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| Kimpton, Thruxton and Fyfield CofE Primary School | Effective Date:  | January 2016 |
| Policy and Procedure Statement                    |  |              |
| <b>ASSESSMENT POLICY</b>                          | Revision Date:   | January 2018 |
|   | Page No:   |              |
|   | Approval by the FGB<br>Signed.....<br>(Chair of Governors) | October 2016 |
| Head Teacher                                      | Mrs Zoe Newton   |              |
| DSL   | Mrs Zoe Newton   |              |
| Inclusion Manager                                 | Mrs Zoe Newton   |              |

*"Assessment and tracking should primarily serve the learner by ensuring that appropriate intervention can take place" Ofsted.*

*At Kimpton we believe assessment should be curriculum focused; how well have the children learnt and understood what we have taught them? We do not believe that children learn at a linear rate. Assessment takes place primarily to inform our future teaching and practices. We have created an assessment system that reflects what we teach and **how** we teach it.*

### **1. Aims and purposes of Assessment**

*Assessment is only meaningful if it:*

*Different stakeholders will use assessment in different ways:*

**Class Teachers:** *the sole aim of assessment by a class teacher is to establish how effectively they have taught the curriculum and how much the children currently understand. Teachers will use this assessment to inform future planning and practices.*

**Leaders:** *leaders will use the assessment to identify: whether individual children are making good progress; whether the children's progress is in line with school wide targets; how well the school is doing comparison with other similar schools; what aspects of our curriculum need to be strengthened.*

**Parents:** *is my child making progress? What can I do to help?*

**LA and Government:** *how is the school doing in comparison to other similar schools; how has the school identified its priorities for development; how is the school working towards these priorities?*

## **2. PRINCIPLES OF ASSESSMENT**

*Assessment should:*

- *be based upon a common and agreed approach in the school*
- *take place in a familiar, supportive environment*
- *raise an expectation of success rather than failure and show pupils how to build on strengths while developing strategies to overcome weaknesses in their work*
- *ensure pupils understand what is required of them*
- *provide for the regular collecting, reviewing and recording of assessment information*
- *address equality of opportunity*
- *identify the next steps of learning*
- *be planned into medium and short term plans*

## **2. Forms of Assessment**

### **2.1 DIAGNOSTIC**

*Diagnostic assessment is essential when teachers start to work with a class or group of children; it establishes what the children know and can do already so that teachers can effectively plan the curriculum.*

### **2.2 SUMMATIVE**

Summative assessment sums up the child's achievements for parents and a new teacher or new school. It provides overall evidence of the achievements of a pupil and of what he/she knows, understands and can do so far. It also allows us to compare past and present achievement of pupils in order that progress may be confirmed. At Kimpton summative assessment consists of: GLD (EYFS), KS1 statutory teacher assessments (Year 2), KS2 statutory tests (Year 6), end of year tracking against ARE standards (Years 1, 3, 4 & 5).

### **2.3 FORMATIVE**

Assessment for learning takes place in all lessons. It underpins what we plan and teach and allows children to make the best progress they can against national standards. At Kimpton we teach in a 'focus group' style. In all classes there are learners of differing abilities. Our 'Focus Group' teaching style allows us to approach these groups individually within a lesson. Suitable learning opportunities are provided for all children through careful assessment and planning. We use a range of strategies to engage and teach children.

Although work is differentiated it is a differentiated path to the same objective (as outlined by the NC for that year group). Teachers utilise the opportunity to work with all learners throughout the lesson. This 'real time' assessment means that teachers are able to work with fluid groups and constant assessment has an impact on children's progress.

Formative assessment can take many forms: honesty cards, questioning, marking and feedback, discussions and observations. Teachers may, if they choose, make annotations on plans to inform the next lesson. Lesson-by-lesson assessment is imperative to ensure all learners make excellent progress.

### **3. PLANNING FOR ASSESSMENT**

Planning is a statement of intent and not a guarantee of learning. The real curriculum is not what we put in but rather what the pupils take away.

In planning for assessment, the focus should be on recognising achievement and identifying areas for development. The principles underpinning this are:

- The assessment process must enhance the child's learning and the teacher's teaching.
- The assessment process must include the child, aiming for the child to become part of the evaluation process.
- All assessment processes should be manageable and useful.

Planning for assessment is an integral part of both medium and short-term teaching/learning plans. To ensure assessment informs planning, the class teacher annotates plans where appropriate so that the children's progress can be continually monitored. The information gives the teacher the relevant information to alter any future plans. Opportunities to assess what children have learnt are planned in daily, weekly and at the end of units. This day-by-day assessment ensures that children remain on track. Teachers can annotate their medium term plan appropriately and also use 'Trackers' to track children's progress across a phase of learning (See Tracking and recording progress section)

### **4. SHARING LEARNING OBJECTIVES AND LEARNING OUTCOMES**

Assessment for learning requires children to have a clear understanding of what they are trying to learn (learning objectives), how they can recognise achievement (learning outcomes), what 'good' looks like (success criteria) and why they are learning this in the first place (the big picture).

**Learning Objectives** in lessons are important because they help to secure progress towards the medium-term and longer-term objectives. They support planning and help focus the teaching on what the children need to learn. They help children see the point of individual lessons or sequences of lessons.

**Learning outcomes** are important because they focus on children's achievement and help teachers design lessons that enable children to do well. As important as clear learning objectives are, it is the clarity of the learning outcomes that most helps children make good progress of a sequence of work.

This 'journey' will also be displayed on a 'Working Wall' within the classroom (one for English and Maths). This enables children to see the progress they are making and shows steps across a longer teaching sequence towards the final outcome.

**Success Criteria:**

- are based on the objective, and should shape the teaching and modelling and provide the children's focus while they are working
- is the key focus for the teachers' and children's feedback.

We use several methods to convey success criteria to children: WAGOLLS (What A Good One Looks Like); checklists; self-assessment; criteria displayed on a Working Wall.

To help children to be involved with their learning teachers will:

- Share the learning objectives with them, using language they understand, and make links with prior learning.
- Discuss with the whole class and with groups what they will be able to do as a result of their learning.
- Clarify standards through explaining, modelling or providing examples of good work using understandable success criteria to help them judge quality.
- Refer to the criteria throughout the teaching sequence, using teacher feedback, questioning and whole-class, group and paired discussions.
- Review progress and achievement together, throughout and at the end of a teaching sequence.
- Encourage children to identify for themselves when they have met success criteria.

Teachers should ensure that learning is effectively structured over sequences of lessons as well as within lessons. They should use the cycle: '**assess, plan, teach, practise, apply and review**' within a focus group context. Focus group teaching will provide the teachers with opportunities to: to observe children systematically, to structure their learning and to monitor their progress. Plenaries provide regular opportunities to carry out these observations.

#### **4. TRACKING AND RECORDING ASSESSMENT**

At Kimpton we make use of the Hampshire Assessment Model (HAM). This model runs across 3 phases for Maths, Reading and Writing. The model informs teachers what to assess during that particular phase. It is not a checklist of what to teach when. Every class teacher keeps a tracking document for their whole class for reading, writing and maths and these are updated regularly in time for a data drop. These 'drops' occur in November, February and May. The tracking system allows teachers to identify which objectives have been met by individual children in their class as well as identify whole class performance. SEN, PP and Forces children are analysed within specific groups on these trackers; allowing teachers to track vulnerable groups with ease. Children are assessed as secure (S), Working Towards (WT) or Progressed Further (PF) against all objectives for that particular phase. Teachers are aware of what Secure, Working Towards and Progressed Further looks like through careful use of the criteria for each phase created by the school.

At the end of each phase trackers are analysed by the maths and English leaders who will then report findings back to teachers. Teachers are encouraged to analyse their own

data and look for trends in the class. Objectives which are not met are acted upon quickly and swift intervention is put in place to ensure all children remain 'On Track'

## 5. IPPS

Each class teacher will keep Individual Education Plans for those children who are on the SEN Register. Parents will be informed, in writing, when their child is put onto and taken off the SEN Register. The targets and work for these children needs to be assessed and reviewed at agreed times with Learning Support Assistants and the SENCo. Copies of IPPs are held by the SENCo. All IPPs need to be shared with parents and pupils, who must sign a copy of the document, along with the teacher and SENCo. This may be carried out during a meeting scheduled with the SENCo or at Parent Consultation Evenings.

## 6. ANALYSIS OF PUPIL PERFORMANCE AND TARGET SETTING

| ASSESSMENT                                    | OUTLINE  |
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| <b>Foundation Stage Profiles</b>              | <p>In YR, children will be assessed using Foundation Stage Profile. From ongoing assessment against the stepping stones, we evaluate individual's strengths in the key areas and this enables us to establish the child's next learning requirements. This is followed up by the setting of school and home targets. These targets are reviewed and updated termly with parents and the class teacher. At the end of YR, we will use Target Tracker to convert points from the Profile to National Curriculum Levels and these will be used to set individual targets in attainment for the end of KS1.</p> <p>Children still working within points 1-8 of the profile will continue to be assessed against FSP criteria in the Autumn term of Yr 1 and targets set.</p> |
| <b>Termly Tracking using NC levels</b>        | <p>Each term, teachers from Y1 - Y6 will be expected to identify a 'best fit' level for each of their pupils in Reading, Writing and Maths. This will be entered onto the Termly section of Target Tracker. Members of the Leadership team will lead cohort meetings to discuss any children not making expected progress and to identify appropriate intervention for them. In September, the HT will work with each cohort to analyse the attainment of their new children, to set targets for the end of year and to identify intervention strategies and allocation of resources.</p>  |
| <b>Key Stage National Assessment analysis</b> | <p>Following the completion of Key Stage 1 and Key Stage 2 National Assessments, we will evaluate key factors in performance and analyse the implications of the pupils' performance in terms of the curriculum we have provided, our expectations of the pupils, and the preparation we have given them. This will be shared with all staff at the beginning of September and, where appropriate, adjustments made to our curriculum planning and approach. These analyses will also be shared in with Governors.</p>   |
| <b>Optional tests for Y3 and Y5</b>           | <p>We will complete optional QCA tests in reading and maths in the final term of these academic years. Writing assessments will use Ros Wilson criteria. These will provide us with standardised and national curriculum level data in order to track individual and cohort progress using Target Tracker. Year Leaders will be expected to complete a brief analysis of each cohort's strengths and weaknesses and feed this information to the subsequent teachers. Pupil attainment in these KS2 tests will be entered into Target Tracker for comparison with Teacher Assessment.</p>  |

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| <b>Mid Key Stage 2 SATs</b>      | The scores from the Y4 QCA test will be submitted to County for tracking. Analysis and tracking will follow the same format as for Y3 and Y5 above. In addition, the Leadership team will use County data for comparison on receipt of the Transition Matrices in the Autumn term.   |
| <b>Standardised Scores</b>       | Twice yearly, in May and October, we will carry out progress assessments in reading and spelling for all pupils in years 2 to 6. These scores are standardised and will allow individual pupils' progress to be monitored. We will consider next appropriate targets for each child. This will allow us to establish general trends, as well as those children who are making disappointing progress against their earlier performance. By carrying out these assessments, we are then in a position to ensure pupil groupings and make SEN decisions before September. These tests will be automatically administered to any new pupils arriving at the school and the data entered into the tracking system. Any pupils qualifying for School Action or School Action Plus must be added to the Special Needs Register, on consultation with the SENCo, and appropriate steps should be taken to ensure their learning needs are met.  |
| <b>DEST - SYDNEY</b>             | Completed at the end of year R to inform intervention work in year one   |
| <b>Writing Assessment Files</b>  | Each half term, teachers will carry out a levelled assessment on a piece of writing for each child. Key Stage One using a combination of NC level descriptors and APP. Key Stage Two using predominantly Ros Wilson criteria and APP. These will be moderated within the Year Team. Areas for development from these pieces will be used to inform future planning and for individual target setting. Conferences will be held with individuals and groups to discuss next steps. Teacher assessment of these pieces will be able to inform judgements so that all class teachers are able to make a 'best fit' level for pupils at the end of each term. This will be entered onto Termly Target Tracker.   |
| <b>Subject Leader Portfolios</b> | In order to monitor achievement and progress across the two Key Stages, it will be the responsibility of subject leaders to collate examples of work from each year group. These will need to be moderated levelled examples. The portfolios may also include photographs of work and displays.  |
| <b>Termly Target Setting</b>     | Our system for setting pupil targets in Maths, Writing and Reading has evolved over the last few years. A yearly cycle from Year 1 involves: <ul style="list-style-type: none"> <li>I. Standardised test results, targets from individual pupil reports to parents and core subject assessments being used in June/July to set writing targets for the new academic year. These targets are passed onto the next teacher. Teachers need to be flexible in their approach to setting these targets - grouping pupils where appropriate and setting individual ones where necessary. These can be negotiated with the pupils themselves.</li> <li>II. In Year 6, teachers should also share SATs predictions with their pupils, and likewise the parents during consultation evenings. At the end of the first half term, these targets should be reviewed. Any targets not achieved can be carried over into the next half term and new targets can be set, in consultation with the child. A traffic light system may be used for younger children: red - I haven't understood; amber - I'm getting there; green - I can do this.</li> </ul> |

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|                         | <p>III. Teachers will continue to set one or two focused writing targets for children each term or as required. In the 2<sup>nd</sup> half of the summer term, targets will be set ready for the new academic year by the current teacher (as outlined above).</p> <p>Target setting can also take place as an ongoing process through marking and response.</p>   |
| <b>Science Tracking</b> | <p>Each teacher will have a progression grid outlining targets for each level in AT1. They will use this, in the same way as for APP grids in English and Maths, to track coverage of key skills for the class. It will also be used to help teachers to assess where each child is at the end of the year and give a 'best fit' level. These levels will be entered into Target Tracker to allow the Science Manager to track progress.</p> <p>Teachers will also keep simple records showing which children are performing above and below the planned expectations for the year group in each unit of work.</p> |
| <b>ICT Tracking</b>     | <p>Each teacher will use level descriptors to assess and monitor progress in ICT.</p>  |