



ENGLEFIELD CE PRIMARY SCHOOL

POLICY FOR ASSESSMENT

(including Assessment for Learning (Afl) and Marking / Feedback Guidance)

Sowing the seeds for a flourishing future

Introduction

At Englefield we believe assessment is an essential ingredient of outstanding teaching and learning which enables pupils to play an active part in their learning journey and ultimately to flourish. Quality assessment is of fundamental importance to all teachers, parents and children as it provides vital information required for planning the whole curriculum and for measuring learning outcomes and progress. It is an ongoing process undertaken on a formal and informal basis and is a key feature of effective practice at Englefield.

Aims

- To ensure effective teaching and learning for all pupils
- To ensure a common understanding of aims, objectives (Learning Intentions) and priorities
- To provide opportunities for children to show what they know, understand and can do
- To inform children, teachers, parents, governors, community, the Local Authority and Government of attainment and progress

Roles and Responsibilities for Assessment

The assessment policy and practice is the overall responsibility of the Headteacher. The SLT help share responsibility for managing the implementation of this policy.

This policy needs to be read in conjunction with the SEND Policy and Information Report along with the Teaching & Learning Policy and general curriculum information.

Management of Policy

School: This policy is implemented and managed by the Headteacher and all school teaching staff.

Governing Body: The Governing Body (led by the Development Committee) will monitor, review and update this policy.

Review: This policy will be reviewed in accordance with the agreed cycle of review or whenever there is a need to comply with new legislation or codes of practice.

Approved: **Autumn 2024**

Next Review: **Autumn 2026**

1. PURPOSE AND METHODS OF ASSESSMENT

There are two main purposes of assessment:

- Ensuring focused teaching and learning
- Reporting on what has been learned

Formative (or assessment for learning – AfL) provides information on what pupils have learned so far in order that the teacher can plan to teach the appropriate and relevant next steps.

Summative assessment provides a summation of learning at a given point in time.

The results for individual children are used within the school for recording pupils' progress, reporting to parents and to pupils, and in some cases for grouping pupils. Summative assessment is also carried out for use outside the primary school, to meet the requirements of statutory national assessment and in some cases for selection.

At Englefield we ensure that there is both:

1. Assessment for Learning (formative)
2. Assessment of Learning (summative)

Assessment for Learning (Formative)

This is best described as a cyclical process, in which teachers gather data about pupils' current understanding and skills by observation, careful questioning, gathering children's views and studying pupils' work, then interpret this information in relation to the lesson goals to decide the next steps in learning. The cycle is repeated by gathering more data in the next activity, having the effect of regulating learning so that the pace of moving forward is adjusted to ensure the active participation of learners. The value of children's participation at all stages in this cycle is widely recognised. It requires that children as well as teachers have a clear idea of what they should be aiming for, thus enabling them to take part in assessing their work and gaining some independence in learning. Teachers will continuously assess their children during the course of their every-day teaching. For this to be successful, teachers should:

- share learning goals with pupils
- help pupils to know and to recognise the standards to aim for (verbal or written WILF, WALT, or the learning intention as a question – what I will be looking for, we are learning to, can I calculate),
- provide feedback which leads pupils to identify what they should do next to improve
- believe that every pupil can improve
- involve teaching assistants and pupils in reviewing and reflecting on a pupil's performance and progress
- involve pupils in self-assessment

There are many opportunities that allow for these assessments. For example:

- marking of work against the learning objective
- discussion with individual and groups of children
- discussion with teaching assistants and other professionals working with children

- targeted questioning
- revisiting learning objectives in the plenary of a lesson
- the setting and evaluation of clear targets
- use of response partners

These everyday assessments will inform the teacher of:

- whether children have learned what has been taught
- who needs more help or is ready for extension
- who is making better or less than expected progress
- whether all children, including those with SAPs are meeting their learning targets
- whether teachers need to refine any aspects of their teaching and adjust planning

Assessment of Learning (Summative)

Summative assessment is a judgement made on what a child has learned. This data is used to ascertain and recognise pupils' achievement on a standardised basis, to compare and analyse progress and to assess the quality of learning within Englefield. Summative assessment at Englefield is carried out through a combination of testing and teacher assessments. It is used largely to inform parents how their child is progressing, allowing the school's leadership and teachers to closely monitor the progress of individual pupils and to identify anomalies within teaching or pupil groups. IT is also used to report on school progress and effectiveness to bodies such as governors, the Local Authority and the Government. Data is recorded and analysed within the school and by the DfE.

At Englefield, we ensure that throughout the year judgements about pupils' performance in relation to national standards are made. These judgements are made through teacher assessment and formal testing.

Teacher Assessment

Teacher assessment is an essential part of the Curriculum. Teachers use the national curriculum program of study for each year group to assess the progress that the children are making towards meeting the end of year expectations. This teacher assessment, carried out as part of teaching and learning in the classroom, covers the full range of scope of the programmes of study, and takes account of evidence of achievement in a range of contexts, including that gained through discussion and observation.

In KS1 & KS2 Maths, English and Science teacher assessment is also used to make a summative judgement. A child's attainment will be given a numerical value so that progress towards end of year expectations can be easily tracked for individuals and groups of children. The value given corresponds to the proportion of the program of study that the pupils have mastered and evidence of this is can be referenced through the books and through discussions with pupils. These snapshot assessments of the attainment of children are taken at least 3 times per year.

In the Foundation Stage a baseline assessment is completed after the children have begun school and then their progress towards the Early Learning Goals is carefully tracked.

To ensure quality and consistency in assessments teachers will moderate work together and with colleagues from other schools. Cross-referencing assessment information from different sources rather than relying on just one source of information gives the most reliable indication of progress.

A variety of different assessments can also be used to secure teacher assessments, these can include:

- On-going reading and phonic assessments
- Unaided writing activity
- End of unit assessment and review activities in Numeracy, including annotation on plans
- Regular mental maths testing including x tables and arithmetic
- Spelling tests
- Progress tests in Science
- End of unit assessments in the foundation subjects
- Observations

Children on the SEND register are also tested three times per year using Hodder (spelling), Hodder Basic Number Screening (maths) and Salford (reading) tests. Their scores in these tests help inform teacher assessment and are recorded on their SAPs.

Formal Testing

- All pupils in FS2 are assessed using the Baseline Assessment during their first six weeks in school. This is carried out very informally by the class teacher.
- Towards the end of Year 1, all pupils take part in the Phonics Screening Check. Any pupils who do not to meet the national pass mark are retested in Year 2.
- At the end of Year 2, teachers use the Optional Year 2 SATs to carry out more formal testing of reading and maths alongside teacher assessments. These are used to inform the attainment levels given at the end of Key Stage 1.
- At the end of Year 4, pupils take part in the Year 4 Multiplication Tables Check (MTC).
- At the end of KS2 the school administers the SATs for English and Maths. These tests are used to calculate attainment at the end of Key Stage 2 and progress across the primary phase.
- Years 3, 4 and 5 are assessed termly using NFER tests for reading, spelling punctuation and grammar, and maths. Year 1 is assessed using NFER tests for reading and maths in the summer term.
- Writing at all ages is assessed by the class teacher and moderated both within school and with other local schools. On occasion we will be moderated by the Local Authority as part of their quality control systems.

2. THE IMPORTANCE OF ASSESSMENT AND RECORD KEEPING

Assessment is a continuous process that should highlight a child's strengths, areas for development and progress within the curriculum and also inform future planning. It will also help staff to monitor vulnerable groups within the school e.g. EAL, SEND, PPG, LAC, Summer born etc..

Assessment breeds confidence because success is highlighted and achievable growth points are identified. Children should be involved in the assessment of their own work; this assessment should be criteria-referenced and not comparative.

Record keeping

Record-keeping allows efficient retrieval and reporting of progression and achievements. Confidentiality is of paramount importance. The records kept by the individual teacher and the school will assist the reporting of each child's achievements.

Termly assessment results for reading writing, maths, science and RE are recorded on assessment trackers and progress is discussed with class teachers.

Record keeping can be formal or informal. Sometimes brief jottings are appropriate, sometimes more detailed accounts are needed. Most children will achieve the learning objective as planned and a record will only be kept of children who are not meeting or exceeding the objectives. The teacher will make comments about these children in his/her assessment file.

Records kept by the school will:

- clearly show children's progress over time
- identify children or groups not making the expected progress
- help to identify children who have a specific learning difficulty
- record significant achievements in curriculum subjects, religious education and other learning
- include the outcomes of observation, questioning, marking and testing
- inform future planning
- inform the annual report to parents
- be used as diagnostic tools for continuous improvement planning
- be used as an indicator of success

The quantity and quality of record keeping will be regularly reviewed to ensure that it meets the purposes for which it is intended.

3. REPORTING TO PARENTS

Parent Teacher Consultations

At Englefield Primary School there are two formal parent-teacher consultations per year – and an optional end of year consultation. This is important because it gives parents and teachers an opportunity to discuss a child's progress, achievements, targets and their SEN provision and targets (if appropriate).

The Annual School Report

The Annual School Report is sent out to parents towards the end of the Summer Term. This report includes:

- effort and attainment grades in all National Curriculum subjects and RE
- comments on English, maths, science and RE
- comments on their personal and social development
- attendance figures
- arrangements for discussing the report with parents

Year 6 parents are also sent a separate sheet that includes details of their child's SAT results and teacher assessments.

4. TRANSFER OF INFORMATION

All assessments and important personal information are passed on to the next teacher to ensure that progress can be tracked over time and planning can be pitched at the appropriate level. This also ensures that adapted provision can continue where necessary.

To ensure a smooth transition from KS2 to KS3, Year 6 teachers meet with Year 7 teachers from the surrounding secondary schools in the Summer Term to discuss individual children.

5. SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

Following our belief that every child is special in God's eyes, children with SEND are identified and assessed as early as possible so that appropriate provision can be made to support the child's learning and allow them to grow and flourish (see SEN Policy and Information Report).

Termly tracking using Hodder Spelling, Salford Reading and Hodder Basic Number Screening ensures small step progress can be recorded and any additional interventions can be targeted to have the greatest impact.

Those children who are not working at the level of Age-Related Expectations for Year 2 and 6 are assessed using Pre-Key Stage Standards.

6. ENGLISH AS AN ADDITIONAL LANGUAGE

Teachers make special provision for children in their class who speak English as an additional language. They adapt learning tasks or provide additional support or resources so that the children have access to the curriculum. They will also ensure additional English language lessons are provided, often using the resource 'Racing to English'.

West Berkshire Local Authority come into school to carry out English assessments for any pupils who have recently arrived from other countries. All pupils' home languages are valued and families are encouraged to share progress in the home language with the school.

7. CONFIDENTIALITY

Parents/Carers will have full access to their own child's data and teacher assessments along with statutory reports such as league tables outlining the school's performance. Teachers will have access to all pupils' data and teacher assessments. Governors will have access to all school data but will not have access to any individual pupil data the school holds. Central Government will have all statutory assessments of pupils on roll.

ASSESSMENT for LEARNING (AfL) and MARKING / FEEDBACK GUIDANCE

Purpose:

We believe that assessment, marking and feedback is central to children's learning; it helps to raise standards and allows pupils to flourish. Marking and feedback assists tracking of learning objectives for individual pupils on a day to day basis to aid future planning.

Teaching staff commit a large proportion of time to assessing pupils' learning and planning future lessons. The aim of this policy is to ensure that this time is spent effectively and will aid every pupil to reach the highest standards possible.

Policy Objectives:

Through our assessment and marking, we aim to:

- give effective, constructive feedback to pupils to guide future improvement
- promote interactive learning
- motivate and encourage pupils' enthusiasm to learn
- provide opportunities for pupils and teachers to share ideas
- strengthen our planning

Responsibilities:

The governing body will monitor school practice and procedures to ensure that appropriate provision is made for assessment and marking. The Headteacher has the overall responsibility for ensuring that assessment and marking is carried out appropriately and effectively by teaching staff and will report on a regular basis to the governing body on the school's standards and improvement. The Headteacher may delegate the day to day monitoring of the effectiveness and development of the school's assessment and marking procedures to a member of the teaching staff.

PRACTICE & PROCEDURES:

The following key points are applicable for all Key Stages.

Effective feedback should:

- focus on the learning intention and be given regularly, and if possible verbally
- confirm that the pupil is on the right track and suggest areas for improvement
- provide alternative solutions if a pupil continues to fail in a given task
- provide a record of a pupil's progress
- help pupils and parents understand strengths and areas for improvement.

Planning should:

- identify clear learning intentions for each lesson
- allow for additional support / adaptive strategies for pupils who are finding the learning difficulty
- challenge all abilities
- enable higher attainers to access additional challenge

Interactive learning:

Teachers should use a variety of ways to feedback to ensure pupils are part of the assessment process; this will include:

- verbal feedback – teacher and pupil
- quality marking with time for follow up
- self/peer assessment
- planned opportunities for discussion.

Motivating pupils:

Teachers should use a range of strategies to motivate and encourage pupils' enthusiasm to learn, including:

- a variety of positive ways to show improvement
- positive acknowledgement of correct work
- encouraging comments on areas needing development.

Shared principles:

- Constructive marking provides the opportunity for prompt and regular written or spoken feedback with the pupil.
- Both teacher and pupil are clear about the learning intention and its success criteria
- Next steps agreed with the pupil.

Teacher centred principles:

- Shared marking is used where possible to reduce unnecessary workload and to ensure misunderstandings are addressed.
- Teachers are selective in the aspects they choose to comment on.
- Teachers comment on the positive aspects of the piece of work.
- Teachers recognise effort as well as quality.

Pupil centred principles:

- Pupils are encouraged to comment on their work.
- Pupils are given time to act upon feedback given.

School centred principles:

- School practice is in line with the Assessment Policy.
- The Marking/Feedback Policy should be reviewed regularly to ensure it is understood by new members of staff and that the practice continues to reflect school policy.
- Teachers will use the following in their lessons:
 - **WALT (We Are Learning To...)** stating in 'child speak' what the pupils will be learning at the beginning of each lesson. The WALT should be focused and should be visually displayed.
 - **Success Criteria** – How children will know that WALT has been achieved (verbal).

MARKING & FEEDBACK GUIDANCE:

The level and nature of marking and feedback will depend on the type of activity and its purpose. Practice tasks may well be given a cursory mark or may be marked together in the lesson; teachers will use their time to plan next steps in their teaching.

Feedback will often be given verbally as this is accepted as the best means through which to have a positive impact on pupils' future learning.

A longer piece of writing or a more complex maths problem, for example, may be given more in-depth marking.

- The pupil or teacher should note the context in which the work was completed, for example:
 - I (Independent - If no code, presume independent work)
 - S (Support given)
 - G (Guided work)
- Marking may involve some of the following codes:
 - LOV (Learning Objective achieved)
 - LO – (Learning Objective not achieved)
 - V (Verbal feedback given)
 - P (Presentation needs attention)
 - Q (Check the question)
 - Sp (Spelling error)
 - F&F (Find and fix e.g. capital letters and full stops)
- Work should be marked in green ink and pupil amendments such as editing in written work should be done using purple ink.
- Self and peer assessment should be planned in whenever this is appropriate, related to clear success criteria.
- Time should be built into lessons for children to read marking comments and respond to them, if appropriate.

In-depth marking may:

- Display an interest in the child's work;
- Acknowledge effort regardless of the child's ability;
- Indicate areas for future development;
- Deal with any misunderstandings;
- Highlight progress and show clear ways forward (setting next steps).

MONITORING AND EVALUATION

Monitoring will be carried out by the Assessment Leader and / or Subject Leaders at least termly, in a variety of ways such as:

- Lesson observations
- Book scrutiny
- Pupil Interviews
- Learning walks