

QUEENSWOOD SCHOOL



Strengthening Our Community

Assessment Policy

Agreed: Spring 2020

Updated: Autumn 2020

To be reviewed: Spring 2022

Rationale

Assessment is a continuous process integral to learning and teaching. It is how teachers gain knowledge of their pupils' needs, achievements and abilities, enabling planning and delivery to be more effective, thereby raising attainment for every child.

Assessment at Queenswood lies at the heart of the process of promoting children's learning. It provides us with a framework within which to set educational objectives and monitor progress. The National Curriculum 2014 has been designed as a 'mastery curriculum' to ensure that pupils are fully secure in the programmes of study before moving on

Principles of assessment are:-

- to provide information to support progression in learning through planning
- to provide information for target setting for individuals, groups and cohorts
- to share learning goals with children
- to involve children with self-assessment
- to help pupils know and recognise the standards they are aiming for
- to raise standards of learning
- to identify children for intervention
- to inform parents and other interested parties of children's progress
- to complete a critical self-evaluation of the school

In addition, assessment may support teachers, senior leaders and governors in monitoring and evaluating the effectiveness of teaching and learning and the school's deployment of resources.

We believe that every child can achieve. Teachers and staff ask themselves, 'What do I need to do next to enable each child in my class to achieve?'

The National Curriculum statements set out the expectations for all children, these are presented in child speak targets for reading, writing and maths in the form of bookmarks and are used by teachers, and by the children themselves, to assess attainment and progress. Children gain stickers on these bookmarks as they evidence success against each objective.

Teachers gauge the standard children are working at by continually assessing pupil work against the year group programmes of study in the National Curriculum - children engage in this process wherever they are able. There is a strong reliance on seeing progress in books across an academic year.

Our assessment and reporting system:

Formative Assessment (Assessment for Learning - AfL)

Formative assessment is a powerful way of raising pupils' achievement. It is based on the principle that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim. Ongoing assessment is undertaken by the class teacher throughout each lesson through questioning, observation and dialogue. Teachers check that children know what they are being asked to learn and more importantly, why.

In every lesson a 'Learning Target' is shared with the children and the 'assessment targets' are broken down into silver and gold assessment criteria. These are discussed with the children and represent the following:

Silver - working at the age-related expectation in this skill/concept

Gold - working at greater depth in this skill/concept

In order to help the children achieve the assessment criteria, teachers will share the steps to success using a variety of techniques which include:

- checklists in their books
- word banks in their writing toolkits
- displays in the classroom
- shared on the interactive whiteboard
- oral discussion

The children's work is then assessed against these assessment targets. Pupils receive feedback through dialogue with the teacher and teaching assistant and through peer assessment that may be either written or verbal; this provides pupils with clearly identified next steps. The quality of feedback to pupils is regularly monitored by senior leaders and internal and external moderation ensures that judgements are accurate.

Each child has a 'Target Pencil' in their maths books and learning journals, which list the key assessment criteria that will be taught that year. These are taken from the national curriculum and have been written using the support of Literacy and Maths consultants working with the school.

When a teacher judges a child has met one of the key assessment targets, they receive a sticker (either silver or gold) to signify to the child that they are making progress and to help them to know what they are achieving. These 'Target Pencils' are used within lessons to help children to know what they need to improve. Please see the

attached appendix for the language which is used with the children when discussing their learning and assessment.

This formative assessment feeds into our termly assessments of the children in our school. A judgement will be made to decide which of the objectives for reading, writing and maths each child is secure in. From here we will decide on a pupil's individual stage relating to the age-related expectations and set them challenging targets for the following term.

Summative Assessment - Assessment of Learning

Summative assessments measure attainment through standardised tests at any given point in time. Their purpose is to:

- record performance in a specific area on a specific date;
- provide end of key stage test data against which the school will be judged;
- provide information about cohort areas of strength and weakness to build from in the future
- support teacher assessment

An internal summative assessment process based on more formal tests for each year group is used alongside teacher assessments to give a moderated comparison to teacher assessment. At Queenswood we are using materials from PIRA, White Rose, Test Base and other published resources.

Tracking progress over time

Progress is tracked in books and our assessment protocols reflect this. Each term, teachers assess whether each child is working:

- Working Below national expectations for their year group (accessing a lower year group's national curriculum)
- Working Towards expectations for their year group (working on the correct curriculum, but not yet independently mastered the content)
- Working At the expectations for their year group (confident and able to independently complete age appropriate work taught so far)
- Working at Greater Depth (fluent and accurate with the age appropriate content and able to independently apply this to non-standard, non-routine situations)

The National Curriculum sets out what is expected from children in a particular year group and this is our starting point. We use visual grids to support teachers gaining a rapid understanding of where individuals attainment sits, compared to national expectations. These grids also show the progress each child has made since a baseline assessment at the end of the previous Key Stage, so progress over each key stage is

monitored to ensure challenging enough target are set to ensure all children make at least expected progress.

More able children

Children who have securely met the end of year objectives and are working beyond national expectations for their year group may be assessed as working at greater depth within their year group, rather than moving onto the next year's curriculum. These children will work on 'mastering' their knowledge through the application of skills in different contexts - they will be deepening their learning. In very exceptional circumstances a pupil may access some areas of learning from the next year group's objectives.

Early Years - Reception

Children in Reception will continue to be assessed against the Prime and Specific areas of Learning in the EYFS curriculum. Children are initially assessed during their first weeks in school, this provides a baseline from which we are able to measure progress.

Assessments are based on observation of daily activities and events. At the end of Reception for each Early Learning Goal, teachers will judge whether a child is meeting the level of development expected at the end of the Reception year:

- **Emerging**, not yet reached the expected stage of development
- **Expected**
- **Exceeding**, beyond the expected stage of development for their age

Reporting to Parents

We will continue to report to parents each term via parents consultations in the autumn and spring terms, and the end of year school report. This will inform parents whether their child is **below**, **working towards**, **at the standard** or **at greater depth** against age related expectations.

The end of year written report to parents include results of end of key stage statutory tests and assessments and gives information relating to the internal tracking of progress and attainment.

Parents can request a pupil progress discussion at any point in their child's education by appointment.

The Assessment Cycle at Queenswood:

In addition to teacher's own notes and plans, teachers are expected to regularly keep and update records as detailed in the assessment cycle. At Queenswood Primary School we follow an assessment cycle and update the data on our tracking system regularly. We use the information stored to analyse the attainment and progress of each class and discuss findings and outcomes at a termly pupil progress meeting with appropriate members of the team.

Outcomes for individuals and groups is analysed and targets reviewed. The information is used to identify intervention strategies, including for those pupils who are more able, those with special educational needs and those in receipt of Pupil Premium Funding. Class teachers set targets for English and Maths and share information with SLT, the SENCO, phase and subject leaders. Through review of the Strategic Plan, governors analyse data and track progress made by cohorts and groups of pupils. Staff work with colleagues at school and in local schools to moderate assessment judgments each term.

Autumn 1

Targets for reading, writing, maths and science using prior attainment from end of previous key stage and teacher assessment of last academic year set for individual pupils/classes/year groups.
Age appropriate child speak writing, maths bookmarks in books (stickers added when any target statement is achieved by teacher or child as able)
Weekly times-tables and spelling tests
Weekly independent writing
EYFS baseline completed by half term
RWInc Baseline assessments for YR - 3

Autumn 2

Weekly times-tables and spelling tests
Weekly independent writing
Summative Assessment - PIRA Autumn term test; White Rose Autumn term test
EYFS tracking documents updated
RWInc assessments updated for all on programme
Parents Consultations - teachers provide pupil targets for parents and discuss progress and attainment.
Pupil Progress meetings with senior leaders to discuss pupils not reaching expected standard or making expected progress.

Spring 1

Child speak writing and maths bookmarks in books (updated when any statement is achieved)
Weekly times-tables/spelling
Weekly independent writing
RWInc assessments updated for all on programme
Moderation of Writing and Maths to support teacher judgements.
All year groups - ongoing assessment of pupils in relation to age related national standard for reading, writing and maths.
KS1 and KS2 Mock tests

Spring 2

Weekly times-tables/spelling
Weekly independent writing
Summative Assessment - PIRA Spring term rest; White Rose Spring term test
RWInc assessments updated for all on programme
EYFS tracking documents updated
Teachers to check proportions of pupils on track for age related national standard for reading, writing and maths are still accurate.
Parents Evenings - teachers provide pupil targets for parents and discuss progress and attainment.
Pupil Progress meetings with senior leaders to discuss pupils not reaching expected standard or making expected progress.

Summer 1

Child speak reading, writing and maths bookmarks in books (updated when any statement is achieved)
Weekly times-tables/spelling
Weekly independent writing
Moderation of Writing and Maths to support teacher judgements.
All year groups - ongoing tracking of proportions of pupils on track for age related national standard for reading, writing and maths.
RWInc assessments updated for all on programme
End of KS testing (Y2/Y6) - see DfE timeline
Year 1 Phonics Screening (Y2 re-takes)
Year 4 Times Tables Test
Pupil Progress meetings with senior leaders to discuss pupils not reaching expected standard or making expected progress.

Summer 2

Weekly times tables/spelling
Weekly independent writing
Summative Assessment - PIRA Summer term rest; White Rose Summer term test
EYFS GLD calculated, tracking documents updated and reported to LA
RWInc assessments updated for all on programme
Teachers to check proportions of pupils on track for age related national standard for reading, writing and maths are still accurate.
Foundation stage and Year 1 staff meeting to moderate for children making transition from FS to Y1.
YR - Y6 staff teams to meet with new class teachers to moderate judgements. Pupils workbooks to be used as evidence.
SLT to set aspirational targets for next academic year

Moderation Meetings

We value many types of assessment and appreciate that, although tests provide a score for that point in time, we should also assess and monitor the quality of the daily work produced in lessons. Personalised knowledge of each child is key. In order to validate judgments and ensure a consistent approach, staff meet regularly to moderate writing and other assessments. As a cluster of schools, we meet together during the Spring and Summer terms to compare judgements and moderate assessments in writing and maths. These are led by consultants in order to ensure rigour and appropriate challenge. Further moderation is carried out by the school's School Improvement Partner and the Local Authority's Quality Assurance Person. This all ensures a robust and accurate assessment system which ensures that teachers know exactly what a child can do, and what the focus for next steps are.

Arrangements for monitoring and evaluation

The head teacher will:

- Meet with each teacher to review the pupil progress profiles for the class in reading, writing and maths
- Review the progress of vulnerable groups for example: boys, girls and PPG
- Use this meeting to set targets and make accurate predictions for the end of year outcomes

The assessment co-ordinator will:

- Formulate the school's assessment policy in consultation with the head teacher, staff and governors
- Review the policy regularly in the light of statutory requirements and the needs of the school
- Provide support and guidance with assessment and keep up to date with current information
- Resource school with relevant tests and update assessment cycle
- Maintain the 'tracking file' and consult with all staff about the targets set
- Highlight pupils who have made no progress or are working below expectations
- Analyse results to identify attainment and progress made by pupils and for groups of pupils such as those on free school meals, gender, vulnerable children and children from an ethnic background
- Report to governors regarding the policy, statutory test results and cohort targets


Review

This policy is subject to annual review, as part of the school self-evaluation process. Its success in relation to the school's attainment targets for assessment will be evaluated as part of the annual assessment audit. The policy will be revised in line with the new action plan targets

Appendix 1

Talking to children about their learning and assessment

When talking to children about their learning, we call this our '**Learning Target**'

Literacy		
Our learning: to choose appropriate vocabulary		
Today we will continue to explore the genre of explanation focussing on formal, technical and explanation language.		
Assessment Target		Assessment
Silver ARE	I can complete an explanation text effectively with suitable words choices	
Gold ARE	I can complete an explanation text effectively with a range of formal, technical and explanation vocabulary	

Silver is explained as 'this is the standard you should achieve for your age'.

Gold is explained as 'this shows you have a deeper understanding of the learning'.

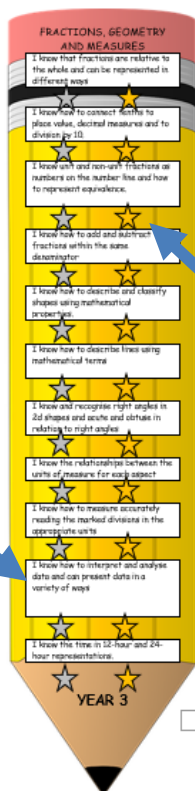
The 'Silver' and 'Gold' Statements are the '**Assessment Targets**'

We talk to children about these as 'What you need to achieve today'.

When talking about assessment, these are called our '**Target Pencils**'.

The statements on the pencils are called '**Targets**'.

We talk about these as 'What you need to show you have learnt this year'.



The stars are where teachers place stickers when they assess the child has demonstrated they have achieved this learning.

We talk about these as 'You have shown me you can now.....at a silver/gold level'.