Shellingford CE (A) Primary School

Headteacher: Miss Judith Terrell

"Inspiring hearts and minds"

ASSESSMENT FOR LEARNING POLICY

RATIONALE

Assessment is essential to effective teaching and learning. The purpose of assessment is to enable teachers to gain knowledge of their children's needs, achievements and abilities, enabling planning and delivery to be more effective, thereby raising the attainment of every child.

The principles of assessment are:

- To inform pupil progress and to adjust planning to support progression in learning.
- To help children recognise the standards they are aiming for by sharing learning objectives and understanding the criteria for success.
- To acquire a range of information about the performance of individual children, groups and cohorts so that it can be used to track progress, inform target setting and intervention at a range of levels.
- To provide data to inform the school's self-evaluation process and school development planning.

AIMS

At Shellingford CE (A) Primary School we aim:

- To develop within children the language of learning, enabling children to be more involved in their learning by being able to know their strengths and areas for development.
- To encourage children to identify their own particular learning needs and help them to find ways of meeting them.

Through this we believe children's problem-solving skills, independence and self-esteem will be improved.

We believe that a variety of strategies are required to ensure these aims are met and effective assessment will involve the following procedures:

Formative Assessment

Assessment opportunities, which are a natural part of teaching and learning, are constantly taking place in the classroom through discussion, listening and analysis of work. It is essential that teachers know how well a child has progressed and that children understand how well they are doing and what they must learn to improve.

To achieve this we:

- Evaluate children's learning to identify those children with particular needs, e.g. the more able or those with dyslexia, so that any issues can be addressed in subsequent lessons.
- Adjust planning to meet the needs of the children and differentiate objectives.
- Ensure children understand the learning objectives and encourage children to evaluate their own / others work against a success criteria (self / peer assessment techniques).
- Use key objectives from the National Curriculum to inform planning and to challenge and support their learning daily and track pupil progress.
- Use effective questioning and constructive verbal feedback.
- Give written / visual feedback such as:
  - Learning objective(s) highlighted 'tickled pink' if achieved and 'growing green' if consolidation required
  - Use of 'TA' for Teacher / Teacher Assistant, assisted work
  - Next steps are identified by the Teacher to inform future planning (see Feedback Policy)
  - the use of 'dotty marking' and polishing pens.
- Use interactive displays, such as working walls.
- Regularly discuss progress with parents to include them in supporting their child's learning.

Key Stage One and Two

Teachers and other adults working with pupils in Key Stage One and Two make judgements about pupils' knowledge, skill and understanding of each objective in the National Curriculum for their current age-related year group in each subject. Pupils achieving the expected standard early in the year will be challenged through their application of skill and deepening understanding of each objective. For example: in English, pupils should use their skills across a wider range of text types and with texts of increasing complexity; and in Maths, pupils should apply their skills to a wider range of real life and complex problems and situations.

Where pupils are found not to be achieving National Curriculum objectives, interventions and resources are applied, such as Pupil Premium funding, to support pupils to achieve the expected standards by the end of the year for their year group. Any pupils identified as not on track in the Spring Term are screened for potential Special Educational Needs (SEN) using the OCC moderation guidelines.

Teachers track pupils' progress towards the expected standard in the National Curriculum using Key Objectives.

Teacher's judgement is supported with evidence in the pupils' written work, through photographic evidence and in their verbal responses.

SEN Pupils

Pupils with SEN and those working below may be assessed against The Engagement Model and may also be working on interventions to achieve any Key Objectives from previous 'curriculum year groups' that they haven't yet achieved.

Early Years Foundation Stage

Assessment in Early Years is collected in a document called the 'Early Years Foundations Stage Profile' (EYFSP). This profile summarises attainment in seven areas of learning. The ongoing assessment evidence is collected in individual Learning Journals and in the Class Assessment folder throughout the year, which are made up of the following:

- Focused observations during independent learning time, group work and teaching activities
- Photographs of practical activities
- Observations on things we hear and see children say and do
- Work from structured sessions
- Parental feedback
- Children's feedback
- Some more formal assessments

Pupils in the Early Years Foundation Stage are judged against the Early Learning Goals (ELGs) at the end of the year as to whether they are Emerging or Expected. Pupils in Reception also undertake a statutory baseline assessment within their first six weeks of starting school.

Summative Assessment

Formal Assessment Cycle

Formal assessment is a systematic part of our school's work which is used to track each cohort across the school. It is through an effective tracking system that the needs of every child can be met and that the school develops a clear understanding of how to raise standards.

Our assessment cycle includes data from:

Key Stage	Test / Task	Summative Assessment week
Early Years Foundation Stage (EYFS)	EYFS Profile (Development Matters 0-5 and Early Learning Goals) Assessments to assess key skills and to identify pupils who are 'on track' or who have gaps in their knowledge.	October / February / June
Key Stage One and Two	Discussion of previous end of year assessments with preceding teacher to agree September baseline.	September
	White Rose Maths Pre & Post Unit assessments	Ongoing
	Long Writing tasks Reading Comprehension assessments White Rose Maths End of Term Tests	November / March / June
Reception	Reception Baseline Assessment (RBA)	September / October
Year 6	Statutory Assessment Tests (SATs)	May
Year 1	Phonics Screening Check	June
Year 4	Multiplication Tables Check	June
EYFS – Y6	Phonics assessments	Beginning of Terms 1, 3 and 5
Formative Assessment of all other subjects: evidence collated through observations, marking and teacher assessment and recorded on Insight against Key Objectives.		

Key Stage One and Two

Children will be judged at the end of each academic year according to whether they have reached the 'Expected' standard for the year group objectives.
They will be judged as:

- **Pre-key stage: Foundations for the expected standard (PKF)**: Pupils have begun to achieve some of the National Curriculum objectives for their year group. They may still be working on achieving some of the Key Objectives from the previous year (or Early Learning Goals if in Year 1).
- **Working towards the expected standard (WTS):** Pupils have achieved a large number of the objectives for their year group but not all of the Key Objectives.
- **Working at the expected standard (EXS):** Pupils have achieved all the objectives for their year group including all the Key Objectives.
- **Working at greater depth within the expected standard (GDS)**: Pupils have achieved all the objectives for their year group including the Key Objectives and are deepening and applying their skills and understanding in a range of situations.

Pupil Tracking Data

The school uses the 'Insight' online pupil tracking system to monitor the progress and attainment of Key Stage One and Two pupils 'in year' by generating summative information to assess progress. In the Early Years the Oxfordshire Development Tracker is used to record pupil progress.

There are two formal assessment points during the academic year which are followed by Pupil Progress meetings with the Headteacher, SEN Team and individual Teacher. Data is collated in the Autumn and Spring Terms on the % of pupils in each year who are **'on track'** to achieve EXS or GDS standard by the end of the year.

The regular review and analysis of pupils' attainment ensures every child has challenging and realistic goals set for them, and that the path of reaching those goals is determined through effective classroom organisation.

To achieve this, teachers:

- Enter pupil data into 'Insight': November / March / June.
- Participate in 'Pupil Progress Review' meetings and Teacher Appraisal lesson observations, scheduled by the Headteacher.
- Analyse the data and review targets for individuals and use the information to identify intervention groups, including those children who are: able, or those with special educational needs; on free school meals; forces pupils; gender; ethnicity; or vulnerable groups. At the end of the academic year we track 'value added' progress made.
- Annotate pupil 'attainment impact factors,' i.e. significant absence or family situation.
- Pass cohort data and analysis to the next teacher.

This data is collated via Insight and 'Class Assessment and Data Tracking Files'

The Headteacher:

- Sets cohort targets for English and Mathematics with external advisors and identifies any issues to address.
- Reports to Governors regarding the statutory tests and progress towards priorities in the school's 'Raising Achievement Plan.'

Subject Leader Monitoring and Moderation

Improving standards of learning and achievement is also monitored by individual Subject Leaders. Moderation is important to ensure a consistency in the marking and assessing of children's work, and that evidence justifies judgements made.

To achieve this:

- Assessment of children's reading, writing and mathematics against the Key Objectives is moderated within school regularly as well as with local schools at moderation meetings.
- Monitoring of planning and work scrutinies is undertaken at least twice during the school year.

National Data Collection for the Early Years, Year One Phonics Screening Check and tests at the end of Key Stage Two is reported in accordance with DfE requirements and in line with Local Authority procedures.

Early Years Foundation Stage

At the start of pupils' entry to school teachers undertake baseline assessments to assess the children's key skills and areas for development. In addition to this pupils also complete a statutory baseline assessment.
At the end of the Early Years Foundation Stage, pupils will be judged against the Early Learning Goals (ELGs) as either: Emerging or Expected.

Year One Phonics Screening Check

At the end of Year One, pupils will complete a phonics check to confirm whether they have learnt phonics decoding to the required standard.

Year 4 Multiplication Tables Check

At the end of Year Four, pupils will complete a times-table check to monitor their progress in this area.

Key Stage One

At the end of Key Stage One, teacher assessment judgements are made against the Key Performance Descriptors for Reading, Writing and Maths, and pupils are judged as either working:

GDS Working at greater depth within the expected standard
EXS Working at the expected standard
WTS Working towards the expected standard
PKF Pre-key stage: Foundations for the expected standard

In Science, pupils will be judged as either working at:

EXS Working at the expected standard
HNM Has not met the standard

Key Stage Two

At the end of Key Stage Two, pupils will complete their externally marked Statutory Tests (SATS) in Reading, GPS and Maths.
Teacher Assessment judgements are made against the Key Performance Descriptors for Writing and pupils are judged as either working:

GDS Working at greater depth within the expected standard
EXS Working at the expected standard
WTS Working towards the expected standard
PKF Pre-key stage: Foundations for the expected standard

Reporting Progress: Parent –Teacher Interviews / SEN Consultations

Reporting to parents provides the opportunity for communication about their child's achievements, abilities and future goals. The Annual Report at the end of the school year is written to have a positive effect on children's attitudes, motivation and self-esteem.

At Shellingford CE (A) Primary School:

- Teachers are available at the end of the school day should parents wish to discuss their child's progress at a mutually convenient time.
- More formal meetings are held at Parent-Teacher Interviews (PTIs) twice a year in Autumn and Spring Terms and /or SEN Consultations with the SENCo held three times a year.
- A written Annual Report will be given to parents in the Summer Term, which includes results of statutory tests and assessments, where applicable.

Date written: September 2023 **Review Date: September 2024**

Policy Agreed by the Governing Body on 21st September 2023

Signed …… **Chair of Governing Body**

Signed …… Headteacher