

**Sherwell
Valley** PRIMARY
SCHOOL

"Education today for the world tomorrow"



Policy for Assessment

3.4

Rationale

At Sherwell Valley, we are: **Inspiring one another to achieve our potential**

There are three foundations to our work

1. The **belief** that all our pupils **can** become confident and effective learners
2. The **ambition** that all our pupils **will** become confident and effective learners
3. The **actions** that ensure that all our pupils **do** become confident and effective learners

All our actions will have an emphasis on **Team-work** and on **Coaching**.

Highly effective teaching enables children to reach their potential.

Highly effective teaching depends on assessment because prior learning is such a significant determiner of a learners ability to secure new learning.

“The most important single factor influencing learning is what the learner already knows. Ascertain this and teach him accordingly”

(Ausubel, 1968, quoted by Wiliam, 2016)

PURPOSES

- To enable great teaching
- To identify misconceptions
- To ensure continuity and progress
- To identify gaps in learning
- To identify contexts in which the child learns best
- To identify children's strengths
- To inform parents of the child's attainment and progress.
- To allow for evaluation of our effectiveness of a school
- To satisfy Department for Education (DFE) and National Curriculum 2014 (NC) requirements.

GUIDELINES

CURRICULUM PLANNING

1. Long term planning should address the identified needs of the school as well as the NC 2014 and EYFS requirements.
2. Medium term planning should address the needs of each class.
3. Short term planning should consider directly each child's needs in weekly and daily plans.
4. In the EYFS, planning is particularly built on the interests of the child

Teachers plan together in year groups a half a term in advance or where appropriate according to learning experiences and the needs of both the cohort and classes, referring closely to NC 2014 and long and medium term curriculum overview plans.

Learning experience medium term overviews are sent to the Head Teacher before each new experience and then distributed amongst all curriculum coordinators. Parents also receive a 'child friendly' version of this plan to support the learning at home. All learning overviews and curriculum overviews are made available on the school website.

Teachers in each year team meet weekly to share planning and discuss the progress and learning of their classes to inform future planning.

As part of joint planning, opportunities for assessment within a task are identified and pursued.

Subject Coordinators and Year Leads keep an up-to-date record of curriculum coverage.

SMLT undertake a range of activities including monitoring planning, observing lessons and sampling work and planning to ensure progression and consistency.

ASSESSMENT PROCEDURES

Responsive Teaching

The most important process and that most valued at Sherwell Valley is our Responsive Teaching - the day to day assessments (formative assessment) made by teachers.

These assessments recognise what children can do and what is required to move their learning forward and are used to make immediate adaptations to teaching. This area of assessment is our priority for teacher effort and work.

A range of teaching techniques support our Responsive Teaching. Our emphasis is not on techniques but on impact. (Formative Assessment activity is only formative when it leads to changes and adaptations.)

Objective tracker is central to our processes of Responsive Teaching. It is used to track and monitor the progress of children, identify gaps and provide next steps. Teachers use objective tracker to inform planning, to challenge and provide support and to make accurate judgements about children's learning.

Summative Assessment

A single broad judgement of current attainment is updated three times per year and recorded on our online system Insight.

These judgments are based on ongoing records in reading, writing and maths.

Teachers will use a range of formative and summative evidence throughout the year to make a judgement on the child's ability to meet age related expectations and the depth of knowledge and understanding the child shows for its current year group objectives.

Objective tracker also contributes to teachers broad termly judgements. Year groups meet and discuss objective tracking in order to inform next steps and planning.

Standardised tests are also used to contribute to these broad judgments and to pinpoint particular areas for focus. Currently we use the following selection of tests:

Y1 Summer – PIRA (Reading)

Y2 Au/Sp – PIRA (Reading) + KS1 SATs

Y3 Au/Su – NFER: Maths, Reading, Grammar, Spelling

Y4 Au/Su – NFER: Maths, Reading, Grammar, Spelling

Y5 Au/Su – NFER: Maths, Reading, Grammar, Spelling

Y5 Au/Su – NFER & PiXL: Maths, Reading, Grammar, Spelling

Y6 Au/Sp/Su – PiXL: Maths, Reading, Grammar, Spelling & KS2 Standards Tests

At the end of each term broad judgment data is analysed by the SMLT, Year Leads and class teacher.

This analysis forms the basis for conversations about pupil progress with each class teacher.

SMLT use this data to analyse all groups across the school as well as groups and individuals within year groups and classes. From the data and pupil progress conversations, the class teacher and a SMLT member will identify areas for improvement and apply appropriate action and resources.

Class teachers are held accountable for their formative and summative assessments and to take initiative on how best to support children so all achieve their potential. The ability to give an account of children's attainment and progress and to plan effective responses is a key factor in our evaluation of teacher performance.

Each class teacher completes and updates a class Pupil Progress Review for all children – showing general context, progress notes, current focus and evaluation of impact (later on in the year, a column for transition).

Moderation of judgments takes place within year groups, between year groups and with other schools, with a particular emphasis on Writing judgments.

The school takes part in end of KS tests and assessment set by the Department for Education. These are:

- EYFS Profile
- Phonics Screening (Y1)
- KS1 SATs (Y2)
- KS2 SATs (Y6)

Information from these assessments is reported to parents and is analysed within school to inform planning and actions.

REPORTING PROGRESS

Opportunities for parents to speak informally with the class teacher and for teachers to reciprocate in anticipation of a difficulty are encouraged.

There is a formalised system of parent/teacher discussion by appointment for private time in Autumn

and Spring terms. All parents are expected to attend and are given appointment times.

Parents who do not attend are contacted and encouraged to make an appointment after school to see their child's teacher.

Discussion may include pupil progress and attainment, behaviour and attitude, possible ways to support at home etc. Children's books will be available to inform these discussions. Parents will be reminded via newsletters that evidence of working books is only part of a child's work in school. Assessed work may also be oral or practical.

In 2016-2017 we have successfully piloted Structured Conversations – longer coaching-led parent appointments, focussed on understanding a child's strengths and setting shared goals. This will continue into 2017-18.

In EYFS and Year 1, a regularly updated online Learning Journal (Tapestry) is used to inform parents of progress and strengths frequently through the week. From Year 2 onwards, a similar online communication system (Class Dojo) is used to inform parents about their child's learning.

Every half-term learning is celebrated through Open Classrooms – an afternoon session, where parents can look in detail at books and other achievements.

Annual reports are published in the Summer Term for each child. These focus on the child's reflection about their learning; their progress and attitude through the year and their next steps.

FEEDBACK AND MARKING

We use accurate assessment as our basis for effective feedback. Our Feedback and Marking Policy sets out how we impact on pupil learning through the consistent use of effective marking and response from Nursery to Year 6.

TARGETS

We use national benchmark targets based primarily on pupils prior attainment to ensure that we have appropriately high expectations of pupils.

SMLT set cohort targets for year groups and vulnerable groups through Fischer Family Trust Aspire. Benchmark targets are set based on rates of progress compared to other schools, who fall within the top 20% of schools nationally (with similar characteristics as Sherwell Valley).

The Pupil Progress Review documents take close account of these targets and translate them into actions for individuals.

Year groups create shared IPST 'six-week' improvement plans to address identified needs. These are scrutinised and monitored by SLT.

Class teachers set and communicate learning targets to pupils in order to ensure progress, motivation and engagement.

TRANSITION

Records of children's current position are passed from class to class by the following, which should be

given to next year's teacher in July:

- Pupil Progress Review document
- Information from Standardised Tests
- Insight Records
- Latest completed exercise book in Maths, English and Science.
- SEN notes for all children

Records and discussion between teachers, are used to ensure continuity and progression from class to class.

A Summary Of Assessment For Learning

We continue to engage with the original 'five strategies' of Formative Assessment

Clarifying, sharing and understanding learning intentions and success criteria
Organising effective discussions and activities that elicit evidence of learning
Providing feedback that moves learners forward
Activating students as learning resources for one another
Activating students as owners of their own learning

(William)

These five strategies are helpfully articulated as seven steps to Responsive Teaching (our preferred term for AfL)

Determine exactly what students need to know and be able to do
Align every aspect of lesson to that purpose
Show students what is expected
Respond to understanding within lessons
Respond to understanding between lessons
Provide feedback that causes improvement

(Fletcher-Wood)

Responsive teaching depends on excellent planning

A teacher's planning should provide opportunities for both learner and teacher to obtain and use information about progress towards learning goals. It also has to be flexible to respond to initial and emerging ideas and skills.

Learners should understand the goals they are pursuing and the criteria that will be applied in assessing their work. i.e. models, demonstrations, WAGOLs and success criteria

Responsive teaching is central to classroom practice

Teachers work to listen regularly and deeply to what learners say, watch what they do and ask focused open ended questions to check understanding, enabling them to make careful judgments about how learning can be furthered.

Responsive teaching promotes commitment to learning goals and a shared understanding of the

criteria by which they are assessed

For effective learning to take place learners need to understand what it is they are trying to achieve - and want to achieve it. Communicating assessment criteria involves discussing them with learners using terms that they can understand, providing examples of how the criteria can be met in practice and engaging learners in peer and self-assessment.

Learners should receive constructive guidance about how to improve

Learners need information and guidance in order to plan the next steps in their learning. Teachers should:

- pinpoint the learner's strengths and advise on how to develop them
- be clear and constructive about any weaknesses and how they might be addressed
- provide opportunities for learners to improve upon their work.

Assessment for learning develops learners' capacity for self-assessment so that they can become reflective and self-managing

Teachers should equip learners with the desire and the capacity to take charge of their learning through developing the skills of self-assessment.

Techniques for Responsive Teaching (to be updated)

EYFS

- Pupil conferencing –every term
- Parent conferencing – every term
- Learning together sheets
- Tell us about fists – sheets
- Thumbs up/down
- Talking
- Demonstrate good/best work
- Circle time
- Questionnaires
- Observations
- Feeling fans

Year 1 and 2:

- Showing whiteboards
- Fans / letter cards
- Clocks
- Demos to each other in Leap for Life – identify good points and areas to improve on
- 2 stars and a wish in marking
- LSA observations
- Red, yellow, green circle on a sheet
- Quizzes
- Conferencing once a term

- Talking

Year 3 and 4

- Thumbs up/down
- Smiley faces
- Go and stand – grading emotions pictures
- Chain letter – write a fact and fold it
- Commit and toss
- Fist to 5
- Question of the day / week to challenge
- Peer assessment
- Posing questions for each other in a quiz format / choosing each other
- Success criteria
- Follow me / link cards
- 3 things I have learnt
- 2 things to take away
- I have struggled with
- Observations
- 2 stars and a wish
- Pupil meetings
- Ticking against criteria

Year 5 and 6

- Reflective journals
- Success ladders after blocks of maths
- Success criteria specific to writing focus - smiley / plain faces
- 2 stars and a wish
- Questioning throughout the lesson
- LSA observations
- Whiteboards
- Flashcards – linked to the traffic light system
- How hard did you have to try?
- Colour dots on books