

'Every Child, Every Chance, Every Day'

Reviewed By	Cate Gregory & Annette Hixon	Policy Owner	November 2016
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NEXT REVIEW			November 2018

"You can enhance or destroy students' desire to succeed in school more quickly and permanently through your use of assessment than with any other tools you have at your disposal." Rick Stiggins (2007)

Rationale

At Shirley Schools we believe that 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. We do not believe that children's ability is fixed: all children can learn new skills with the right teaching approach, knowledge about what they need to do to improve, and careful, continuous assessment of their understanding. Tracking of assessment helps us to ensure that children are on track to meet or exceed their end of year expectations, and also helps us to ensure that the school is improving over time.

Our 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 all 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
- assessment is for all pupils, regardless of ability

Objectives:

This purpose of this policy is to ensure a consistent approach is taken to assessment throughout the school.

1. Formative Assessment (assessment for learning)

*"We cannot predict what students will learn, no matter how we design our teaching...
...students do not necessarily learn what we teach." (Dylan Wiliam)*

Formative assessment (assessment *for* learning) takes place during the lesson. It involves the teacher and child making on-going judgements about the child's learning in order to inform and enhance teaching, provide feedback and ensure the child is given an appropriate level of challenge and suitable next steps.

Assessment for learning opportunities are a natural part of teaching and learning, because in order to effectively help children learn, teachers need to know what they have understood and what needs to be taught next. This assessment constantly takes place in the classroom through questioning, discussion, observation and analysis of work. Effective formative assessment is dynamic, adapting and evolving in light of responses in class. Formative assessments will not necessarily be recorded unless there is value in doing this.

At Shirley Schools, we want all children to exhibit learning behaviours. We actively promote strategies to ensure all children are switched on, engaged in their learning and responding to questioning.

To ensure our assessment for learning is effective, teachers:

- Incorporate formative assessment opportunities in medium and short term planning
- Evaluate pupils' knowledge, skills and understanding, both during the lesson and through looking at the work in their books, in order to identify gaps and misconceptions so that any issues can be addressed subsequently
- Act on this information as soon as possible in order to address the issues
- Adjust plans and lesson resources to meet the identified needs of the pupils, reframing tasks where appropriate
- Encourage pupils to evaluate their own and each other's work against success criteria based upon specific, key learning objectives
- Ensure written feedback on pupils' work is constructive and purposeful in accordance with the feedback policy
- Complete tracking sheets during units in maths and literacy to show all pupils' outcomes and to inform intervention
- Set individual, challenging targets in numeracy and literacy on a regular basis and discuss these with the pupils so that they are involved in the process

Throughout lessons, teachers use a robust range of assessment for learning strategies in order to:

- ensure children actively understand the learning objective, why they are learning it, and how to be successful in the lesson
- ensure every child is engaged and responding throughout the lesson
- elicit evidence of their learning from every child
- ensure every child's learning is kept on track
- monitor how effectively they are teaching the concept or skill (by gauging the children's developing understanding)
- identify which children are able to work independently and which children need further support or scaffolding
- encourage children to evaluate their progress so that they understand the next steps they need to make

These assessment for learning strategies include, but may not be limited to:

- Pre-assessments and questioning to identify current understanding and skills
- Rich questions and answer sessions during lessons
- Probing questions when working with individual children or groups
- Use of mini-whiteboards to enable the teacher to see an answer from every child
- Giving sufficient thinking time before children discuss or share answers – a minimum of 3 seconds is good, 10 seconds is better
- Use of ‘think/pair/share’ or talk partners to enable children to respond individually then with a partner before sharing their thoughts. Talk partners are best when chosen at random and changed weekly
- Use of either ‘no hands up’, ‘all hands up’ or lolly sticks to ensure that when a key question is asked, every child thinks and is ready to have a go at giving an answer
- Responding to “I don’t know” by asking the child to listen to some other children’s thoughts and then coming back to the child and asking them to have another go
- Using multiple choice questions (eg a colour-coded grid on a smart board screen), in combination with labelling the corners of the classroom (eg A,B,C,D) or giving children coloured fans so all children are expected to physically show their answer
- Working walls
- Self and peer evaluation
- Discussion, talk and modelling

Adapting lessons in response to AFL

If these strategies show that lots of children are not developing an understanding of the skill or concept then teachers respond to this, adapting their lesson at that point or bringing the lesson to an early close and returning to it the next day having reflected and re-planned the input.

Feedback and targets

Children are given frequent and specific feedback on their learning, with the aim of helping them overcome barriers and understand their next steps, so that they know what they need to do in order to improve. Feedback is given through comments and guidance during lessons and through marking of their written work (see Feedback policy). In Writing and sometimes in Maths, targets are set to help children achieve their next steps. Children are expected to make an effort to meet their targets in future work, with the guidance of the teacher, and to identify when and where they have been met.

Self- and Peer-assessment

Children are given regular opportunities to self-assess how far they have progressed towards meeting the learning objective. This may be by traffic-lighting their work, or by putting their book in traffic-light-coloured trays at the end of the lesson.

Children are taught how to self- and peer-assess written work using steps to success and highlighting where steps and targets have been achieved.

Pre-assessments

In maths, teachers use pre-assessments prior to each unit of work to inform their planning. These identify whether children are ready to learn each set of objectives or whether they have any gaps which need filling first.

Recording ongoing attainment

Lesson plans for core subjects have a front sheet showing the objectives for the unit, where teachers will record children’s attainment during the unit. Children’s names will be moved across into different columns as their gaps are addressed by Quality First Teaching or during afternoon catch up sessions or interventions.

Gaps in Learning

Towards the end of each unit, names are recorded on a Gaps Analysis sheet of any children who are identified as having gaps which are preventing them from achieving ARE. This sheet is used by Year Leaders to plan interventions during the following unit in order to catch these children up.

Formative Assessment Cycle

When in cycle	Action	Form to use	Completed by
Prior to each maths unit	Pre-assessment – this can be informal/formal as appropriate		Teachers
During the unit	Record chns attainment against each objective	Front Sheet of plan	Teachers
After each unit of work	Record any children who did not meet ARE in core objectives	Gaps Analysis	Teachers
As unit progresses/ during subsequent days/weeks	Use QFT, interventions and afternoon catch up to address gaps and move children on	Update Gaps Analysis and Front Sheet of Plan	Teachers

2. Summative Assessment (assessment of learning)

Assessment of learning happens at the end of each term and year. Teachers evaluate pupils' learning and progress in order to judge whether pupils are on track to meet their end of year expectations, and whether the planning and teaching has been effective.

To ensure our assessment of learning is effective, teachers:

- Conference pupils to gauge their level of understanding of concepts, to inform the teachers' judgements
- Record termly assessments for each pupil in reading, writing and maths, based on the end-of-unit summative assessment sheets and a variety of evidence, to say whether they are working below, within or securely within national expectations for the year group
- Record end of year assessments in reading, writing and maths and share these with parents via the end of year report
- Assess all subjects termly using a common format and make relevant comments about pupils' progress, especially those working below or above the national average
- Have access to support from the SENDCo so they can effectively assess pupils with SEN
- Pass on assessment information to the next class teacher so children can be tracked as they progress through the school

Assessment Surgeries

Assessment surgeries are held throughout the year, where teachers in each year group bring a sample of work to look at with a member of the SLT, with an agreed focus (eg borderline ARE, or Greater Depth) and judgments are agreed or challenged through professional dialogue. Class teachers then use their sample children's outcomes (adjusted if necessary following the assessment surgeries) to inform them when judging the attainment of the rest of the children in their class.

Termly Tracking of attainment

Once a term, children's overall attainments in each core subject are recorded on a staircase form. Each year group monitors the progress of its children towards their year group target and the whole school targets. The regular reviewing of tracking data will give teachers and leaders the opportunity to revise and refine targets for the class. It is in recognising the individual progress of pupils that the schools can make finely tuned adjustments for target setting for each cohort. The discipline of regularly analysing pupils' attainment will ensure that every pupil has challenging and realistic targets set for them, and that no child gets left behind, and data tracking will show whether children are on track to meet these targets.

Pupil Progress Interviews

Once a term, class teachers in each year group discuss children's attainment in a Pupil Progress Interview with a member of the SLT. Prior to this meeting teachers fill in a Barriers to learning sheet for the children in their class who are not meeting ARE in one or all core subjects. The meeting has a set focus, eg children who are falling behind, or progress of Pupil Premium children. Actions are agreed with the year team in order to accelerate these children's progress, and teachers record agreed actions during the meeting.

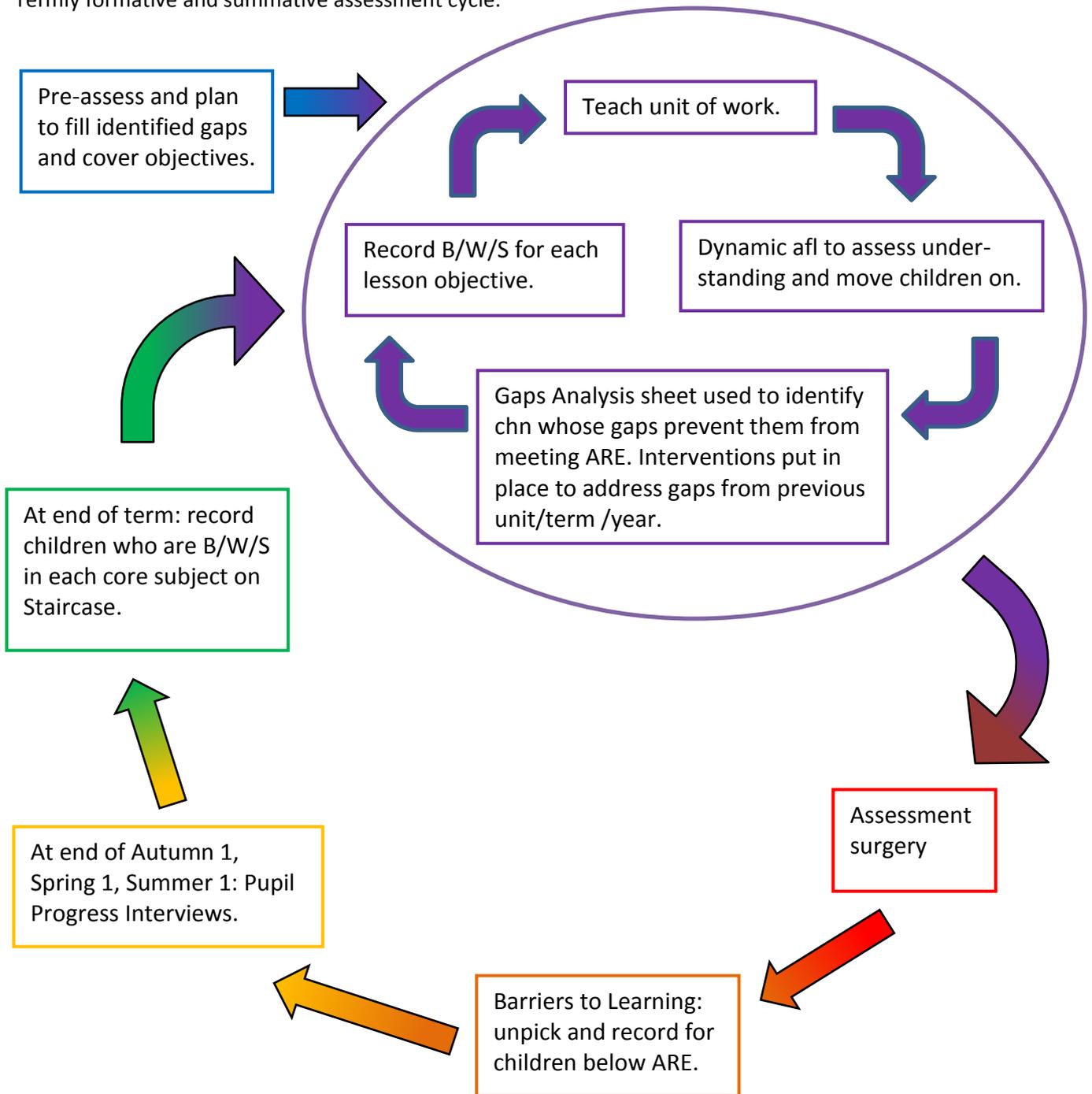
Summative Assessment Cycle

A formal assessment cycle includes opportunities to track and moderate data. It is through an effective tracking system that we can ensure the needs of every pupil are met and that the school develops a clear understanding of how to raise standards. Moderation is important to ensure a consistent approach in assessment throughout the school. It is important that when teacher moderation is carried out, there is evidence recorded to justify judgements made.

When in cycle	Action	Form to use	Completed by
Annually at start of year	Setting of targets with Year Leaders for their cohorts, and with each teacher through performance management		Head of school, Year Leaders
Termly	Assessment surgery: professional dialogue to agree or challenge judgments in an agreed subject with an agreed focus	Assessment Surgery record	Surgery leader
Termly: Autumn 1, Spring 1, Summer 1	Record children who are not making expected progress and unpick their barriers to learning in the particular individual subject, or their learning barriers if they are falling behind in all subjects. Use information to identify percentages of children working at age appropriate expectations within a cohort Analyse the data and review targets for individuals and groups and use the information to identify intervention groups, including those pupils who are gifted and able, those with special educational needs and those in receipt of Pupil Premium funding. During Pupil Progress Interview, teachers record suggestions and actions in the 'Agreed Actions' column (and type this up if it is done by hand during the meeting)	Barriers to Learning	Teachers prior to Pupil Progress Interview Year Leaders Year Leaders Teachers during Pupil Progress Interview

Termly: Aut 2, Spring 2, Summer 2	Assess chns attainment in each core subject	Staircases	Teachers
Termly	Year Leader to record children in the year group who are below ARE and identify if they are members of vulnerable groups	Groups Analysis spreadsheet	Year Leaders
	Cross-trust reading, writing or maths moderation with JET primary schools, with an agreed focus	JET Moderation form	Teachers during moderation
Annually in Y2 and Y6	Nationally standardised Statutory Assessment Tasks (SATS), and analysis of data from these		Analysis: Deputy Head
	Participation in moderation schemes in the Local Authority for SATS and end of KS2 writing assessments		Teachers
Annually	Write reports	Report	Teachers
	Analyse data at the end of academic year to track 'value added' progress made by cohorts, groups of pupils and individuals	Data Report	Year Leaders
	Use tracking data to analyse teacher and school performance	Whole school Data Report	Deputy Head

Termly formative and summative assessment cycle:



3. Reporting

Reporting to parents/carers provides the opportunity for communication about their child's achievements, abilities and future targets, and enables an effective home-school link. Parent's Evenings and end of year reports are designed so that they inform parents of pupils' development and progress and have a positive effect on pupils' attitudes, motivation and self-esteem.

To ensure our reporting is effective, we:

- Provide opportunities for three parent consultation evenings:
 - An evening in autumn so that parents can discuss how well their child has settled
 - A mid-year evening so parents can be given a mid-year progress report and discuss how they can support their children's learning at home
 - An opportunity at the end of the year to discuss the end of year report
- Provide an end-of-year written report which include results of statutory tests and assessments and gives information relating to progress and attainment
- Invite parents to 'See My Learning' drop-in mornings to ensure they are able to see their child's progress. Children are encouraged to talk through their own progress with their parents by reviewing their learning and their exercise books
- Discuss pupil progress at the request of parents by appointment.

Reviewing the Assessment Policy and ensuring it is followed

It is important that the assessment policy is kept relevant and up to date, and that it is being followed.

The assessment leader will:

- Formulate the assessment policy in consultation with the Executive Headteacher, Senior Leadership Team, staff and governors
- Review the policy regularly in light of statutory requirements and the needs of the school
- Provide support and guidance with assessment and keep up to date with current information and good practice
- Ensure that staff have access to professional development opportunities on assessment
- Maintain an overview of termly results to identify attainment and progress made by individual pupils and by groups of pupils such as those on Pupil Premium, those with SEND, gender groups, vulnerable children and children from an ethnic minority background

The Senior Leadership Team will:

- Report to governors regarding the policy, statutory test results and cohort targets
- Review classroom practice in order to ensure the assessment policy is being followed
- Monitor the effectiveness of the assessment practices in order to ensure they continue to lead to raised standards of teaching and learning

Other related policies:-

- Feedback Policy