Christ Church Primary School

Learning, developing and growing together into the people that God intends us to become.

Assessment Policy

Revised December 2016, to be reviewed December 2019

Introduction

At Christ Church Primary School we believe that assessment is a continuous part of learning and teaching. We use assessment to inform us about children's learning and believe that evaluating a child's progress with the child themselves is vital in raising standards and ensuring all pupils fulfil their potential. Assessment is an integral part of our planning, evaluating, recording and reporting cycle.

In our policy the term 'assessment' is based on the Black & William definition:
'the term assessment refers to all those activities undertaken by teachers and by their students in assessing themselves, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged'. (Black & William 1998)

Our school definition of Assessment for Learning (AfL) is:
"We think about what makes our learning good, where we need to go next and how we will get there."

We aim for assessment to be at the heart of teaching and learning and for it to be:
- fair in that it is inclusive of all
- honestly moderated and judged
- ambitious with its high expectations
- appropriate with its purpose clear and with a wide range of evidence
- consistent with other assessment methods in the school and amongst other schools
- providing meaningful information for teachers, parents, pupils, school leadership, governors and the Government

Aims

Our aims in assessing children are:
- To identify children's starting points
- Develop motivation and responsibility for learning by giving the learner a clear understanding of their current strengths, (next steps) and how to get there
- To enable learners to know how to achieve through developing self-assessment
- To ensure we can inspire children to make greater effort and believe that, through hard work and practice, more can be achieved
- To adapt teaching in response to identified learning needs – providing a differentiated curriculum that challenges all learners to enable children to achieve their potential by the end of a year or key stage.
- To enable children and teachers to celebrate all achievements across a broad and balanced curriculum, including sport, art and performance, behaviour, and social and emotional development
- To ensure continuity and progression for children's learning within and across year groups.

- To provide information for colleagues within the school, parents, governors, the L.A. and outside agencies.
- To ensure that the legal requirements for assessing, recording and reporting are met.

At Christ Church Primary School, we believe that effective use of assessment will lead to…

Teaching staff who:
- analyse pupils' oral and written responses so as to adjust the pace, content or methods of teaching
- use any baseline assessment, teacher assessment and testing to modify teaching so that children achieve the expected standards by the end of year or key stage
- review and track pupils' progress to inform teaching and next steps for individuals, groups and the whole class
- use evidence of children's progress to modify planning
- plan differentiated work for all abilities
- assess the achievement of each pupil against all the relevant criteria at appropriate times of the school year
- use assessments to aid the transition of children between year group and key stage.
- are aware of children who are or are at risk of underachieving.
- are regularly trained in our approach to assessment.

Pupils who:
- understand how well they are doing and what steps they need to take to help them improve
- know that mistakes are inevitable and that they can learn from them
- understand comments made on their learning, any next steps set and how to go about reaching them.
- are able to say what they think about their learning and comment on their next steps and are clear about the criteria used to assess their work

Parents who:
- have a clear understanding of the progress their child is making
- know how well their child is doing compared with others of the same age and national expectations
- feel confident in approaching the school to discuss any concerns they might have about their child's learning

Planning for Assessment
We believe that **Assessment for learning** is the most powerful tool in enabling children to develop their learning. As such we approach all our planning for learning with an assessment for learning approach. The general methods we use are listed later in this policy (see "Methods of Assessment"). Specific strategies which are used to enable learners to be involved in both their learning and assessment of their learning are listed in the **appendix to this policy**. This appendix will continuously evolve to reflect the strategies and methods we are currently using as a school based on evidence-based practice and research.

Our lesson plans show learning objectives and we strive to ensure that all tasks set are appropriate to each child's level of ability. For instance, teachers might include objectives that are

assigned to the year group band below for certain children. Teachers evaluate all lessons to show those children who are 'working below' the expected level for the lesson, who are 'working within' the expected level or who are 'secure' in the objectives taught and use this information in future planning.

Assessment of learning, sometimes including summative assessment, occurs regularly throughout the term, i.e. at the end of topics for Reading, Writing and Maths. These results are shared with parents at parent consultations and in the termly reports.

Recording Assessments
The purpose of recording is to help teachers monitor pupils' progress against age related expectations and set targets.

Short term recording
- Evaluation of lessons on weekly planning to show individual or groups of pupils' progress towards planned objectives. Evaluations could include comments about any observations made, verbal answers given or any work produced.
- Verbal assessment practices:
  - make explicit to pupils the criteria for assessment
  - use questions to check understanding
  - use different types of questioning to enable pupils to self assess
  - use plenaries and reflection time to check and reinforce learning
- Mark/respond to pupils' work including points for improvement/development as appropriate.

Medium term recording
Termly records on Target Tracker will be made to allow teachers to compare a child's progress over time. Target Tracker uses the Key Performance Indicators, drawn up by the NAHT to record whether children are on track to meet expectations by the end of each key stage. Teachers assess whether children are beginning, working within or secure on the key performance indicators for each year group. Children are expected to be very secure in the objectives assigned to one year group and be able to apply their learning in multiple contexts before moving on to the learning from the next year group. A child who is secure on at least 70% of the key performance indicators assigned to a year group would be described as having reached a secure level for that year group and on track to meet the expectations at the end of the key stage.
Recorded assessments will inform any discussion with parents and carers, as well as forming the basis for target setting for improvement with individuals or groups of children.

Termly progress review meetings are undertaken between class teachers and the head teacher to consider the progress of every child in a class.

Governors assure themselves of the rigour of the assessment process through careful questioning at curriculum meetings.

Long term recording
Recorded assessments will be:
- Foundation Stage Profile
- Statutory Assessments at the end of Key Stage 1 and Key Stage 2
- End of year teacher assessments in Y1, Y3, Y4 and Y5

Methods of Assessment

Assessment at Christ Church Primary School can involve any of the following activities:

- Discussion
- Observations
- Questioning
- Marking and responding to children's work
- Formal tasks and tests set by the teacher
- Diagnostic tests
- Standardised tests (e.g. NVR, end of Key Stage tests)
- Regular Moderation of children's work – within subjects, across year groups, between year groups in school and with other schools using the NAHT Key Performance Indicators
- Interviewing children
- Work sampling

All assessment information will be used to:

- review next steps so that they are realistic and challenging.
- review and, if necessary, adjust curriculum provision in terms of breadth and balance.
- analyse records to help clarify patterns of performance over time and responses to specific teaching practices.
- inform the governing body of the school's standards and improvement.

Reporting to Parents

We hold parents' evenings in the Autumn and Spring term to share with parents the progress being made by their child and share, by means of a short reporting document, the next steps in their learning. In the Summer term we provide a further short written report on progress and hold child led conferences whereby we invite the parents in to look through the books under the direction of the child. At any time parents are welcome to talk with their child's class teacher about their child's progress.

Feedback to pupils

We believe that feedback to pupils is very important, as it tells them how well they have done and what they need to do next in order to improve their work. We give children verbal feedback whenever possible and write comments on children's work during marking if appropriate (see Marking and Feedback Policy).

Time is allowed for the children to absorb, and where appropriate, respond to any written comments teachers have made. We do this to ensure that the time our teachers spend marking really has an impact on the children's learning.

We value self and peer assessment to enable children to understand their own learning.

Please see the Marking and Feedback Policy.

Monitoring and Review

The assessment co-ordinator is responsible for the overall monitoring of the implementation of this policy. Subject co-ordinators are responsible for the monitoring of assessments for their curriculum area. Routine monitoring through lesson observations, planning trawls and book scans will provide

feedback about implementation of this policy throughout whole school practice. The outcomes and actions from this monitoring will be fed back to staff.

The head teacher meets with class teachers at the end of each term, when the class data has been updated on Target Tracker, to discuss progress and raise awareness of any child or group who may be underachieving.

Termly moderation meetings enable teachers to make consistent judgements within a subject, across a year group, between year groups and across the school in summative attainment judgements of Reading, Writing and Maths. In addition the school will moderate with other local schools to ensure that standards for each year group are consistent across schools.

This policy should be read in conjunction with our Teaching and Learning Policy and our Marking and Feedback Policy.

Appendix: Examples of Assessment for Learning strategies being used.

Appendix 1
Christ Church C of E Primary School Opportunities for Assessment for Learning

Suggestions are by subject, however not restricted to the subject they are under – most are transferrable

"We think about what makes our learning good, where we need to go next and how we will get there."

Subject	AfL Tactic	Differentiation
ALL	**What makes a good … ?**	**What if they know it already?**
English	**Anonymous Writing** – Can be used to establish **success criteria** at the start of a unit before children write their own; OR can be used during a unit to assess how well a piece meets success criteria to allow children opportunity to reflect; OR could be used to present two piece of writing to children to ask them which is better and why to think about the criteria associated with a piece of writing.

What makes a good *recount* ? Use this question after reading several examples of a specific text type to generate with children what the **success criteria** are.
(NB Really useful to decide for yourself what the success criteria for different genres are prior to a unit of work in that area as it secures for you the skills you are aiming at achieving.) | **Anonymous writing** can be pitched at a suitable level for the class, group or individual. It can be lower than their usual level to encourage them to make improvements and feel successful and it can be higher than their usual level to model for them the next steps in writing.

What makes a good *recount* ? Can be created at group level to allow you to target specific next steps with each group. |
| **English – Text types**

Success Criteria | When creating success criteria for different text types in English refer to the books "**Developing Early Writing**" and "**Grammar for Writing**" which encapsulate the key criteria for each genre. Prior to establishing these with the children for writing, you should ensure that the children are very familiar with the criteria to be set from reading many examples of the genre and identifying these features. | |
| **Science** | **Odd one Out.** Show children 3 pictures as a starter at the beginning of a science lesson to encourage them to make connections and demonstrate their understanding

What makes a good *prediction?* Use the 'what makes a good' idea to define criteria for the different aspects of an investigation.

I can statements Use the 'I can' statements given with the planning to establish with children what they need to be able to do. | **Odd one out** – open ended activity naturally at different levels as children work independently or with talk partners at their own level.

What makes a good … ? Using the 'what makes a good' with groups at different levels you can scaffold their AT1 work more or less depending on the needs of the group and you can extend them by having more specific and precise criteria e.g. Measure the liquid accurately to the nearest cm3.

I can statements are given on the planning at different levels for the children. |
| **RE** | **Achieve a balance:** of theoretical / practical; knowledge / understanding and skills; RE beliefs / shared experiences / individual beliefs | **About RE learning, not access to curriculum only.** What if they know it already? |

	Learning about (AT1) and Learning from (AT2) religion.	**Focus on AT1 and / or AT2** and use the '**I can statements**' to establish criteria for the lesson. Use these to plan appropriate questions to extend the able.
Maths	**Open ended investigations / Questions as a group or individual activity:** e.g. rather than set a task counting in 2s ask the children "How do I know I am counting in 2s or what happens when I count in 2s?" Children will then for themselves unpick the skills and strategies necessary and have a deeper understanding of the concepts Use probing questions. See appendix 2	
Maths "What I Need" (Success Criteria)	In maths learning, it is usually **necessary for children to experience** calculations or problem solving for themselves **before** they are able to stipulate **success criteria** for how to do it. To begin with therefore, it is useful to generate success criteria at the end of a lesson or episode with the children. These can then be revisited and refined in later sessions. To develop this rather than "What makes good…" the phrase "**What I need…"** Can help children articulate the necessary steps involved in the maths learning e.g. "What I need to round a number to the nearest 10."	
Behaviour General	**What makes a good line? –** This is a good starting point for setting expectations for behaviour around the classroom / school etc. Also a good way for us to achieve consistency between teachers and support staff.	
Art	**A or B technique.** Show children two paintings – they can be children's learning or they could be published pieces within the style you are learning about. Ask them which one they like best and why? If you are using children's work ensure it is anonymous and be sensitive to children's needs. This enables children to identify the specific elements and techniques within the piece which can then be used to generate success criteria. **I can statements for Art:** When planning art learning, I can statements can be used to enable children to focus on the specific skills they are practising. These are available on the art area of lgfl or from the art co-ordinator.	

Appendix 2 Question types

Classifying questions gives us a language for talking about the different types of questions and enables us to improve the levels of questioning going on in classrooms. Classification of types of questions is not clear cut and there is some overlap between the different types of questions.

Questions can be classified as:
- Prompting questions
- Probing questions
- Promoting questions

Prompting questions –tend to ask the children to state a fact for an answer.
- Direct children to the knowledge and skills they have learned and can apply
- Help children to use knowledge to derive new facts and skills
- Help children to get started with problems – to understand the problem and decide how they will begin to tackle it?
- Draw children's attention to alternative approaches, methods or ideas they have used previously
- Offer children simpler starting points and illustrations of how they might tackle a problem.
  - What will be the next number in the sequence?
  - How many different ice-creams can you make if you have 3 flavours of ice cream and 2 scoops on a cone?
  - How many ice-creams can you make with vanilla on the top?

Probing questions – tend to ask children to EXPLAIN
These are brilliant questions for developing children's understanding of maths. They can also show up misunderstandings
- Establish the extent to which children's understanding is secure
- Helps children to identify and correct any errors that they have made and why they might have made them
- Encourage children to review their ideas and methods and seek ways of improving their work
- Support children in articulating their strategies and choices, and the use of correct mathematical vocabulary and notation
- Sharpen children's thinking skills and ability to hypothesise, test and justify.
  - What do you notice?
  - Is there a pattern? Can you describe it?
  - Why is 11 the next number in the sequence?
  - If we continue the pattern will 67 be in the sequence?
  - How does the pattern tell us that 67 will be in the sequence?
  - How do you know?
  - Can you explain how you worked it out?

Promoting questions – tend to encourage children to think beyond the particular example that they are working on.
- Set children challenges so they can apply their ideas and reasoning skills and deepen their understanding
- Encourage children to enquire by setting up and testing hypotheses of their own
- Stimulate discussion about efficiency and merits of alternative strategies
- Foster children's ability to think, to review their approaches and solutions and to identify other, more efficient, strategies they might use.
  - Will this always happen?
  - Is there a rule for?
  - What sorts of numbers…?
  - What if ………?