

Crosslee Community Primary School



Crosslee Community Primary School

Policy on Assessment

March 2021

Introduction

We believe that effective assessment provides information to improve teaching, learning and progress. To do this in our school, we undertake two different but complementary types of assessment: assessment for learning and assessment of learning.

Assessment for learning (formative assessment) involves the use of assessment in the classroom to raise pupil achievement. It is based on the idea 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 this aim (i.e. to close the gap in their knowledge).

Assessment of learning (summative assessment) involves judging pupils' performance against national standards. Teachers may make these judgements at the end of a unit of work, of a year, or of a key stage. Test results, too, describe pupil performance, in terms of age related achievements.

We give our children regular feedback on their learning so that they understand what it is that they need to do better. Research has shown that their involvement in the review process raises standards, and that it empowers pupils to take action towards improving their performance.

Objectives

The objectives of assessment in our school are:

- to enable our children to demonstrate what they know, understand and can do in their work;
- to enable individual progress in their learning;
- underpinned by confidence that every child can improve;
- to help our children recognise the standards to aim for, and to understand what they need to do next to improve their work;
- to allow teachers to plan work that accurately reflects the needs of each child;
- to provide regular information for parents that enables them to support their child's learning;
- to provide the head teacher and governors with information that allows them to make judgements about the effectiveness of the school;
- To provide the Local Authority, DfE and Ofsted with information that allows them to make judgements about the effectiveness of the school.

Planning for assessment

We use our school's curriculum intent to guide our teaching. The curriculum intention sets out the aims, objectives and values of our school, and give details of what is to be taught to each year group. We also identify opportunities for assessment within each broad unit of work.

To support our teaching, we use the National Curriculum age expectations, which enable us to identify each child's individual skills and knowledge.

We plan our lessons with clear learning objectives. We base these upon the teacher's detailed knowledge of each child. We strive to ensure that all tasks set are appropriate to each child's ability. Our lesson plans make clear the expected outcomes for each lesson listed as success criteria.

Teachers share the lesson's learning objective with the children within the lesson. They also indicate the way in which the activity is linked to the learning objective, and the criteria against which the work will be judged.

Teachers ask a variety of open and closed questions and analyse pupils' responses to find out what they know, understand and can do, and to reveal their misconceptions. Teachers may use a variety of ways to gain an understanding of children's learning.

They may use 'Lolly Lotto' or Class Dojo to ask questions randomly, they may use individual whiteboards to get responses from a whole class or group or they may ask children to raise their hands to answer questions.

Teachers make a note of those individual children who do not achieve or exceed the expectation for the lesson and we use this information when planning for the next lesson. We also keep this information as a record of the progress made by the class.

The school uses NFER materials, phonics screening materials and previous end of key stage SATs materials to assess attainment and progress in Reading, Maths and VGPS of primary aged pupils. Early years pupils are assessed using Development Matters in the Early Years Foundation Stage. One Education year group writing checklists are used to assess attainment and progress in Writing. All the work completed in work books is evidence of pupil's progress against age related expectations.

Pupil Progress

We are firmly committed to ensuring that all pupils make very good progress from their respective starting points when they join the school. Their performance is tracked, carefully throughout their time at Crosslee Community Primary School. The purpose of tracking pupil performance is to:

- Monitor standards;
- Track vulnerable groups;
- Ensure that teachers always know the point that a pupil has reached in their learning;
- Use this information to plan future learning that is pitched at the appropriate age related expectations and challenges;
- Know which pupils or groups require additional support;
- Be aware of pupils' rates of progress and consider reasons for this.

Most pupils join our school in the nursery. Once their emotional wellbeing and involvement is high a baseline assessment is undertaken. Every year new pupils join at the start of, or within, an academic year. It is the responsibility of the class teacher to quickly establish what point these children have reached in their learning against our school assessment system. Previous records can be analysed and targets for the pupil are to be quickly set. If there are gaps in learning these will be addressed with our intervention team.

Recording

We recognise various methods of assessing a child's learning. The type of assessment that we make varies from subject to subject. We use Otrack online assessment system to record children's attainment against our objectives. Children are judged to be; working towards standard, at expected standard or exceeding expectations. The pre key stage standards for KS1 and KS2 are also used to assess pupils working at these standards. Progress on Otrack is monitored by SLT and discussed during pupil progress meetings. Group analysis is undertaken by specific curriculum leaders.

Teachers and T.A.s keep records of each child's progress in reading. These records reflect progress and achievements in both individual reading opportunities, reading fluency and group reading sessions.

Each term (with possible additional times) the progress of each child is discussed through pupil progress reviews with the Headteacher, the Deputy Head and the SEND leader. Teachers use the pupil progress trackers from Otrack to present the required information. There are discussions around the progress of individual pupils whenever there is a concern. Information from pupil progress meetings is used to track percentages of pupils on track to achieve their goals.

Information from pupil progress reviews and pupil progress trackers are used to analyse the quality of teaching and learning for classes and groups of pupils and to set targets for future performance.

In the Early Years, individual observations are kept on each child's progress in all the areas of the Early Years curriculum. These are kept on the app Tapestry and parents are invited to add to these observations. Each child has a learning journey created showing their progress through the Early Years and the areas of learning. Data is updated on Otrack each term and the Early Years team address which area for learning they need to focus on or particular groups need targeting.

Nationally standardised summative assessment

Nationally standardised summative assessment enables:

- School leaders to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- Teachers to understand national expectations and assess their own performance in the broader national context
- Pupils and parents to understand how pupils are performing in comparison to pupils nationally

Nationally standardised summative assessments include:

- Early Years Foundation Stage (EYFS) profile at the end of reception
- Phonics screening check in year 1
- National Curriculum tests and teacher assessments at the end of Key Stage 1 (year 2) and Key Stage 2 (year 6)
- Multiplication tables check in year 4

Reporting to parents

We have a range of strategies that keep parents fully informed of their child's progress in school. We encourage parents to contact the school if they have concerns about any aspect of their child's work.

Twice a year, we offer parents the opportunity to meet their child's teacher. At both meetings, details of the child's progress towards targets are discussed and how the parent can support this.

Twice a year, we give all parents a written report of their child's progress, effort and achievements in each subject area. In these reports we also identify targets for the next term. We write individual comments on achievements and areas to develop.

In reports for pupils in Year 1, Year 2 and Year 6, we also provide details of achievement related to the National Curriculum tests.

At the start of a half term, each of our teachers gives parents a newsletter that identifies the main areas of study for that particular class. In this newsletter, the teacher identifies how parents can support any elements of the work during the rest of the half-term.

In the Early Years, reports are given to parents and they are invited to the same parents' evening as the rest of the school. As parents and staff meet on a daily basis, progress and assessments may be discussed much more frequently.

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 have an agreed code for marking, as this ensures that we all mark in the same way, and the children learn to understand it. It is important that children make progress based on the feedback.

We give children oral feedback (OF) on their work whenever possible. We usually do this when the children are learning during the lesson, although we sometimes give feedback on a particular lesson at the beginning of the next one. When lesson time does not allow for oral feedback, we write comments on the children's work during marking.

We give written comments to children of all ages.

When we give written feedback to a child, we relate this to the learning objective for the lesson. We make clear whether the objective has been met, and we produce evidence to support our judgement. If we consider that the objective has not been met, we make it clear why we think so. In either case, we identify what the child needs to do in order to progress in their learning. Work may be highlighted according to whether the learning objective or the target has been met and children may mark some of their own work or that of their peers.

Teachers give pupils feedback which confirms they are on the right track, and which encourages them to make an improvement. Teachers give pupils suggestions as guidance but they recognise that pupils gain most when they think things through for themselves.

Having children assess their own or each other's work can be very effective, because it enables them to clarify their ideas on progressing to the next step, but this must be carefully managed, to avoid unhelpful comparisons. Teachers may add their own comments to the work.

We allow time daily for the children to absorb any comments written on their work, to answer any questions written on it by the teacher, and also to ask any questions of their own. There may also be improvements they can work on during this time or additional challenges set. We do this in order to ensure that the time our teachers spend on marking really has an impact. We believe that learning is maximised when children enter into a dialogue about their work.

Inclusion and assessment for learning

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils.

We achieve educational inclusion by continually reviewing what we do, by monitoring data, and through asking ourselves questions about the performance of these individuals and groups of pupils. In this way, we make judgements about how successful we are being at promoting racial and gender equality, and including pupils with disabilities or special educational needs.

Moderation of standards

All subject leaders study examples of children's work within their subject area. Subject leaders use the National Curriculum expectations to make judgements about the standard of the children's work. All our teachers moderate the work, so that they have a common

understanding of the expectations in each subject. By doing this, we ensure that we make consistent judgements about standards and progress in the school.

It is each subject leader's responsibility to ensure that the samples that they keep of children's work reflect the full range of ability within each subject.

The school engages in moderation exercises on a regular basis. As a whole staff, there are moderation meetings regularly. In addition, during Phase Meetings, each phase will undergo some moderation exercises. We also collaborate with our cluster of schools, and moderate core subject outcomes throughout the school.

Roles and responsibilities

Governors

Governors are responsible for:

- Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils
- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data

Head teacher and Assessment Lead

The head teacher is responsible for:

- Ensuring that the policy is adhered to
- Monitoring standards in core and foundation subjects
- Analysing pupil progress and attainment, including individual pupils and specific groups
- Prioritising key actions to address underachievement
- Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years

Teachers

Teachers are responsible for following the assessment procedures outlined in this policy.

COVID – 19

Some elements of the assessment policy may be different due to the COVID-19 pandemic and whole school and bubble closures. During the pandemic, Crosslee Community Primary School will continue to follow Government guidance on assessment and reporting to parents.

Monitoring and review

Our assessment leader is responsible for monitoring the implementation of this policy. We allocate special time for this task. The leader uses this time to inspect samples of the children's work, and to observe the policy being implemented in the classroom.

This policy will be reviewed every two years or earlier if necessary.