



Policy on Assessment

1 Introduction

We believe that effective assessment provides information that improves teaching and extends learning. In Maesybryn Primary School, we undertake two different but complementary types of assessment: assessment for learning and assessment of learning.

Assessment for learning (formative assessment) involves the use of assessment in the classroom to raise pupil achievement. It is based on the idea 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 this aim (i.e. to close the gaps in their knowledge). We believe that this is one of the most effective tools in raising standards in our school as it directly links to pupils and their work.

We give our children regular feedback on their learning so that they understand what it is that they need to do better. Research has shown that their involvement in the review process raises standards, and that it empowers pupils to take action towards improving their performance. Effective feedback is one of the most important drivers for progress and higher levels of achievement.

Assessment of learning (summative assessment) involves judging pupils' performance against class, school and national standards. Teachers may make these judgements at the end of a unit of work, of a term, of a year, or of a key stage. Test results, too, describe pupil performance, in terms of levels or outcomes at Foundation Phase.

2 Objectives

The objectives of assessment in our school are:

- to enable our children to demonstrate what they know, understand and can do in their work;
- to help our children recognise the standards to aim for, and to understand what they need to do next to improve their work and reach their maximum potential in each subject ;
- to allow teachers to plan work that accurately reflects the needs of each child;
- to provide regular information for parents and carers that enable them to support their child's learning;
- to allow staff to plan specific intervention strategies for SEN and MAT pupils and to measure their success;
- to provide the head teacher and governors with information that allows them to make judgements about the effectiveness of the school.

3 Planning for assessment

We use our school's curriculum plan to guide our teaching. In this plan, we set out the aims, objectives and values of our school, and give details of what is to be taught to each year group. In our planning, we also identify opportunities for assessment.

To support our teaching, we use the National Literacy Strategy, the National Numeracy Strategy, Curriculum 2008 and the Foundation Phase documents for the seven areas of learning. The school is currently developing the curriculum in line with the recommendations of the Donaldson Report and will integrate assessment procedures once they are clear. We use the assessment guidance produced to accompany these to help us identify each child's level of attainment. Planning and assessment are linked closely to subject and key skills and these are broken down into skills ladders that track progress across the primary curriculum. These in turn are linked closely to our assessment package, Incerts.

We plan our lessons with clear learning objectives. We base these upon the teacher's detailed knowledge of each child. We strive to ensure that all tasks set are appropriate to each child's ability. Our lesson plans make clear the expected outcomes for each lesson and are clearly differentiated based on previous assessment.

Teachers always share the lesson's learning objective with the children as the lesson begins. They also indicate the way in which the activity is linked to the learning objective, and the criteria against which the work will be judged. Success criteria are linked to subject skills and key skills and are differentiated clearly. Children also identify key success criteria through using "What Makes Good" (WMG) and "Every Time We Write" (ETWW) strategies

Teachers ask well phrased questions and analyse pupils' responses to find out what they know, understand and can do, and to reveal their misconceptions. Effective questioning of learners is a very powerful assessment tool. Equally important is the use of peer and self-assessment, where pupils and their peers mark and question their own work and that of others using clear criteria.

We make a note of those individual children who do not achieve at the expected level for the lesson, and we use this information when planning for the next lesson. We also keep this information as a record of the progress made by the class. This helps us to target support and to enable clear and precise target setting each year.

Attached to this policy is a clear timetable of formative assessment for the school. Assessment for Learning (AfL) takes place on a daily basis.

4 Target-setting

Every school is required by law to set targets in mathematics, science and English each year for those pupils who are in Year 6 and for Language, Literacy and Communication (LLC); Mathematical Development (MDT) and Personal, Social, Wellbeing and Cultural Diversity (PSWCD) at Year 2. We in fact set targets in each subject for all of our children, during each academic year. We discuss individual targets where necessary, and communicate these to parents and carers. Targets are linked to our expected levels chart for each learning group (see appendix). We formally review the progress of each child each term in relation to these targets and amend planning accordingly. By analysing this data, we can target support for those who are unlikely to achieve their goals. At the end of the academic year, targets are compared with actual attainment. This information is all stored on SIMS tracking sheets and sent to the local authority and the consortium each term. Information from baselines, Y2 and Y6 is included in a tracker for the whole school to ensure that the progress of each child, specific group and class is carefully tracked and challenged.

We also set targets for other areas of work in school. We encourage the children to set targets themselves, linked to their individual working habits. The children record these targets on target sheets from Y2 onwards, and the teacher reviews these with each child on a regular basis.

We ask our older children to review their targets with fellow pupils, because we believe that this encourages them to work together and share evidence of progress. We encourage the children to involve their parents and carers in this process.

5 Recording

We recognise that there are various methods of assessing a child's learning. The type of assessment that we make varies from subject to subject. We find it unnecessary to keep a formal record of all these assessments; we record only the information that affects future learning.

On our planning evaluation sheets, we record only those pupils who fail to meet the planned learning objective, or who achieve more than was planned, so that we can take the needs of these pupils into account when planning for the next lesson (initials are used for this). Where the majority of the class makes the planned progress, there is, of course, no need to record this, and we use our annotated lesson plans as a record of progress measured against learning objectives. This information is also entered onto Incerts to show on-going planning.

Specific testing is stored on a central server for all to access. Big Maths scores, spelling, reading and numeracy results are stored and shared with SMT and other teachers. This allows good identification of need and allows for challenge and consistency when pupils transfer from one class to another. It also enables effective whole school self-assessment and informs the School Improvement Plan

We take the objectives for individual lessons from the broad learning objectives within the school's curriculum plan. These in turn reflect the demands of the National Curriculum. Our teachers record the progress of each child against these broad objectives. This enables them to make a judgement about the work of each child in relation to the National Curriculum level of attainment. This allows us to monitor the progress of each child. Each teacher passes this information on to the next teacher at the end of each year.

In KS2, pupils record their own self-assessment using green pens and double page marking for certain activities each term. Peers use purple pens to comment and assess. Children in Foundation Phase use aquatic stickers charts to show learning understanding and self-assessment based on specific attitudes towards learning such as persistence and pride. Transition from one approach to the other occurs in Year Two when both may be used as pupils learn to adapt to the KS2 approaches.

6 Reporting to parents and carers

We have a range of strategies that keep parents and carers fully informed of their child's progress in school. We encourage parents and carers to contact the school if they have concerns about any aspect of their child's work. The curriculum plan is published on our website and teachers share information about what children will be learning or what they have undertaken in school through the use of newsletters and social media.

Each term, we offer parents and carers the opportunity to meet their child's teacher. At the first meeting of the school year, we review the targets that we have identified for their child. At the second meeting of the year (which we hold at the end of the spring term), we evaluate their child's progress as measured against the targets. At the third meeting of the year, we review their child's written report and the targets identified in it for the next school year, if parents wish to discuss this (see next paragraph).

During the summer term, we give all parents and carers a written report of their child's progress and achievements during the year. In this report, we also identify target areas for the next school year. We write individual comments on all subjects of the National Curriculum, and on religious education. The information for these is derived directly from the assessment package and links carefully and precisely to what the child has achieved. In this written report, we reserve a space for children to give their own evaluation of their performance during the year. We also include a space for parental feedback.

In reports for pupils in Year 2 and Year 6, we also provide details of the levels achieved as a result of National Curriculum and Foundation Phase Outcome assessments. These assessments are carefully moderated within school and with colleagues from other cluster schools, including the local comprehensive school. Moderating also takes place with local schools that are within our WAG family of schools.

At the start of a term, each of our teachers gives parents and carers an update that identifies the main areas of study for that particular class. In this update, the teacher identifies how parents and carers can support any elements of the work during the rest of the term.

Each child's set of books is a record of their achievement. We do not believe in one special book or a "Best Book" – all of a child's work should be their best. These books offer a portfolio of work for each child over a year. Books are sent home to parents at the end of a year, although a selection is kept from each class to provide evidence for inspectors, future teachers or in-school monitoring. These "Tracker" children are chosen each year to show a range of children including those with special needs and the more able and talented. Books also show evidence of assessment for learning strategies such as double-page marking and self-assessment.

For children in Y2 and Y6, a portfolio of English, Maths and Science/PSWD work is compiled for moderation and assessment in line with WAG guidelines on teacher assessment at the end of Key Stages.

7 Feedback to pupils

We believe that immediate and effective feedback to pupils is very important, as it tells them how well they have done, and what they need to do next in order to improve their work. Feedback can be from a teacher, a support assistant, a peer or themselves. This is based on the research by the Sutton Trust which rates effective feedback as the most powerful tool for pupil progress. We have an agreed code for marking, as this ensures that we all mark in the same way, and the children learn to understand it. (see Marking Policy)

We give children verbal feedback on their work whenever possible. This is especially true in Early Years. We usually do this when the children are working during the lesson, although we sometimes give feedback on a particular lesson at the beginning of the next one. When lesson time does not allow for verbal feedback, we write comments on the children's work during marking. We give written comments to children of all ages.

When we give written feedback to a child, we relate this to the learning objective for the lesson. We make clear whether the objective has been met, and we produce evidence to support our judgement. If we consider that the objective has not been met, we make it clear why we think so. In either case, we identify what the child needs to do in order to produce (even) better work in the future.

Teachers give pupils feedback which confirms that they are on the right track, and which encourages them to make an improvement. Teachers give pupils suggestions as guidance but they recognise that pupils gain most when they think things through for themselves.

Having children assess their own or each other's work is very effective, because it enables them to clarify their ideas on progressing to the next step, but this must be carefully managed, to avoid unhelpful comparisons. Teachers always mark the work themselves afterwards. This form of Assessment for Learning (AfL) is described in more detail in the attached appendix and in the staff handbook. Children are encouraged to use topic specific success criteria and WMG and ETWW posters in this process

Time must be given at the beginning of each lesson for the children to absorb any comments written on their work, to answer any questions written on it by the teacher, and also to ask any questions of their own. There may also be improvements they can work on during this time. We start the lesson in this way in order to ensure that the time our teachers spend on marking really has an impact. We believe that learning is maximised when children enter into a dialogue about their work.

8 Inclusion and assessment for learning

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils.

We achieve educational inclusion by continually reviewing what we do, by monitoring data, and through asking ourselves questions about the performance of these individuals and groups of pupils. In this way, we make judgements about how successful we are being at promoting racial and gender equality, and including pupils with disabilities or special educational needs.

Pupils in receipt of additional input have an Individual Education Plan (IEP) and this forms part of assessment as reviews will identify achievement against these targets and provide evidence for future targets. Additional assessment is undertaken with these pupils to assess progress.

Pupils in our two Local Authority Bases (LRB) are assessed using SIMS which is a programme consistent with Local Authority policies. Small class numbers mean that assessment and planning are very closely linked at an individual basis. Due to the nature of the pupils, it may not be appropriate to use KS2 AfL strategies in the related age class or to concentrate on Y2 attitudes to learning but Nursery ones.

9 Moderation of standards

All subject leaders study examples of children's work within their subject area. Subject leaders use the national exemplification materials to make judgements about the levels of the children's work. All our teachers discuss these levels, so that they have a common understanding of the expectations in each subject. By doing this, we ensure that we make consistent judgements about standards in the school.

Regular monitoring of standards takes place, for example in lesson observations, book scrutiny, wall trawls and listening to learner activities. All of this information informs the SER as well as assessing standards in the school and the progress made by learners.

Attached to this policy is a timetable of monitoring activities within the school.

10 Monitoring and review

Our assessment coordinator is responsible for monitoring the implementation of this policy. We allocate special time for this task. The coordinator uses this time to inspect samples of the children's work, and to observe the policy being implemented in the classroom. Currently this post is held by the Deputy Headteacher.

Senior staff monitor pupils' overall progress on a regular basis so that potential underachievement can be identified and addressed as soon as possible.

This policy will be reviewed every two years or earlier if necessary due to changes brought about by the new curriculum.

Appendix One

1. Cath Delve created programme shown which involves sea creatures and two questions introduced each year which concentrate on attitudes to learning and effective questioning .e.g. in Nursery “ I am happy with my work – with a link to a specific creature statement”. In Reception effort is introduced; in Y1 oracy and participation and in Y2 presentation, resilience and persistence. Ten statements in total but most important aspect is the discussion about why they feel this way.
N I am happy with my work/ I think that I could do better
FPR I tried my best/I could have tried harder
FP1 I need to take part more/ I had lots to say
FP2 I am proud of my work/I need to improve my presentation
FP2 I need to slow down and take more care/I didn't give up and I finished the task.

It is suggested that peer assessment would be best covered by class discussion of who has exemplified a particular quality. Also pupils could use ipads to self-assess. Also planning should highlight a specific focus area. Frequency could be daily

Appendix Two

ASSESSMENT FOR LEARNING KS2

- **Feed Forward Marking (double page / double line spacing)**

It has been decided that KS2 will undertake double page marking. The children are to write on the side of the page which is their dominant hand. The opposite page will be used to record WMG (What Makes Good) and a teacher comment in order for the child's learning to move forward / improve.

The work to be re-drafted will be highlighted using a **green pen**. Staff will make a mark to identify the work. Staff will then make a green mark on the opposite page to indicate to the child where the re-drafted work is to be written. This will be accompanied by a prompt.

We are going to use the advice from recent training (Colin Green) where we were introduced to 3 types of prompt :

- **Open ended prompt**
- **Scaffold prompt**
- **Example prompt**

Staff will mark work in accordance with the marking prompts (to be displayed in each class)

Re-drafting / editing is to be undertaken during **DIRT** time. (Direct Independent Reflective Time) This is allocated reflection time at the start of the next lesson.

When the child re-drafts his/her work the date is to be inserted in the margin.

- **Self Evaluation**

On completion of a writing task, children complete a **Self Evaluation Genre Checklist**. Discussion is needed between class / child and teacher. This is essential for the child to understand **WHY** they are doing it. Also, children must be able to talk about the process.

In maths children can still self- assess using traffic lights but make sure it's against the LI. At the end of a topic, children need to **EXPLAIN** the strategies used. (Colin Green training)

- **Peer-Evaluation**

When peer evaluating writing, children are to use a purple pen. This will take place prior to the teacher marking. The child will use the WMG to assess whether their partner has included the agreed criteria in their work. The children will use the teacher marking codes to complete this task.

Children can comment as to What Went Well (WWW) or Even Better If... (EBI)

Older children (Year 5/6) may wish to write a question for their partner to answer. This can be written using a green pen. (Green for growth)

Appendix Three – Yearly Assessment Planner

	September	October	November	December	January	February	March	April	May	June	July	August
Assessment of Learning (Quantitative) (Class teacher /Phase Leader)	Nursery obs start for Baseline. Teachers analyse data from previous year.			Writing assessed using "Criterion"			Writing assessed using "Criterion"	Yr4 CATs testing	NGRT tests PiM tests Yr4 CATS Upload to SIMS York Ass't	Dyma Fi booklets completed Spelling Test Yr1 - 6 Upload EKS/EFPh	End of Key Stage data to Parents Writing assessed using "Criterion"	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: auto;">Transfer information to next class.</div>
Formal Assessment (Class teacher)	Start formal assessment sheets for Eng, Ma and Sci for all Y2-6 Incerts started for year group.	Incerts Baseline info for all Nursery pupils. Roy Jarrett Baselines. Update Incerts	Skills coverage for term assessed	Update Incerts Upload tracking data to SIMS		Skills coverage for term assessed Update Incerts	Incerts updated Upload tracking data to SIMS	←	→	Update Incerts Child profiles and leveling	Data recorded on Tracking sheet SIMS (ARR leader) Report to Parents Skills coverage	
Subject Leader Assessment (Subject Leader + HT)			Book audits Eng, Ma&Sci	Writing Ass't to Subject Leader	Collect evidence for skills portfolios	Incerts - Interim reports	Writing Ass't to Subject Leader	←	→	Collect evidence for skills portfolios Book audits Eng, Ma&Sci Foundation/ Subject Portfolios	Incerts Reports Sub.Leader Reports and targets	
Monitoring of standards (SMT)	KQ 1.1.4, 1.1.5, 1.2.4,		HT Perf Mgt observations. (Eng, Sci or Ma) KQ 2.2.1, 2.2.2			SMT Obs (Foundation Subjects)	KQ 1.1.2, 1.1.3, 2.1.1, 2.1.2, 2.1.3	KQ 1.2.2, 2.3.3	HT Perf Mgt obs. (Eng, Sci or Ma) KQ 2.3.1, 2.3.2	KQ 2.1.4, 2.2.1, 2.2.2	KQ 1.1.1, 1.1.2, 1.1.3, 1.2.3, 2.3.4	
ALN (SENco + HT)		SEN IEPs written		YR6 Reviews			SEN IEPs written			Neales Test	SEN & MAT pupils identified. Salford	
Other	AfL strategies identified for year in class.	PTCs					PTCs				PTCs Pastoral reports	

Appendix Four – Yearly Monitoring, Evaluating and Review (MER) Timetable

	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June	July	August
Perf Mgt	Review PM targets for staff	Report to GB on PM effects on standards	Team Leaders monitor T+L for Perf. Mat			Staff PM Reviews Teaching + support staff.				Evaluate PM targets for HT		
ARR	Review Data and report to ESIS and GB	Set Pupil targets Reading Tests	Book Audit			Book Audit	Termly Ass'ts	End of KS2 Assess't		Book Audit	Termly Ass'ts	
Self-Evaluation			PTC	SE document produced	SE document presented to GB + staff	Eng + Science Monit'g				NFER	Reports to Parents	PTC
SDP	Subject Leadership - Implement SDP plan and resources					Subject Leadership - Listening to Learners				Ma + Foundatio Monit'g		Subject Leadership - SOW and assess
SDP	Refine Long Term plan and cost. Detail tasks to staff.					Assess Nat priorities and Budget Use data available.				Develop overall areas of plan		
Finance		Mid-Year spending review.				Formula Funding received.	Finance Cmte Meeting	Budget ratified by Full Gov Body				Agree spending with Sub. Leaders
CPD	Plan staff meetings				Plan staff meetings	CPD identified	INSET booked	Plan staff meetings	GTCW applied			