**Puddletown First School Assessment Policy**

This document should be read alongside our Marking and Feedback Policy.

**Aims** - At Puddletown First School we believe that the key aim of assessment is to support pupil achievement and progress.

**Through our assessment and reporting practice, we aim to:**

* Enable pupils to understand what they have to do to reach end of lesson, unit, topic, academic year and key stage expectations.
* Allow teachers to determine what a child can/cannot do and to help them plan future support to fill any gaps in knowledge and understanding.
* Help set targets and involve pupils in their own learning.
* Give parents a clear idea of what their child can do and what they need to do to progress.
* Provide information that can be used to evaluate teaching and learning practice.
* Give pupils effective feedback so they know what they have done well and what they need to improve.
* • Enable all pupils, including pupils with Special Educational Needs and Disabilities (SEND), to make effective progress.
* Principles The principles that underpin assessment at Puddtown First School are:
* Every child can achieve: teachers are constantly evaluating: ‘What do I need to do next, to enable all children in my class to achieve?’ The removal of levels has helped to improve pupils’ mind-sets and all pupils have the opportunity to access more challenging aspects of the curriculum.
* The Primary National Curriculum Programmes of Study are used as the expectations for all pupils. Assessment of pupil’s attainment and progress is directly linked to the curriculum and evaluates pupils’ knowledge and understanding of subject requirements.
* Assessment is used to ensure that all pupils make appropriate progress.
* All children need to understand the learning objective in each of their lessons and what they need to achieve it. A ‘Success Criteria’ is shared, or formulated, at the start of each session and pupils’ work is assessed against this criteria.
* Strategies are used to ensure that pupils have a secure understanding of key ideas and concepts before moving onto the next phase of learning.

**There are three main types of assessment used at Puddletown First School**:

**Formative Assessment**

This is used by our teachers to evaluate pupils’ knowledge and understanding on a day-to-day basis and to tailor teaching accordingly.

**Summative assessment**

This is used to evaluate how much a pupil has learned at the end of a teaching period (end of a Unit/Topic, term or academic year).

**Nationally Standardised Summative Assessment**

This is used by the Government to hold schools to account and to provide information on how pupils are performing in comparison to pupils nationally.

**Formative Assessment Day-to-Day Formative Assessments** This type of assessment is embedded across all lessons – in all subjects (foundation as well as core). Teachers assess pupils’ understanding of individual learning objectives and identify where there are gaps. This tells the teacher what to focus on in future lessons and prompts them to adapt their teaching approach to improve pupils’ understanding.

Strategies used will vary according to the subject and learning objective taught – these include:

* Use of rich question and answer sessions to evaluate pupil understanding and identify gaps or misconceptions.
* Use of whiteboards, flip charts and number fans to get instant feedback of understanding.
* Mini-plenaries to determine understanding at regular intervals.
* Short re-cap quizzes or recall of facts.
* In mathematics lessons, teachers often focus on the wrong answers (which can be used to explore concepts in greater depth and to identify and address any misconceptions).
* Observational assessment. S
* Scanning work for pupil attainment and progress.
* Self (or peer) assessment at the end of every lesson based on individual learning objectives and the ‘Success Criteria’.
* 1:1 or group discussions with pupils.
* Next step marking and feedback (see Marking and Feedback Policy).
* Teacher marking should use the 3 tick system for years 1-4 to provide feedback to pupils on their performance relating to the TOOLS, this will be communicated to the children as follows;

**3 Ticks** means that your work shows you have understood the lesson really well and that you have done the task well. Well done!

**2 Ticks** means that your work shows you have understood the work quite well but would need a little extra practise to be really sure

**1 Tick** means that your work shows that even though you may have tried hard.you have found the work tricky and will need more teaching and practise before you can do it on your own. Don’t worry but do keep trying your best!

**Mastery Learning**

Mastery learning is a specific approach in which learning is broken down into discrete units and presented in logical order. Pupils are required to demonstrate mastery of the learning from each unit before being allowed to move onto the next, with the assumption that all pupils will achieve this level of mastery if they are appropriately supported. Some may take longer and need more help, but all will get there in the end’, (Commission on Assessment Without Levels).

Formative assessment is used to show what pupils have learned well and what they still need to work on, and identifies specific ‘corrective’ activities to help them do this. After undertaking these corrective activities (or alternative enrichment or extension activities for those who have already achieved mastery), formative assessments are used to evaluate further progress.

**Procedures – Termly Summative Assessment**

**How we track progress**

**Target setting and tracking**

When measuring progress Primary Curriculum this uses an age related expectation (ARE) with an expected learning journey of **working towards** (the start of the understanding of the year group curriculum) to **mostly achieved** and finally to **achieved.** This learning journey is assigned a numerical value of 3 points overall. However, the nature of the curriculum is that the pupils should achieve ‘mastery’ of the concepts and knowledge taught, this means that the whole curriculum needs to be understood and taught before a judgement of competency can be made.

This makes in year tracking using a numerical scale problematic as you are unlikely to see children moving from **working towards** to **mostly achieved** or **achieved** until the end of the spring term when a sufficient amount of the curriculum has been covered. It is self evident that mostly achieved can’t be reached until the curriculum is mostly taught.

Therefore, we set an end of year target (prediction) for each child from the previous year’s achievement using any end of phase (EYFS, KS1) data. For KS2 children targets are set with a view to the end of KS2 expectation. We will then use this target to measure progress within a year.

This prediction towards their target will be used as a progress measure for each child. We will carefully track changes over the year in our predictions for the children using this to indicate the rates of progress being made by the child. These will then be will be validated at the end of the academic year when the curriculum has been covered.

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| Year 3 Maths | Base line | Target | Autumn  End of year expectation | Spring | Summer | End of year | Progress |
| Child A | Y2A | Y3A | Y3A | Y3A | Y3A | Y3A | Expected |
| Child B | Y2A | Y3A | Y3M | Y3M | Y3M | Y3M | Below |
| Child C | Y2W | Y3M | Y3M | Y3M | Y3A | Y3M | Above |

This table would indicate child A is making Expected progress across the year, child B is making less progress. In child B’s case we would need to be able to explain the journey and what is being done to support them. Child C was set a target that was aspirational to help them catch up with their peers and progress has been good. Giving them a good chance of catching up in the future.

**Procedures – Early Years Foundation Stage (EYFS)**

**Ongoing Assessments**

Throughout our Early Years setting, practitioners use the Development Matters and Early Learning Goals (ELGs) as a part of their daily observation, assessment and planning. On-going formative assessment is at the heart of effective early years practice. Staff make regular observations of how children act and interact and take photographs and make notes of what they can do to help identify where they may be in their own developmental pathway. This is recorded in the Learning Journals and tracked using Development Matters

These judgements are used to help track pupil progress. Analysis of data is used to inform individual pupil targets and to plan appropriate support. It is also used to help identify whole class coverage of the Early Years curriculum and more general gaps in knowledge.

**EYFS Profile**

In the final term of Reception (Upper Early Years) the EYFS Profile is completed for each child. This provides parents, carers and practitioners with a well-rounded picture of a child’s knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1. The profile reflects ongoing observation (as described above), records, discussions with parents and carers and adults working with the child. Each child’s level of development is assessed against the early learning goals (ELGs). Practitioners must indicate whether pupils are:

* Meeting expected levels of development
* Exeeeding expected levels
* Not yet reaching expected levels (Emerging)

The Reception teacher meets with the Year 1 teacher (as a part of our Handover Meeting at the end of the academic year) to discuss each child’s stage of development and learning needs. This informs planning in the first term of Year 1 and beyond.

At the end of the Reception year we give parents a written report which:

* States the child’s attainment against the ELGs
* Summarises attainment in all areas of learning
* Comments on general progress including the characteristics of effective learning

Parents are invited into school at the end of Reception to discuss the Profile. The report is specific, concise and identifies appropriate next steps. The results are also sent to the Local Authority.

The EYFS profile data is used to measure Good Levels of Development within the EYs setting:

* Levels of learning and development in each of the areas of learning for individual pupils and the class
* The attainment of children born in different months of the year
* The attainment of different groups of children e.g. SEN and Pupil Premium

**Nationally Standardised Summative Assessment**

Nationally standardised summative assessment provides information on how pupils are performing in comparison to pupils nationally:

**Year 1 Phonics Screening Check**

This check demonstrates how well a child can use the phonics skills they’ve learned up to the end of Year 1 and identifies pupils who need extra phonics help. It consists of 40 words and non-words that a student reads 1:1 with a teacher. Each child is scored against a national standard – children who do not meet the expected level in Year 1 are given extra phonics support and then repeat the test near **the end of Year 2.**

**End of Key Stage 1 tests**

All pupils sit the following tests at the end of Year 2:

* Reading
* Grammar, Punctuation and Spelling (GPS) - OPTIONAL
* Mathematics
* Writing (teacher assessment)

At the end of KS1 pupils will be given a scaled score and a ‘performance descriptor’ against the expected standard. We use these results to benchmark our school’s performance against other schools locally and nationally. This provides information about the school’s effectiveness and analysis of data is used to inform the School Development Plan.

**Assessing Pupils with SEND**

Refer to the SEND Policy – all pupils identified with a SEN are given a progress plan. This is written by the classteacher, SEND leader and is shared with and discussed with the parents and the child. Progress in achieving the targets within the progress plan is recorded and used to assess pupil progress. In addition progress is tracked as for their peers across the National Curriculum.

**Reporting to Parents**

* Termly Parent Consultation Meetings: these meetings focus on the curriculum – what pupils can do and what they need to do to improve (targets).
* Parents receive 2 written reports, one in the Spring Term that provides information on the child’s likely outcomes and what targets need to be addressed. They also receive a Summer Term report that includes assessment against end of year government expectations.
* The results of any statutory assessments e.g. EYFS outcomes, the Phonics Screening Check and end of KS1 SATs tests are included in the Summer Term reports.

**Pupils**

* Through our formative assessment strategies pupils get instant feedback on a daily basis.
* Our next step marking informs pupils of what they have done well and what they need to do to improve. Pupils are actively encouraged to respond to teacher’s comments, questions and commands in their marking, to self-evaluate their work and set their own targets based on a success criteria.

**Reporting to Governors**

* The Head Teacher’s Report to Governors (termly)

**Local Authority and Government (DfE)**

All statutory information (including relevant teacher assessments) are sent to the Local Authority and DfE as required.

When selected, Local Authority moderation also takes place

**Arrangements for ensuring teachers are able to conduct assessment competently and confidently** All teachers are kept up to date with developments in assessment practice through weekly staff meetings. Staff meetings are set aside for assessment updates and also to moderate work and termly tests.. Outside training providers are also used such as No More Marking. The headteacher is the assessment coordinator and attends all relevant courses to stay up-to-date with current practice and meets with other coordinators within the GTAT to share good current practice.

Y2 staff attend all LA Agreement Trialling meetings

**NQTs**

All NQTs take part in an induction day before taking up their placement. During this day the assessment coordinator will go through the school Assessment and Reporting Policy. NQTs attend assessment courses as a part of their induction programme - as well as all relevant courses hosted by our Teaching School. During staff meetings they work alongside other staff to record assessments and to analyse progress. They meet with other teachers to moderate work within GTAT.

Reviewed Jan 2020