future attainment

Summative assessments:

- identify attainment through one-off standardised tests at any given point in time
- record performance in a specific area on a specific date
- provide age standardised information
- provide end of key stage test data against which the school will be judged
- ensure statutory assessments at the end of EYFS, KS1 and KS2 are met
- provide information about cohort areas of strength and weakness to build from in the future

Planning for assessment

- The National Curriculum Programmes of Study and Early Learning Goals are used to guide our teaching. These documents provide us with the framework to ensure breadth and balance in our curriculum.
- The National Curriculum is used to inform our own curriculum overview and schemes of work. We use the assessment guidance in these documents to help us identify each child's level of attainment.
- Lessons are planned with clear learning objectives, based upon the teacher's detailed knowledge of each child. We strive to ensure all tasks set are appropriate to each child's level of ability. The format of our lesson plans ensures that our lessons are planned in detail, taking into account the needs of all pupils.
- Teachers use focused marking to assess children's progress in relation to the planned learning objectives and set next steps to show where the child is in relation to this aim and how they can achieve the aim. Teachers use this information when planning for subsequent lessons.
- Assessment Schedule (see Appendix 2)

Assessment and Reporting in the Foundation Stage

- Assessment in the EYFS takes the form of observation, discussion, photographs and evidenced work. This involves the teacher and other adults as appropriate.
- At Gobowen School, we use the Development Matters framework to assess children.
- The EYFS team meet for one afternoon every term and discuss the children in their care. Between them they discuss achievement and next steps. They also share interesting things they have noticed so planning can reflect children's interests as well as developmental stages.
- Within the final term of the EYFS, we provide a written summary to parents, using the EYFSP, reporting their progress against the ELG's.

Assessment and Recording in Key Stage 1 and 2

- Teachers use assessment for learning (AfL) to provide on-going assessment, through the use of focused marking and/or observations of children's work against learning objectives and success criteria. This information is then used to assess progress towards meeting learning targets and to identify and set next step targets for each child.
- Teachers use ongoing assessments to identify next steps for learning in reading, writing and maths.
- Target Levels are for individual children to reach at the end of each academic year.
- Annotated plans and planning notes made by class teachers and other adults involved with each child record other important information about the progress of children in the class.
- A variety of tests (including Assertive Mentoring, Star Reading and Salford reading tests) may be used as part of the assessment process to identify progress and gaps in learning.
- The SEND Register and Intervention Trackers ensure that children with identified special educational needs and those children not making expected progress are supported appropriately and their needs assessed regularly.
- Termly Pupil Progress Meetings are held for each class to analyse and record progress, identify under-achieving pupils and set targets, in reading, writing and maths for individual pupils and groups.
- Pupil Progress Profiles and tracking grids for reading, writing and maths are kept by each class teacher in the class assessment folder, which is passed on to the receiving teacher at the end of each academic year.

Assessment Methods/Materials:

Teachers use a range of assessment tools and materials (including analysis of children's work in books, guided reading records and results of class tests/published tests) alongside on-going focused marking and notes of pupil observations to inform their assessment of progress for individual pupils and groups.

Results of published tests are used to inform teacher assessments against assessment focuses using the tracking grids for reading, writing and maths. Children are assessed as either: Working below their year group (B), Emerging (E), Developing (D), Securing (S) or Working beyond their year group (R).

Moderation

Regular moderation of levelling takes place each term to ensure consistency of levelling. Teachers meet to analyse children's work against National Curriculum expectations or Early Years Foundation Stage Profile (EYFSP). During the summer term, teachers in Reception, Year 2 and Year 6 are involved in formal teacher assessments, as part of end of Key Stage assessments and local authority moderation.

Review:

This policy is subject to annual review, as part of the school self-evaluation process. Its success in relation to the school's attainment targets for assessment will be evaluated as part of the annual assessment audit. The policy will be revised in line with the new action plan targets set.

In order to carry out this evaluation, the Assessment Leader will keep evidence of the changes and improvements brought about by the implementation of the Assessment Policy. Lesson observation reports, scrutiny of work and marking, monitoring of planning and assessment analysis will be kept centrally in a school Assessment File.

Staff Responsible for Implementation

Justin Lawson - Assessment Leader
Ronan Walsh – Headteacher

Review Date : September 2024

Appendix 1: Marking Guidance (see Marking Policy for detailed guidance)

The guidance on marking forms part of the whole school policy for assessment and is directly linked to curriculum planning. The school is committed to using formative assessment, through assessment for learning, and uses focused marking as the principle method for providing feedback to children in order to raise standards of attainment.

Formative Assessment and Focused Marking:

Formative assessment is based on the principle that in order to make good progress, pupils need to be clear about the next steps in learning.

Teachers use focused marking to assess children's progress in relation to planned learning objectives and to identify children's strengths and gaps in their skills/knowledge. Next steps should be shared with the child, in an age-appropriate way, in order to provide feedback to the child about where they are in relation to this aim and the steps necessary to achieve the aim.

Next steps information is used to inform planning for subsequent lessons and to facilitate the setting of appropriate targets for the class, group or individual. Grouping should be flexible in order for teachers to effectively address the needs of children with similar gaps in learning.

Frequency of Marking

At least once a week, teachers should write a comment and next step target on the children's work in literacy and maths. Topic books should also be marked regularly.

The school recognises that often the best way to communicate next steps is through verbal feedback given directly to the child by the teacher; however a record of this should be made in the pupil's book, along with the next step.

Children should be given the opportunity to look at and respond to the teacher's comments in an age-appropriate way. These opportunities must be made explicit in teacher's weekly planning.

Writing

Focussed marking of children's writing should relate to either the specific learning objective or the next step target for each child. Teachers should not correct every mistake in a piece of written work, as this can be overwhelming for children and will rarely lead to an improvement. Up to three spelling errors may be corrected provided children are given an opportunity to practise them.

Maths

The main purpose for marking maths work is to identify whether children have grasped a mathematical concept or method and to assess the steps needed to enable them to make further progress. It is often only necessary for the teacher to mark some of the calculations on a page in order to judge whether the child has understood the concept.

Self Assessment

Teachers should provide regular opportunities for children to assess their own work and the learning of their peers. This supports children to be actively involved in their learning and to be able to identify their own targets for improvement. This may include:

- peer marking against the learning objective (assessing and/or marking another child's work)
- purple polishing pens to mark or assess own work
- self-evaluation (e.g. traffic lights or smiley faces to indicate how the child views their work in relation to the learning objective).
- Using a colour-coded highlighting system to assess their work
- Highlighting and annotating own or a peers work to demonstrate appropriate use of text features

Appendix 2: School Assessment Schedule

Autumn 1	<ul style="list-style-type: none"> • On entry data for Foundation Stage Profile in Reception • September Baseline Assessments for Reading, Writing and Maths • Parents' Consultation Meetings • Moderation meetings • Reading/Spelling Age Assessments • Pupil Progress Reviews • Update curriculum coverage maps • SEN Target Setting
Autumn 2	<ul style="list-style-type: none"> • Individual and class intervention • SEN Reviews • Moderation meetings • Class assessment files updated (on-going) • Pupil Progress Reviews • Register for SATs • End of term assessments for Reading, Writing and Maths • Update curriculum coverage maps
Spring 1	<ul style="list-style-type: none"> • Parents' Consultation Meetings • Reading/Spelling Age Assessments • Moderation meetings • Class assessment files updated (on-going) • Pupil Progress Reviews • Update curriculum coverage maps • SEN Target Setting
Spring 2	<ul style="list-style-type: none"> • Individual and class intervention • Moderation meetings • SEN Reviews • Class assessment files updated (on-going) • Pupil Progress Reviews • End of term assessments for Reading, Writing and Maths • Update curriculum coverage maps
Summer 1	<ul style="list-style-type: none"> • Moderation meetings • Year 6/ Year 2 SATs • Year 1 Phonics Screening • Year 4 Times tables Tests • Local Authority SATs moderation meetings for Reception, Year 2 and Year 6 • Class assessment files updated (on-going) • Update curriculum coverage maps • SEN Target Setting
Summer 2	<ul style="list-style-type: none"> • Reading/Spelling Age Assessments • End of term assessments for Reading, Writing and Maths • SEN intervention trackers reviewed • Report EYFSP to Local Authority • Report Years 2 SATs results to Local Authority (TA) • Report Years 6 SATs results to Local Authority (TA) • Annual reports sent to parents • Transition Meetings Y6 • Pupil Progress Reviews • Analysis of SAT results. • Update curriculum coverage maps • Class handover meetings (current teacher meets receiving teacher to share information)