



Gretton Primary School Assessment and Target Setting Policy



Approved by the Governors:
Marianna Zazzi

Date: January 2018

Review date: January 2021

This policy runs alongside the Curriculum and Marking and Feedback policies

The aims of this policy are to:

- Provide clear guidelines on our approach to formative and summative assessment
- Establish a consistent and coherent approach to recording assessment outcomes and in reporting to parents
- To ensure all teachers are aware of the schools approach to assessment and their individual roles in the process
- To ensure consistency of assessments taking place throughout the year in each class
- To inform Governors, parents and other stakeholders of the assessment taking place in the school

Legislation and guidance

- Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment.

This policy refers to the recommendations in the Final Report of the Commission on Assessment without levels

Principles of Assessment

We believe that effective assessment is integral to high quality learning and teaching. It helps us to ensure that our teaching is appropriate and that learners are making expected progress or better.

At Gretton school we undertake two different but complementary types of assessment: Formative assessment (assessment *for* learning) and summative assessment (assessment *of* learning)

Formative Assessment – day to day

Effective in-school formative assessment enables:

- **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons
- **Pupils** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve

- **Parents** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

Assessment *for* learning 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).

We give our children regular feedback (both verbally and through marking) 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.

Summative Assessment – end of unit assessment

Effective in-school 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 evaluate learning at the end of a unit or programme of study and to measure the impact of their own teaching
- **Pupils** to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve
- **Parents** to stay informed about the achievement, progress and wider outcomes of their child across a period

Assessment *of* learning 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 attainment against National expectations.

Nationally standardised summative assessment

This 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. It also enables leaders to understand how pupils in their school are performing in comparison to pupils nationally.
- **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 (Yr 2) and Key Stage 2 (Yr 6)

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 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 and to plan the next steps in learning

- To provide regular information for parents that enables them to support their child's learning
- To provide the Principal and other school leaders and Governors with information that allows them to make judgements about the effectiveness of the quality of teaching.
- To compare our performance with that of other schools.

Assessment in Practice

Formative assessment - it is the class teachers' responsibility to assess the progress in each lesson and give feedback to promote learning in line with the marking policy (see Marking and Feedback Policy for details). Marking includes the tracking of children's successes alongside identification of next steps to be addressed by the child. Teachers are then responsible for adjusting their short term planning to ensure lessons are aimed at children's needs.

Short term planning formats have clear spaces for lesson objectives and success criteria, against which learning is assessed.

Summative assessment takes place three times a year- December March and June – and the following assessments are carried out:-

- Reading - teachers Twinkl assessments, PIXL papers or a previous or current SATs paper to assess pupils against National expectations for their year group. Results are entered by the teachers onto the excel grids and onto in-year cohort tracking sheet.
- Writing - teachers use the ongoing information from work in pupil's books as well as a focused piece of independent writing of a genre relevant to the teaching for the term to make an assessment of the level that each child is working at in relation to the national standards for their year group. An excel grid is populated using this information and the resultant level is entered by the teacher onto in-year cohort tracking sheet for that year.
- Maths - PIXL papers or a previous or current SATs papers are used to assess pupils against National expectations for their year group. In Year 1 Twinkl assessments are used. Results are entered by the teachers onto the excel grids and onto the in-year cohort tracking sheet.
- Phonics assessments (reading ability tests) are carried out in key stage 1 and Foundation Stage every 8 weeks throughout the year and results are recorded and used to determine phonic ability groupings. Reading ages are assessed by the teachers where we have concerns over a child's progress.
- Teachers are also expected to test and track the children's ability to spell key words in order to identify those that need to be taught more specifically – In September, January and June.
- Teachers in key stage 2 are also expected to track children's knowledge of the times tables by carrying out tables tests three times a year. Information gained is used to feed into planning.
- In science, end of topic assessments are made and feed into a teacher assessed level at the end of the year. Results are recorded by teachers on a tracking grid.
- Symphony assessment system is used to track pupil progress and attainment in non-core subjects and also enables teachers and leaders to track the coverage of key skills.
- All assessments are used to inform pupil progress meetings which are held four times a year in which the data helps to identify pupils not on track to reach age related levels or who are not making relevant progress. This information then determines intervention programmes and feeds into the teachers' short term planning as action points for identified groups.
- Any intervention programmes which take place are assessed using a baseline assessment and end of programme assessment to ensure that they are useful in promoting or accelerating learning.

Assessment in lessons

- 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.

- Teachers share the lesson's learning objective with the children 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. Where appropriate the children are active in deriving the success criteria with the teacher.
- Teachers ask well-phrased questions and analyse pupils' responses to find out what they know, understand and can do, and to reveal their misconceptions.
- Teachers make reflective annotations on planning after lessons of those individual children who do not achieve at the expected level for the lesson, and use this information when planning for the next lesson. This information is kept in teachers planning files as a record of the progress made by the class.

Assessment Strategies

Research shows that feedback is a powerful tool in the classroom and is an essential part of the learning and teaching experience. At Gretton we believe that feedback is not always given by the teacher and received by the pupil. Feedback is most effective when it is used in the following ways:

- **Teacher/LSA to Pupil**
- **Pupil to Pupil**
- **Pupil to Teacher/LSA**

• **Self-Assessment** - All children will have opportunities to assess their own attainment and achievement through a variety of methods including:

o **Traffic Lights** or the 'language of traffic lights' - Green being a secure understanding, Amber being some understanding but still some support/input required and Red being concept/idea not understood. This means that we can use the 'language' at any point during a lesson or in fact the school day. Children are often asked to self-assess after a teaching session and then use the information to decide on which differentiated independent work they wish to undertake.

o **Checking** - Self-Assessment is also used at the end of lessons to give pupils time to 'check' their work for sense and accuracy before handing it in, this supports the development of independent learning and improvement skills.

o **Success Criteria** – Children can use agreed and co-constructed success criteria or 'steps to success' that have been generated in the lesson or as part of a previous lesson to create a checklist to assess their learning against; either during a lesson, at the end of a lesson or at the end of a unit of work. Sometimes, Success Criteria will be in the style of 'Things to include'. These are also co-constructed and although they can be used in peer and self-assessment they do not always help to assess quality

• **Peer Assessment** - As with self-assessment, peer assessment should be used in a variety of ways including:

- o **Bubble and Next steps** - children should be given opportunities to peer assess in a 'formal' way during, or at the end of lessons. They are asked to give a 'Bubble' (an aspect of the work that is good) and a 'Next step' (a possible improvement) to another child's work with regard to the learning objective and/or the agreed success criteria. The terms 'Bubble' and 'Next Step' are also used in a more informal way, for example children may comment on the collaborative skills of their peers, behaviour or refer to the school values.
- o **Checking** – Peer-assessment is also used for checking of work before handing in. the success criteria is usually referred to as part of this process.
- o **Editing stations** – these have been recently introduced to encourage children to collaborate to peer assess a piece of work according to a key focus set by the teacher. EG: use of capital letters

Target-setting

At Gretton we set targets in mathematics and English for all our children, during each academic year to ensure that children are on track to make the required levels of progress over time. We discuss individual targets where

necessary, and communicate these to parents. We review the progress of each child at the end of the academic year, and set revised targets.

Parents are encouraged to become involved with children's progress and targets against national expectations at parents evenings where this information is shared by teachers.

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.
- On our symphony assessment sheets we record only those pupils who fail to meet the planned learning objective, or who achieve more than was planned, so that we can take the needs of these pupils into account when planning for the next lesson. Where the majority of the class makes the planned progress there is, of course, no need to record this, and we use our annotated lesson plans as a record of progress measured against learning objectives.
- 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 National Curriculum. Our teachers record the progress of each child against these broad objectives. This enables them to make a judgement about the work of each child in relation to the National expectations. 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.

Early Years Foundation Stage

- A baseline assessment is carried out in September – this is carried out by the class teacher by observing each individual pupil in both independent play and adult structured activities. This baseline information is recorded through the use of age banding for each child in each area of learning.
- In EYFS, pupil profiles record children's achievements and evidence samples of work or actions and ongoing individual profile sheets are highlighted and dated when evidence of achievements are noticed. Foundation stage profiles are recorded at the end of EYFS and the score carried forward as an entry point into Key stage 1 on the cohort tracking sheet.

Reporting to parents

- We have a range of strategies that keep parents 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.
- In October and March we hold formal parents evenings where parents meet their child's teacher and discuss their progress. A written mini report, which details children's current attainment and expected outcomes for the end of the year, is shared with parents at these meetings and form a basis to the discussions. Children are encouraged to attend these meetings to share the work in their books with parents.
- "Open door classroom" events are held during the year to celebrate the children's successes and to enable children to share their work with parents, both in books and on display.
- During the summer term we give all parents 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. We write individual

comments on all areas of learning referring to the key skills that children have gained or practised. The children also comment on their successes and areas for development and we include a space parental feedback. Parents are welcome to make an appointment to see the teacher following the publishing of reports, if they wish to discuss their child's progress further.

- Included in the reports for pupils in Year 1, 2 and Year 6 we also provide details of the levels achieved in the statutory National Curriculum tests.
- We offer parents of pupils in Year R the opportunity to discuss their child's Learning Profile with the teacher and reports are sent home three times a year in EYFS.
- At the start of terms 1, 3 and 5 each class teacher is responsible for giving parents a written curriculum overview that identifies the main areas of study for that particular class. In this overview, the teacher identifies how parents can support any elements of the work during the rest of the term.

Feedback to pupils (See Marking Policy also).

- We believe that feedback to pupils on the quality of their work 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. We give written comments to children of all ages. These comments are usually aimed at the child in key stage 2 however particularly in EYFS and Key Stage 1 some comments are for the benefit of the teacher, parents or other adults working with the child.
- Teachers are responsible for planning into their timetable, specific times for children to read and act upon this feedback to improve or correct work and further their learning with respect to the comments made. This is referred to as "next steps" work by the children.
- We give children verbal feedback on their work whenever possible. We usually do this when the children are working during the lesson, although we sometimes give feedback on a particular lesson at the beginning of the next one. This takes the form of assessment for learning and is intended to move children's learning and achievement forward.

Inclusion and assessment for learning

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities.

- Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention.
- Our school aims to be inclusive. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils.
- We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all pupils. However, this should account for the amount of effort the pupil puts in as well as the outcomes achieved.
- For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points, and take this into account alongside the nature of pupils' learning difficulties.

- We achieve educational inclusion by continually reviewing what we do to meet the needs of individual pupils whatever their additional needs. By monitoring data and through asking ourselves questions about the performance of these individuals and groups of pupils, we make judgements about how successful we are being at promoting racial and gender equality, and including pupils with disabilities or special educational needs within our setting.

Consistency

- We monitor consistency and progression throughout the school in individual subjects in pupil progress meetings, whole school and cross school moderation meetings and through subject leaders' individual monitoring of work.
- It is each subject leader's responsibility to ensure that the children's work they sample reflects the full range of ability within each subject.

Monitoring and review

Our assessment leader - Jane MacDonald, is responsible for monitoring the implementation of this policy. This role involves sampling the children's work, leading pupil progress meetings, interrogating the data and observing the assessment policy being implemented in the classroom.

All teaching staff are expected to read and follow this policy.

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 performance by rigorously analysing assessment data
- The assessment lead shares outcomes of assessments, with the Governor responsible for data, in fine detail and the data governor is encouraged to ask pertinent questions. The headlines are then presented to the full Governing Body with the expectation that questions around posed regarding the data.

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

