

Great Bowden Academy

A Church of England Primary School



Assessment Policy 2016/17

Assessment Policy

This policy has been written to fulfil the academy's core values:

inspire ~ believe ~ learn ~ achieve

It forms part of a suite of policies intended to support high quality teaching and learning. It relates to the ethos of the school and our commitment to effective and principled assessment practice. It should be read in conjunction with:

- Feedback Policy
- All subject policies
- Curriculum Policy
- Equality Policy
- Special Needs Policy

Aims of the Policy

We aim provide a framework for assessment which enables teachers to integrate assessment for learning throughout all aspects of teaching and learning. We want to personalise the curriculum to meet the needs of all children and to ensure that every child makes optimum progress. This policy should be read in conjunction with the Feedback Policy.

Rationale

Assessment at Great Bowden School is underpinned by the 10 key principles of assessment for learning, derived from Black and King's research 'Outside the Black Box' (1998)

Assessment for Learning

The principles of assessment for learning should be integrated into teaching and learning (Black, Wiliam, 2003). These are:

- Assessment for learning should be part of effective planning for teaching and learning.
- Assessment for learning should focus on how children learn.
- Assessment for learning should be recognised as central to classroom practice.
- Assessment for learning should be recognised as a key professional skill for teachers.
- Assessment for learning should be sensitive and constructive because any assessment has an emotional impact.
- Assessment should take account of the importance of learner motivation.
- Assessment for learning should promote commitment to learning goals and a shared understanding of the criteria by which they are assessed.
- Learners should receive constructive guidance about how to improve.

- Assessment for learning develops learners' capacity for self-assessment, so that they can become reflective, self-regulating and self-managing.
- Assessment for learning should recognise the full range of achievements of all learners.

Formative Assessment

Formative Assessment is the day to day and often informal assessment *for* learning that helps teachers to evaluate the extent to which pupils have achieved the learning objectives he or she has been aiming to teach. It informs teachers' subsequent planning. It is the engine that drives good progress. Practical and effective formative assessment strategies underpin high quality teaching and learning. Teachers must ensure that children understand clearly and unambiguously exactly what they are meant to be *learning* in each lesson, as distinct from what they are meant to be *doing* (context/task). The teacher should provide clear guidance about expectations, for example simple reminders, charts and/or checklists that illustrate to children what they need to remember or include, to help pupils to evaluate their own learning. These 'success criteria' can often be *co-constructed* with children to further aid conceptual understanding and support self-assessment.

Teachers should plan *effective and probing questions* and ask children *authentic questions* as a result of active listening and dialogic teaching in order to evaluate and promote learning and critical thinking. Pupils must be given high quality feedback, often oral and sometimes written, as appropriate, in order that they understand clearly where they have succeeded, what they need to do to improve and what the next steps in their learning might be. (See *GBA Feedback Policy*)

The EYFS Baseline

Children's level of development on entry to school is assessed at the very beginning of their Reception year using the NFER Early Years Baseline.

Formative Assessment Resources

At Great Bowden Academy teachers use short, informal and low stakes tests, carefully selected questions or quizzes at the end of a unit of work in Maths, History, Geography, RE or Science for example. Sometimes teachers' use their professional judgement to assess achievement against specific learning objectives, for example in Art or in Design Technology or computing. Teachers use these regular assessments to help them decide what pupils need to learn and so what they need to teach next. The main formative assessment resources used at GBA include:

Teachers use these informal assessments and their continual assessment of pupils' ongoing work to inform their judgement of the extent to which pupils are making good progress within the National Curriculum programmes of study.

Early Years Foundation Stage

EYFS teachers use the Early Years Foundation Stage Profile to inform formative assessment throughout children's Reception Year. They use their observations of children's learning alongside parents' comments and contributions to record a regular assessment narrative in children's 'Learning Journeys'.

Y1 – Y6

Mathematics

Teachers use assessment criteria informed by the learning objectives outlined in the National Curriculum Programmes of Study to assess pupils' progress in key skills in mathematics weekly. Pupils from Year 2 onwards undertake a weekly Assertive Mentoring 'Maths Challenge' in number and calculation. Gaps in learning are identified and tackled in a weekly follow up lesson. Other assessment resources, tasks and tests are also used to evaluate the depth of pupils' conceptual understanding as appropriate, e.g. Inspire Maths, NCETM and White Rose Maths Hub assessment materials.

Writing

The Oxford Writing Criterion Scale and the DfE Assessment Frameworks (2016) are used to inform teachers' formative assessment of pupils' writing. Pupils are expected to write independently and at length every day either in their daily Writers' Workshop, or in other areas of the curriculum as appropriate. Teachers consider the breadth of pupils' writing (sentence structure, punctuation, text structure and organisation, use of vocabulary, composition and effect) when assessing their learning and progress against the Oxford Criterion Scale and use these assessments to plan next steps in learning. The DfE Assessment Frameworks are used to support progress in technical accuracy.

Progress in **spelling** is assessed formatively using Ruth Miskin Spelling assessment materials.

Progress in **grammar** is assessed formatively using Assertive Mentoring Grammar Hammer assessment materials.

Reading

Teachers use the Oxford Criterion Reading Scale to support formative assessment of pupils' progress in reading. The 'simple view of reading' supports a balanced approach to reading assessment. Emphasis is placed on the use of phonics to support early decoding, with a gradual transition to comprehension as reading fluency strengthens, always supported by pro-active and cross-curricular vocabulary development. Progress in phonics learning is assessed against the 'Sounds-Write' phonics curriculum throughout EYFS and KS1 and later as appropriate to pupils' individual needs.

Summative Assessment

Summative assessment happens at the end of a period of learning and looks at the extent to which pupils' have achieved the learning objectives set at the beginning of that period. The following *summative* assessments of learning are recorded in the academy's assessment tracking system, O-Track.



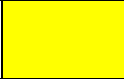

EYFS Profile

Teachers assess pupils' achievements at the end of the Early Years Foundation Stage against 17 early learning goals.

Y1-Y6

Teachers' summative assessment

Teachers make a summative judgement of pupils' attainment in Reading, Writing and Maths, twice a year, in December and May. This judgement is informed by pupils' ongoing work and the informal tasks and tests already described. Teachers decide whether pupils are:

Working within the programme of study for their age and on track to achieve national expectations by the end of the year	
Working within the programme of study for their age and on track to achieve national expectations at greater depth by the end of the year	
Working within the programme of study for their age but requiring some additional support	
Not working within the programme of study for their age	

The colour-coding is purely for the purposes of the school's tracking system. It enables teachers and school leaders to understand and interpret the assessment data they collect, to support effective and responsive provision for pupils' learning needs.

Y1

Pupil attainment in reading, writing and maths is also assessed formally at the end of Y1 using the Rising Stars Optional Tests for Y1. The result, in the form of a standardised score, is also recorded in the school's online tracking system. Attainment in phonics is assessed using the statutory, national Y1 Phonics Screen.

Y2

Attainment is assessed in the Spring Term using a past paper from the national statutory Y2 tests in Reading, Spelling, Grammar and Punctuation and Mathematics. In the summer term, all pupils undertake the national statutory KS1 tests in Reading and Mathematics and the optional test in Spelling, Grammar and Punctuation. A standardised score is recorded in the school's assessment tracking system (O-Track). In 2016, summative teacher assessments in writing will be informed by the DfE's Interim Assessment Frameworks.

Years 3, 4, and 5

Formal, recorded assessments of attainment using NFER Suite 2 Optional Tests are undertaken by all pupils in the Spring and Summer terms in English and Mathematics (Reading, Grammar, Spelling and Punctuation) and Mathematics. Standardised scores are recorded in the school's assessment tracking system (O-Track).

Y6

Formal, recorded assessments of attainment are undertaken by all pupils in the autumn and spring terms in English and Mathematics (Reading, Grammar, Spelling and Punctuation) and Mathematics, using past papers from KS2 tests. Standardised scores are recorded in the school's assessment tracking system (O-Track).

All Y6 pupils (able to access them), sit the statutory KS2 tests in Mathematics, Reading, Grammar, Punctuation and Spelling in May each year. Teachers' summative assessments of writing are informed by the DfE's (Interim) Assessment Frameworks.

Comparative Assessment in Writing

In 2017 Great Bowden Academy, with other schools in Learn-AT, is taking part in a trial of Comparative Judgement as an approach to summative assessment of writing.

Moderation

Teacher assessment judgements in writing and maths are moderated in-house at regular moderation staff meetings, between teachers in school and at moderation meetings organised by both the LA and the trust.

Assessment Data

The school makes full use of assessment data provided by its own assessment system (O-Track), Fischer Family Trust, the LA Performance Service and Ofsted's annual 'Raiseonline' school performance report. This means teachers have a clear view of the potential achievement of all pupils and how well this school is doing in relation to other similar schools, locally and nationally. We aim to ensure that as many pupils as possible attain a high standard of achievement for their age and make very good progress whatever their starting points. Our teachers and school leaders work with external expert partners to analyse the data every year, using the results of that analysis to inform future planning.

The Role of the Assessment Leader

- Ensures teachers understand the principles of effective assessment and supports them to implement them in their teaching. Leads by example by setting high standards of formative and summative assessment in their own teaching.
- Leads continuing professional development and learning (CPDL); facilitates joint professional development – especially Lesson Study; provides coaching and feedback for teachers to improve the use of assessment to support pupil learning.
- Leads the whole-school monitoring and evaluation of the use of assessment in teaching and learning by: observing teaching and learning regularly; supporting subject leaders to analyse assessment data in order to plan whole school improvement in their subjects; conducting work scrutiny to inform evaluation of the use of assessment.
- Takes responsibility for managing own professional development by participating in external training, independent private study, engagement in educational research and scholarly reading.

- Keeps parents informed about assessment issues.
- Ensures that the school's senior leaders and governors are kept informed about national developments and issues related to assessment.
- Works in close partnership with the school's SENDCo to ensure the learning needs of all pupils are met effectively.
- Keeps the academy's policies for assessment and feedback under regular review.

Stefanie G. Edwards – Headteacher

Last Review – January 2017

Appendix 1 – Assessment Schedule

	Sep	Oct	Nov	Dec	Jan	Feb	March	April	May	June	July
Summative Assessments Trust Level					Standardised test in Reading, GaPS Maths					Standardised tests in Reading, GaPS Maths	
School	<p>Teachers use a range of low-stakes tests in Reading, Maths and SPaG <i>authentically</i> and <i>formatively</i> to test the extent to which children are learning and understanding the objectives being taught in the PoS. Tests are selected from a range approved by all schools in the trust and can include small, end of unit tests, tests conducted at the end of a half term, quizzes, weekly short maths tests. Tests outcomes are analysed to identify gaps in learning to support responsive teaching and future planning. Test results underpin, support and validate teacher assessment judgements of children’s learning against identified key objectives and contribute to the range of data teachers use to make their assessment decisions. The IAFs, a range of agreed assessment criteria for quality writing supports formative assessment in writing. Comparative Judgement is used for summative assessment of writing (trial 2017).</p>			<p>Teachers make a summative judgement based on: pupils doing well (G); pupils who need to catch up (Y); pupils falling significantly behind (R). Judgement entered into O-Track.</p>	<p>Teachers use a range of low-stakes tests in Reading, Maths and SPaG <i>authentically</i> and <i>formatively</i> to test the extent to which children are learning and understanding the objectives being taught in the PoS. Tests are selected from a range approved by all schools in the trust and can include small, end of unit tests, tests conducted at the end of a half term, quizzes, weekly short maths tests. Tests outcomes are analysed to identify gaps in learning to support responsive teaching and future planning. Test results underpin, support and validate teacher assessment judgements of children’s learning against identified key objectives and contribute to the range of data teachers use to make their assessment decisions. The IAFs, a range of agreed assessment criteria for quality writing supports formative assessment in writing. Comparative Judgement is used for summative assessment of writing (trial 2017).</p>	<p>Teachers make a summative judgement based on: pupils doing well (G); pupils who need to catch up (Y); pupils falling significantly behind (R). Judgement entered into O-Track.</p>					