



Assessment Policy

Knaphill Federation of Schools	
Policy: Assessment	
Governors' Committee Responsible: Children and Learning	
Policy Originator: M Sebo, J Concannon	Review Period: Three Years
Status: Non Statutory Highly Recommended	Next review Date: Spring 2020

Assessment gives pupils and teachers feedback about performance and progression. It aids planning, informs the choice of teaching strategies and ensures inclusion, and is an integral part of the planning cycle. Assessment uses both formal and 'informal' methods of evidence gathering.

Introduction

We believe that effective assessment provides information to improve teaching and learning. 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.

We give our pupils 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.

Aims and Principles of Assessment

The aims and principles of assessment in our school are to ensure that:

- to allow teachers to plan work that accurately reflects the needs of each child.
- to provide the leadership team and Governors with information that allows them to make judgements about the effectiveness of the school.
- assessment is an integral part of teaching, based on best practice, focusing on the curriculum and that it lies at the heart of promoting children's education.
- high quality, in depth teaching is supported and informed by high quality formative assessment (on-going assessment).
- the school ethos promotes and emphasises the opportunity for all children to succeed if taught and assessed effectively.
- there is always a clear purpose for assessing and assessment is fit for its intended purpose.
- assessment is used to focus on monitoring and supporting children's progress, attainment and wider outcomes.
- assessment provides information which is clear, reliable and free from bias and informs teaching and learning.
- children take responsibility for achievements and are encouraged to reflect on their own progress, understand their strengths and identify what they need to do to improve.
- assessment is inclusive of all abilities.
- a range of assessments are used including day to day in-school formative and summative assessments and National standardised summative assessments.
- there is regular information for parents and carers that enables them to support their child's learning.

Tracking Pupil Performance – Pupil Progress

The school is 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 throughout their time here. The purpose of tracking pupil performance is to:

- monitor academic standards
- 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 an appropriate level of challenge
- know which pupils require additional support (and intervene accordingly)
- know which pupils require additional challenge (and provide this)
- be aware of pupils' rates of progress and consider the reasons for this.
- All staff have a pupil progress meeting once every half term with the Head of School and Inclusion Leader and interventions and booster groups are established for pupils who are not meeting expected progress.

Planning for Assessment

- We use our school's curriculum plan to guide our teaching. In this plan, we set out the aims, objectives and values of our school, and give details of what is to be taught to each year group. In our school curriculum plan, we also identify opportunities for assessment within each broad unit of work.
- To support our teaching, we use the New National Curriculum objectives for all subjects. We use the Mathshub White Rose and NCTEM documents to support Maths teaching, Early Years Foundation Stage Guidance and planning and schemes of work for Science, Computing (KS2) and PSHE. We use the assessment guidance in these schemes to help us identify each child's level of attainment and the targets they need to address.
- Throughout KS1 and KS2 we plan lessons with clear learning objectives and success criteria/steps to success. 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. Success criteria is progressive and in the format of *all*, *most* and *some* in KS2 and *Meet It*, *Beat It* and *Smash It* in Key Stage 1.

Please note:

Success Criteria is the term used in KS2 and Steps to Success in KS1.

For the remainder of this policy the term Success Criteria will be used.

Success Criteria	How did I do?	Teacher
All: I can use Year Six expanded noun phrases to describe <input checked="" type="checkbox"/>	😊 😐 😞	✓
Most: I can use subordinate clauses to enhance my description. <input checked="" type="checkbox"/>	😊 😐 😞	✓
Some: I can use a range of sentence types. <input type="checkbox"/>	😊 😐 😞	
Challenge: I can use a wide range of punctuation. <input type="checkbox"/>	😊 😐 😞	
My Personal Target: Sentence openers		

- Teachers always share the lesson's learning objective and success criteria with the pupils as the lesson begins. They also indicate the way in which the activity is linked to the learning objective, and the success criteria against which the work will be judged.
- Teachers ask well phrased questions and analyse pupils' responses to find out what they know, understand and can do, and to reveal their misconceptions throughout the lesson. A variety of higher order thinking questions are asked to deepen pupils' learning.

- We make a note of those individual pupils who do not achieve at the expected progress 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.

Attainment and Achievement

There is an important distinction between these two terms:

- **Attainment** refers to the standards a pupil has reached. This is a measure of relative performance against the average level of performance for a child of a similar age. Attainment is measured in relation to national average standards and is judged in comparison to all schools.
- **Achievement** is a relative measure that refers to how much progress a pupil has made from their initial starting point. It refers to the difference between where a pupil started from and where she has reached. Achievement can be measured over different time frames: a term; an academic year; a Key Stage or the whole of a pupil's time at the school.

It is quite possible for:

- a high attaining pupil to have low achievement. This means that a pupil, who is still performing at high standards, has secured little progress. This pupil is underachieving.
- a low performing pupil to have high achievement. This means that the pupil concerned is still performing below the national average for their age, but they are making good progress from their starting point: they are doing well and, almost certainly, trying very hard. A small number of pupils with significant learning difficulties may never attain at a high level when compared to their peers, but their achievement might be outstanding.

The Knaphill Federation of Schools uses an online data tracking system: Pupil Asset which allows staff to monitor pupil progress. Accurate and extensive baselines and progress statistics are established for a wide range of cohorts. Staff can see if pupils are on target to achieve national and personal targets. Progress is tracked at the end of each half term. Assessments are recorded as age bands/colours against National performance indicators. Teachers use day to day assessments, Maths end of unit tests, Rising Stars tests (KS2) and guided reading sessions to make these assessments.

Pupil Performance Targets

Each child is set end of year targets in reading, writing and mathematics using Pupil Asset. These will be shared with each class teacher at the beginning of the year. These targets form part of the half term pupil progress discussion with each teacher.

What will be assessed in KS1 and KS2?

Mathematics, English, Science and Computing, along with all foundation subjects. Maths, English and Science are formatively assessed using the new curriculum objectives on Pupil Asset using a traffic light system (writing is recorded by teacher's in an individual writing assessment folder for formative assessments). In addition, summative assessments are carried out using nationally devised tests and age bands/colours against national expectations are recorded on Pupil Asset. All results are recorded as less than, expected and more than expected progress to parents/carers. All other subjects are assessed using a tick format on end of year report to parents. In addition to these, assessments for all the elements that give us a view of the whole child, such as personal, social and health education, learning attitudes, effort and behaviour are carried out.

Day-to-day in-school formative assessments

'Day to Day in-School Formative Assessment' is an integral part of teaching and learning. It helps children to measure their own strengths and areas for development. It allows teachers to understand pupil performance on a continuing basis, enabling them to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. In this way, it supports teachers to provide appropriate support (interventions) or extension (enrichment activities to deepen understanding) as necessary and informs progress. It enables teachers to evaluate their own teaching of particular topics or concepts and to plan future lessons accordingly.

Through 'Day-to Day In-School Formative Assessment', we will:-

- Support children in measuring their knowledge and understanding against learning objectives and wider outcomes, identifying where they need to target their efforts to improve.
- Ensure that problems are identified at the individual level and that every child will be appropriately supported to make progress and meet expectations
- Following Day-to- Day assessments record progress against performance indicators for each stage on Pupil Asset, which are used to set future targets and report to parents on their child's progress.

A range of 'Day-to-Day In School Formative Assessments', will be used including, for example,

- reference to assessment of performance indicators in the relevant stage of Pupil Asset for Reading, Writing and Maths
- assessment writing sheet for each child. A teacher ticks either beginning, developing, embedded or greater depth next to each objective so that assessments build up over the year. These writing assessment sheets are used to assess the child with an age band/colour against national expectations at the end of each half term.
- making use of rich question and answers
- marking of pupils' work, with 'hands on' next steps for each child (KS2)
- use of green editing and improving pens by each child to reflect on and improve work (KS2)
- discussions with pupils
- pupil self-assessment e.g. self-marking against agreed success-criteria
- peer marking against success criteria (KS2)
- using Mathletics
- weekly spellings tests

Assessments are made through professional judgement using evidence gathered from:

- What pupils say.
- Their tone of voice, facial expression and body language.
- What they do.
- Immediate responses using small whiteboards, etc.
- What they produce as a tangible outcome e.g. written work, computer presentation, graphical scores.
- Teacher conferencing with individual pupils e.g. guided reading.
- Teacher working with a small focus group using predetermined criteria for the assessment.
- TA's working with small group assessing progress against a specific objective.
- Parent helpers and work experience students hearing pupils read and assessing their progress against the teacher's criteria (KS2).

In-School Summative Assessment

In-school summative assessments will be used to monitor and support children's performance. They will provide children with information about how well they have learned and understood a topic or course of work taught over a period of time, providing feedback on how they can continue to improve. In-school summative assessments will also inform parents about achievement, progress and wider outcomes. Teachers will make use of in-school summative assessments to evaluate both pupil learning at the end of an instructional unit or period (based on pupil-level outcomes) and the impact of their own teaching (based on class-level outcomes). Both these purposes will support teachers in planning for subsequent teaching and learning. In-school summative assessments will also be used at whole school level to monitor the performance of pupil cohorts, to identify where interventions may be required and to work with teachers to ensure pupils are supported to achieve sufficient progress and expected attainment.

A range of 'In-school-summative assessments' will be used including, for example.

- End of term tests using WhiteRose Mathshub assessments and Pira reading assessments
- End of unit Maths assessments
- NFER tests in Mathematics and Reading take place near the end of the summer term, along with the WhiteRose and Pira tests.
- Half term Rising Star tests for reading, SPAG and science
PIPS (online) tests take place in September for year 3 pupils and give a profile of the pupils' abilities. This is helpful in comparing performance with ability and looking for causes for any individual pupil's under performance
- Salford (SSRT) Reading and comprehension age tests at the start of Year 3
- Ambiguous answers by pupils are later followed up by the teacher in one-to-one conferencing.
- Pupils who are making less than expected progress are discussed with the leadership team and Inclusion Leader to determine if there is a learning difficulty.
- Reviews for pupils with SEN and disabilities
- Moderation across classes in a year group and across the Knaphill Federation. (*See section on Moderation*).
- Writing moderations take place once every half term and are carried out to ensure that teachers' understanding of age bands is consistent across the school.
- Pupils' tests and books are analysed to look for strengths and weaknesses by each class at the end of the year. This will inform the curriculum target process for the following year and help to assess the effectiveness of the current curriculum targets.
- End of year annual reports outlining progress and attainment of children in relation to National Curriculum age related expectations.

All raw scores, age bands and standardised scores are recorded and age bands/ colours against National expectations are recorded on Pupil Asset. Age bands are described as beginning, developing, embedded or greater depth for a specific age. Beginning means that a child has covered some or all of the objectives with support but still requires support to develop understanding; developing means the child has covered all of the objectives more than once and has a good understanding of when, how and where to apply this knowledge (national expectation at year end); embedded means the child has a greater level of understanding and has covered all the objectives more than once and can apply the knowledge consistently across subjects. Greater depth means learning can be transferred and applied in different contexts. Pupils can explain their understanding to others.

National standardised summative assessment

Nationally standardised assessments will be used to provide information on how children are performing in comparison to children nationally. They will provide parents with information on how the school is performing in comparison to schools nationally. Teachers will have a clear understanding of national expectations and assess their own performance in the broader national context. Nationally standardised summative assessment enables the school leadership team to benchmark the school's performance against other schools locally and nationally, and make judgements about the school's effectiveness. The government and OFSTED will also make use of nationally standardised summative assessment to provide a starting point for Ofsted's discussions, when making judgements about the school's performance.

End of Year SATS take place in May for all Year 2 and 6 pupils. Tests take place in mathematics, reading and SPAG. Mathematics, SPAG and reading are marked externally for Year 6 pupils and internally for Year 2 pupils. Teacher assessment is used for national reporting in writing.

Baseline assessments

On entry to the school (in Reception and Year 3), assessments of a child's skills and abilities are carried out by teachers to establish a developmental age band/colour against national expectations for each child and if they are beginning, developing, embedded or greater depth. Baseline assessments show teachers what a child can do when starting school and helps them to plan lessons and measure progress. Year 3 pupils carry out the Pira and Puma Year 2 summer test along with the KS1 reading and maths test, a reading age test, Pips online tests and formative assessments for Maths and Reading. Three-four writing pieces are assessed to give a child an overall starting age band.

Individual Target-setting

- We set targets in Mathematics and Literacy for all our pupils, during each academic year. We discuss individual targets where necessary, and communicate these to parents and carers. We review the progress of each child at the end of the academic year, and set revised targets on the summer reports. All pupils have a maths passport, each continent is assigned to a year and all targets are related to the new curriculum. Pupils colour code and date each target when met (this can be more than once) and when all targets have been met for a continent, they receive a certificate and move to the next continent. For Literacy, all pupils have a copy of their 'I can' writing targets in their Literacy books and Year 5 and 6 also have it in the front of their topic books. All children have I can reading targets in their reading folder. The writing and reading targets are linked to the new curriculum and referred to as a stage rather than a year group e.g stage one is Year 2. In KS2 pupils assess and tick next to each target when they feel they have achieved it.
- We ask KS2 pupils to review their targets with fellow pupils, because we believe that this encourages them to work together and share evidence of progress. We encourage the pupils to involve their parents and carers in this process.

Recording

- We recognise various methods of assessing a child's learning. The type of assessment that we make varies from subject to subject. We find it unnecessary to keep a formal record of all these assessments; we record only the information that affects future learning.
- We take the objectives for individual lessons from the broad learning objectives within the school's curriculum plan. These in turn reflect the demands of the New National Curriculum. Our teachers record the progress of each child against these broad objectives on Pupil Asset. This enables them to make a judgement about the work of each child in relation to the New National Curriculum level of attainment. This allows us to

monitor the progress of each child. Each teacher passes this information on to the next teacher at the end of each year.

Reporting to parents and carers

- We have a range of strategies that keep parents and carers fully informed of their child's progress in school. We encourage parents and carers to contact the school if they have concerns about any aspect of their child's work. At the beginning of each term, each year group holds a curriculum evening for parents/carers.
- Each term, we offer parents and carers the opportunity to meet their child's teacher. At the first meeting of the school year, we review the targets that we have identified for their child. At the second meeting of the year (which we hold at the end of the spring term), we evaluate their child's progress as measured against the targets and give standardised scores and reading and maths ages. Child friendly I can targets for maths, reading and writing are shared and accessible through the school website. At the third meeting of the year, we review their child's written report and the targets identified in it for the next school year (see next paragraph).
- During the summer term, we give all parents and carers a written report of their child's progress and achievements during the year. In this report, we also identify target areas for the next school year. Standardised scores are recorded on the report alongside 'working towards', 'expected progress' and 'more than expected progress'. We write individual comments for Maths, Literacy and a comment about Social Qualities, Personal Skills, Attitudes to Learning. For other curriculum subjects, we assess the pupils' progress made against National Curriculum criteria. In this written report, we reserve a space for pupils to give their own evaluation of their performance during the year. We also include a space for parental feedback.
- In reports for pupils in Year 2 and 6, we also provide details of the results achieved in the National Curriculum tests.
- At the start of a term, each year group gives parents and carers a curriculum outline that identifies the main areas of study for that particular year. The curriculum outline, helps parents and carers support any elements of the work during the rest of the term.

Each term in KS2 a Topic book, showing a range of the child's work, is sent home for parents and carers to see. This book, which is kept in the classroom, makes it easy for parents and carers to see what progress their child is making.

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 pupils learn to understand it.
- We give pupils verbal feedback on their work whenever possible. We usually do this when the pupils are working 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 verbal feedback, we write comments on the pupils' work during marking. We give written comments to pupils of all ages and give them targets for longer pieces of work. Pupils make improvements and address targets (using green pen in KS2).
- When we give written feedback to a child, we relate this to the success criteria 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 produce (even) better work in the future.

- 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 pupils 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 always mark the work themselves afterwards.
- We allow time at the beginning of each lesson for the pupils 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 We start the lesson in this way in order to ensure that the time our teachers spend on marking really has an impact. We believe that learning is maximised when pupils enter into a dialogue about their work.

Moderation

Teachers' professional experience and expertise used for teacher assessment is supported by:

- Examples of moderated writing from each year group is kept in a file by the assessment co-ordinator.
- Regular staff meetings and CPD time enables coordinators to look at work in a particular subject area across the school for moderation purposes.
- Focussed assessment planning and marking which is organised across the year group.
- Precise criteria for focussed assessment that will ensure that the work is marked the same for each pupil using NC guidelines.
- Whole school writing moderations are carried out once every half term with other year groups and writing moderations are carried out with other schools in the area across the year to validate judgements. Each child is assessed using writing evidence in Literacy, science or topic each half term alongside the formative assessments made in the class literacy file.
- Moderations for writing and Maths are carried out with other school in the Woking cluster at least twice a year and more regularly for Year 2 and 6.
- Year 6 have links with Winston Churchill to moderate writing.

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, including pupils with disabilities or special educational needs.

Training for staff

After joining the school, all teachers will be provided will be provided with a copy of this policy and it will form part of the induction program. In all staff meetings and training, there will be an emphasis on teachers having a good understanding of assessment and assessment practice. The school makes significant use of technology to assess and in order to support staff, training in the use of Pupil Asset will be given.

Continuing professional development may take various forms including the provision of direct face to face training and online training. The Assessment Leader will ensure that best practice is shared and endeavour to keep up to date with latest research. The school in making use of external assessment systems will continually

review and evaluate them to ensure that they support the delivery of the school's assessment policy and are in line with the aims and principles outlined.

Monitoring and review

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

Senior staff monitor pupils' overall progress on a regular basis so that potential underachievement can be identified and addressed as soon as possible.

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