

ROTHWELL VICTORIA PRIMARY LEARNING PARTNERSHIP

Assessment Policy February 2018

Every Child Matters

Enjoy and
Achieve

Make a
Positive
Contribution



Be Safe

Be Healthy

Achieve
Economic
Wellbeing

Rothwell Victoria Infant School



CARE SHARE
HELP SMILE



Montsaye Community
Learning Partnership

Rationale

Assessment is fundamental to be able to extend and challenge the children's learning so that they can reach their potential. It also provides a whole school framework so that educational objectives and success criteria can be set and used to inform class planning and children's next steps to ensure that all children reach their full potential.

Assessment should be an everyday part of teaching and learning and used to assess progress, identify any next steps - whether on an individual, group, class or whole school basis.

Principles

Using the principles and processes of assessment, we aim to:

- Monitor progress and support learning
- Recognise the achievements of pupils and identify areas of development
- Inform pupils of their progress and next steps
- Inform planning, teaching, additional support, curriculum development and deployment of resources
- Inform parents and other appropriate bodies of pupil achievement
- Provide information to ensure continuity when the pupil changes school or year group
- Comply with statutory requirements

This policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations.

The Education Endowment Foundation research shows that effective feedback should:

- Redirect or refocus either the teacher's or the learner's actions to achieve a goal
- Be specific, accurate and clear
- Encourage and support further effort
- Be given sparingly so that it is meaningful
- Put the onus on students to correct their own mistakes, rather than providing correct answers for them
- Alert the teacher to misconceptions, so that the teacher can address these in subsequent lessons.

Feedback and Marking

Feedback and Marking across the RVPLP should be *meaningful, manageable and motivating*.

Staff should follow the school's marking code. Marking should directly relate to the area of learning objectives and targets set for each individual. Marking aims to ensure that the pupils can move their learning forward and teachers know what the gaps are so that it can support the planning process. Time is given in the lesson for the pupils to review and respond to the marking ahead of the next session. See appendix 2 for RVIS marking code and appendix 3 for RJS marking code.

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Feedback and marking can take a variety of forms depending on the intention, age and activity. Our aim is for pupils to have full ownership of their work and be able to review and identify their own next steps (with guidance from the teacher).

Strategies can include:

- Teacher questioning
- Editing that directly links to the marking code
- Pupil review of learning objective
- Teachers marking

Children are given the opportunity to read, comment on and react to any marking using polishing pens.

Feedback will ensure teachers:

- Provide **meaningful** feedback to the child;
- Highlight areas for development / improvement / correction thereby enabling the child to identify clear 'next steps' providing **motivation** for learning;
- Inform effective planning of lessons;
- are able to record progress related to learning objectives;
- can **manage** workload around feedback
- understand the sole purpose of feedback is to improve children's learning

Types of Assessment

Formative

This is the ongoing assessment carried out by teachers both formally and informally during a lesson. The results of formative assessments have a direct impact on the teaching materials and strategies employed immediately following the assessment. Each child has an exercise book for Maths and Writing/Topic to ensure that the children have ownership of their next steps which are directly linked with the feedback they are given.

Summative

All children in Key Stages 1 and 2 complete formal summative tests at the end of each term. These results coupled with teacher assessment are recorded onto the MCLP tracker. We use our feedback, marking and levelled testing to identify individual and class gaps in learning that feed directly into the next steps, individual targets and planning. These outcomes are communicated to both pupils (through verbal feedback) through reports and at parent evenings. Children in Year 2 and 6 undertake end of KS1 and KS2 SATs in May and results are reported to parents in end of year reports.

School leaders carry out comparative data comparisons to ensure that the schools are on track to meet the national expectations (or beyond).

Assessment Cycle

Formal assessment is a systematic part of our school's work which will be used to track each cohort in the school. It is through an effective tracking system that the needs of every pupil can be met and that the school develops a clear understanding of how to raise standards. The Assessment cycle within RVPLP Schools will include:

- Data from statutory assessments

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- Foundation Stage Profile
- Year 1 Phonics test
- Key Stage 1 assessments
- Key Stage 2 assessments
- Information from termly and end of year assessments
- Pupil progress meetings
- MCLP moderation meetings
- Optional KS1 SATS
- KS2 SAT
- SEND assessments

AFL

Teachers use a variety of AFL strategies that help to assess a pupil's current level of understanding and progress at the outset of; within and at the end of a lesson/unit. Such techniques include:

- Targeted questioning
- Marking that links to the learning journeys/ success criteria
- Children's comments both written and oral about their progress

Assessment in the Early Years Foundation Stage

On entry to the school children will be formally assessed. Results are used to inform planning, set targets and aid early identification of special needs. Children will be assessed regularly and tracked to ensure that the next steps in learning are appropriately planned in order to help children make progress.

Early Years Foundation Stage Profile (EYFSP) which is based on the teacher's on going observations and assessments in the following areas:

The prime areas of learning:

- Communication and language
- Physical development
- Personal, social and emotional development

The specific areas of learning:

- Literacy
- Mathematics
- Understanding of the world
- Expressive arts and design

Characteristics of effective learning:

- Playing and exploring
- Active learning
- Creating and thinking critically

Each child's developments and achievements are recorded in the 2Simple Profile. There are 17 ELG (early learning goals) descriptors, together with a short narrative describing the child's

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three characteristics of effective learning. For each ELG, practitioners must judge whether a child is meeting the level of development expected at the end of Reception year (expected), exceeding this level (exceeding) or not yet reaching this level (emerging).

Records and Record Keeping

Teachers use records to review pupil's progress, set appropriate next steps for the future and to form the basis of reports to parents. Records are kept in many ways.

These include:

- Teacher's plans
- Children's work/ books
- Teacher's notes e.g. Significant outcomes
- Pupil Progress Tracker termly sheets for reading, writing and maths.
- Pupil progress meeting records.

Standardisation/Moderation

The process of moderation is an essential part of the assessment system. Teachers are involved in the moderation process to ensure agreement on criteria for levels in the following ways;

- With colleagues in school
- With colleagues from other MAT schools
- By attending LA sessions to ensure our judgements are in line with other schools

Reporting

Reports promote and provide:

- Good home /school relationships
- Information for parents
- An opportunity for discussion with parents
- In some cases, information with outside agencies
- Targets for the children

A written report for each child is sent to parents, three times a year at the ends of each term. Reports outline a child's progress in the core and foundation subjects of the National Curriculum. The teacher will make a comment on the attainment of the pupil in terms of national age related expectations.

For children in Key Stages 1 & 2, additional information including details of all statutory tests will also be provided in the Summer report.

Following reports being sent home parents are invited to attend formal consultations (parent evenings) with the teacher. Should the need arise; parents are welcome to discuss the progress of their child with the teacher or Head teacher at other times.

Equal Opportunities

We aim to use methods, activities and materials, to ensure all children are able to make progress and achieve their potential, regardless of their gender, race or cultural background.

Responsibilities

The head teacher has overall responsibility for this policy. To ensure that the agreed procedures are being carried out, that statutory requirements are being met and to keep up to date with local and national developments. School leaders will monitor results throughout the

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assessment cycle. The LT monitor planning each term checking for clear learning objectives and points for assessment, and provide support where necessary. Year Team Leaders ensure a consistent approach in each year group which is tied to Performance Management Targets. Each class teacher has the responsibility to ensure that lessons have precise learning objectives and success criteria, to be clear about what is to be assessed and to keep the necessary records.

Evaluation

Current practice in all aspects of Assessment, Recording and Reporting is continually being discussed and reviewed (both formally and informally) in teams at the senior leadership team level.

The policy will be agreed by Staff and Governors Spring 2018 and will be reviewed every year until national guidelines are more settled.

Next review date: Spring 2018

Appendix 1 Guidelines in place for all staff

These guidelines aim to reduce your feedback and marking workload. We all want to ensure that children are given the best learning experiences possible, so conversations with children during their learning will become a feature of our monitoring and evaluation.

- Include **learning objectives** at the top of each piece of Maths and English work.
- Success criteria will be used but these may cover a single lesson or a unit or work.
- Green and pink against **LOs or success criteria** to show areas met and areas for development
- SLT scrutinies – will focus on progress in books not necessarily the marking carried out.
- All comments should be addressed to the child and should relate to children's progress and not be carried out just for accountability purposes
- Minimum requirement will be a flash of green or pink next to the learning objective or success criteria to show the work has been acknowledged and judged as met or not met
- Feedback should lead to some form of action where necessary e.g. focus group, children revisiting areas of work, purple pen, whole class practice of a task
- When appropriate, allow children to take the lead in editing before the work is marked e.g. use of editing stations and peer marking
- Differentiate your feedback according to your knowledge of the child
- Differentiate your feedback according to the purpose of the work e.g. if the work is for teacher assessment purposes mark accordingly

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- For simple right/wrong answers such as maths skills, spelling, grammar exercises consider these options: children marking each other's work; only pink what needs correcting
- For maximum impact all adults to mark/feedback/ intervene during the lesson at the point of learning so that children can respond immediately (this will also reduce your workload)
- 'Next steps' to be used as appropriate, and when it supports the children to move their learning forward
- For longer pieces of work use differentiated success criteria, self-assessed, possibly peer-assessed, and finally teacher assessed including development points

Appendix 2 Marking code RVIS TBA

Appendix 3 Marking code RVIS TBA