

LAVANT C.E. PRIMARY SCHOOL



Assessment for Learning POLICY

Written	Spring 2016
Review	Summer 2016

Assessment for Learning Policy

School Mission Statement: Learning together in faith – aiming for the best.

Rationale: Assessment is a continuous process, which is integral to teaching and learning allowing children to achieve their full potential.

Assessment is seen as:

“the process of seeking and interpreting evidence for use by learners and their teachers to decide where learners are in their learning , where they need to go and how best to get there” *Assessment for Learning: Assessment Reform Group 2002.*

At Lavant CE Primary School we endeavour to support all pupils in making better than expected progress in their learning as well as raise confidence and self-esteem. We see assessment in its many forms as central to this.

AIMS

- To ensure children progress, knowing their achievements and what they need to do next
- To ensure teacher planning is informed and adapted to meet the needs of all children
- To ensure Learning difficulties and strengths are identified quickly and appropriate help support and enrichment given
- To enable children to be involved in their own learning
- To internally track pupils attainment and progress
- To inform parents and carers of their child’s progress
- To gather information about the performance of individual children, groups and cohorts in order to inform target setting and to monitor progress
- To inform the Governing Body of the schools standards and achievements
- To have a consistent approach that measures school progress against National Standards.
- To provide information to inform the school’s strategic planning

Effective Assessment

At Lavant CE Primary School we believe effective assessment:

- Offers all children an opportunity to show what they know, understand and can do to improve
- Enables teachers to plan more effectively
- Helps parents be involved in their children’s progress
- Provides the school with information to evaluate work and set suitable targets

Monitoring and Evaluation

The Senior leadership team and SENCo work closely with the Headteacher to ensure progress is being monitored closely throughout the school. Reports are presented to the Governors at Teaching and Learning committee for detailed analysis and also updated at FGB.

All teachers are responsible for monitoring their own class assessments and acting on findings. Pupil Progress meetings are held each term to inform next steps in learning for individual children and, where appropriate, strategic intervention and enrichment.

Performance Management is used to identify targets in Reading, Writing and Maths for all teachers for the class they have. These are reviewed through our Performance Management Cycle.

Key Features of Assessment at Lavant CE Primary School Day to Day (Assessment for Learning , AFL)

Assessment for learning focuses on how children learn and is central to classroom practice and planning. Learning outcomes are shared with pupils (WALT) and teachers discuss with pupils how learning outcomes can be achieved.(WILF) AfL takes place on a daily basis and is integral to teaching and learning. Peer and self-assessment is encouraged throughout the school. Ongoing assessment of children's learning takes different forms including;

- Teacher marking of work and feedback – written and verbal
- Written feedback requires the children to respond to points raised and time is planned for this
- Planning of rich, probing questions to elicit and extend children's knowledge and understanding
- Children assessing and evaluating their own work and the work of their peers
- Capturing and recording learning in a variety of forms; observations of the children, photographs, use of post-it notes, children commenting on own learning
- Group work, which is teacher led or directed by an TA
- Conferencing with the children to enable dialogue about their work and learning
- Opportunities for purposeful, independent choices about learning pathways
- Review of progress and achievement against individual targets set for reading, writing and maths
- Formal summative assessments (Including National Tests)
- Weekly tests (Spellings, times tables etc.)

Reported Formal Assessment:

This is the formal recognition of achievement:

- Reception base line (Early Excellence)
- Completion of Foundation Stage Profile
- Year 1 phonics check
- Key Stage 1 and 2 SATs
- End of year report

Assessment tracking Systems

At Lavant CE Primary School we track pupils' progress against key performance indicators of the new National curriculum, national exemplification, national expectations and tests. Teachers make on-going formative judgements throughout the year and progress is tracked each term using the Primary.me tracking system against end of age/phase expectations. These judgements are also visually represented in class tracking 'windscreens' as advised by the Local Authority. Children's progress is discussed in planning meetings to inform next steps in learning and teaching, and all pupil groups are formally monitored and analysed each term during pupil progress meetings. Focus groups are:

- Gender
- Pupil premium
- Vulnerable pupils
- SEN pupils
- Higher ability pupils
- EAL pupils

Target Setting

We expect all children to be meeting their age expectations or making better than expected progress from their baseline starting points. Formal Targets are set for EYFS, Y2 and Y6. These are discussed, challenged and agreed with the governing body

Foundation Stage Profile

Information about a child is acquired before they even start school through:

- Home visits
- Early Years transfer records and discussions with play groups.
- A baseline assessment is carried out in the first six weeks. (Early Excellence)
- The Teacher also begins to complete the Foundation Stage Profile.

Children continue to be assessed in reception where staff will add information to the assessment profile for each individual. The team, make a summative judgement three times a year, based on information they gather from learning journals and small group and individual observations / assessments. This information is based on the same three categories as nursery - emerging, developing or secure within the appropriate 'Age and Stage' band for each individual child. Most reception age children are working within the 40-60 month stage. These are kept on a Foundation stage tracker. Teacher share their insights of children's learning at parent consultation meetings and next steps of learning provided of each prime and specific area of learning. Staff continue to complete a learning journey book of photos and comments. Parents and carers are able to contribute to this document.

Phonics in Key Stage 1

Children's progress is tracked ½ termly against each phonic phase using the schools phonic tracker and in Key stage 2 as appropriate.

Year One phonics check

All children in Year 1 will participate in the phonics check. This assessment will be administered by the class teacher. Results are included within the Year 1 end of year report.

SATS

Children in Year 2 and Year 6 are assessed during May. The results of these assessments are reported annually to the parents by the governing body. In 2016 new testing and reporting arrangements will be in place for Year 2 and Year 6.

End of year tests

Children in years 3, 4 and 5 complete end of year progress tests for reading, SPAG and Maths. The results of these assessments are analysed and assist class teachers in making their end of year teacher assessment.

Key Stage SATs and EYFS Analysis

The relevant class teacher, Deputy Head and Head analyse EYFS and Key Stage results using:

- Raiseonline
- Fischer Family Trust Data
- Epods
- Early Excellence

Inclusion/SEN

Lavant CE Primary School is an inclusive school and we work hard to meet the needs of all our children. Class teachers are responsible and accountable for the progress and development of **all** pupils in their class. High quality teaching is available to all children, including those with additional needs. We work hard as a school to ensure that all additional support in the classroom is deployed effectively. Where a child is not making the expected progress the class teacher will work alongside the SENCo, parents and external agencies (where appropriate) to plan tailored support. We follow the Assess, Plan, Do, Review cycle to ensure all children are monitored closely and make progress. We use Individual Learning plans and learning passports, where appropriate, which are reviewed with the child and parents termly. Mrs Jane Everard, our SENCo, is available to provide advice to staff and families. We also maintain a list of focus children who we monitor closely following any issues or concerns alerted by staff or parents. We have the same high expectations of all children and do not label any child by so called 'ability'. All children are encouraged to achieve their best and become confident individuals living fulfilling lives. See separate SEND policy for more information.

This policy should be read in conjunction with:

- Marking and Feedback Policy
- Teaching and Learning Policy
- SEND policy

This policy will be reviewed and amended summer 2016 in line with outcomes from the DfE report from the Commission on Assessment without Levels.

- Staff January 2016
- Governing Body March 2016

This policy should be read in light of the following:

Aims of the new National Curriculum

Following the announcement, by the Department for Education, of the removal of levels for the attainment and progress of children (2013) and the relaxation of restrictions on centrally led reporting requirements (Department for Education and Gibb, 2015 and Ofsted, 2015), schools have now been given the opportunity to conduct more 'assessment of the right kind', to offer task specific, personalised feedback and to become 'Assessment Professionals' by creating an assessment system that supports the learning of the individual children in their school. (Tim Oates, Chair of the expert panel for NC review).

Ofsted has stated the following:

- Ofsted recognises that marking and feedback to pupils, both written and oral, are important aspects of assessment. However, Ofsted does not expect to see any specific frequency, type or volume of marking and feedback; these are for the school to decide through its assessment policy. Marking and feedback should be consistent with that policy, which may cater for different subjects and different age groups of pupils in different ways, in order to be effective and efficient in promoting learning.
 - Ofsted does not expect performance- and pupil-tracking data to be presented in a particular format. Such data should be provided to inspectors in the format that the school would ordinarily use to track and monitor the progress of pupils in that school.
- (Ofsted inspections – clarification for schools, March 2015, No. 140169) 5

Schedule of assessment processes

All Staff

Baseline Formative assessments to start the year – Reading, Writing, Maths, EGPS, Phonics
SPAR & SALFORD tests

Performance Management Review and Target Setting

Autumn Term 1

Summative assessment to tracking system
New Cohort tracking windscreen
Pupils Next steps written and shared with parents

Autumn Term 2

Data Analysis & Pupil Progress meetings
Staff moderations
Summative assessment to tracking system
Revised cohort tracking windscreen

Spring Term 1

SPAR & SALFORD for intervention pupils
Summative assessment to tracking system
Revise Cohort tracking windscreen
Pupils Next steps written and shared with parents

Spring Term 2

Data Analysis & Pupil Progress meetings
Revised cohort tracking windscreen
Summative assessment to tracking system
Staff moderations

Summer Term 1

SPAR & SALFORD for intervention pupils
KS1 & KS2 NCTS
Years 3,4 & 5 formal assessment in Reading, Maths & GSP
Revised cohort tracking system
Staff moderations

Summer Term 2

Data Analysis & Pupil Progress meetings
Year 1 Phonics
Formal end of year written report
Transition meetings
Staff moderations

On going Formative Assessments through: Marking, Feedback, Observations, Targets, Assessment documents, Target setting, informal discussions, moderations

SLT / Subject Leaders

Autumn Term

National Data Analysis (Raiseonline, FFT, ePOD)
Supported Data Review
School Improvement Planning and Target Setting
Performance management Review and Targets
Monitoring / Moderation of Assessment
Pupil Progress Meetings
Whole School Data Analysis
Report to Governors

Spring Term

Performance management reviews
Monitoring / Moderation of Assessment
Pupil Progress Meetings
Whole School Data Analysis
Report to Governors

Summer Term

National Test Results Analysis
School Improvement Planning and Target Setting
Monitoring / Moderation of Assessment
Pupil Progress Meetings
Whole School Data Analysis
Report to Governors