

Assessment Policy

Campton Lower School



Approved by:	Nicky Fletcher
Signed:	
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1. Rationale

1.1 At Campton Lower School, we believe that assessment is fundamental in enabling us to extend and challenge children's learning so that they can fulfil their potential. Assessment should be incorporated systematically into teaching strategies in order to assess progress and identify next steps, whether on an individual, group, class or whole school basis.

1.2 We believe that effective assessment provides information integral to improving teaching and learning. To do this in our school, we undertake two different but complementary types of assessment: assessment for learning and assessment of learning.

a) Assessment for learning (formative assessment)

Formative assessment:

- Is forward looking: part of the learning process, ongoing and continuous.
- Is used to diagnose needs, to provide feedback to help learners learn and to help teachers improve teaching.
- Encourages the use of classroom assessment planned as part of the lesson.

Formative assessment can be seen in:

- Questioning
- Marking and next steps
- Peer and self-assessment
- Talk partners
- Observations
- Discussions
- Whole class response i.e. individual whiteboards, number fans etc.

The results of assessment for learning are used to adapt and modify teaching to ensure children are challenged and supported in their on-going progress and acquisition of key skills and concepts. Assessment feedback should inspire greater effort and a belief that, through hard work and practice, more can be achieved.

b) Assessment of learning (summative assessment)

Summative assessment sums up what a pupil has achieved at the end of a period of time, relative to the learning aims and the relevant national standards. The period of time may vary, depending on what the teacher wants to find out. There may be an assessment at the end of a topic, at the end of a term or half-term, at the end of a year or, as in the case of the national curriculum tests, at the end of a key stage.

2. Assessment without levels

2.1 In 2014, the Government decided that levels should no longer be used as a tool for assessment.

2.2 At Campton, we judge attainment based on whether children are below, meeting or exceeding National expectations for their particular stage in learning.

2.3 Assessment judgements are recorded and backed by a body of evidence created using on-going observations, records of work and testing.

3. Management of assessment

At Campton, assessment is everyone's responsibility.

3.1 Headteacher

The Headteacher is responsible for making staff aware of the expectations for assessment. It is his/her responsibility to ensure that they are aware of the latest assessment guidelines. He/she will ensure all staff are up-to-date with the latest changes and provide training accordingly. The Headteacher will regularly monitor assessment across the school for accuracy and consistency and to ensure it is carried out in line with the policy. He/she will hold regular review meetings with teachers to discuss assessment judgements and to provide support in identifying appropriate intervention.

3.2 Teachers

All teachers are responsible for creating opportunities to assess the pupils that they teach. They are required to use a range of formative and summative assessment and report these according to the data deadlines. Teachers are expected to use Classroom Monitor on a regular basis to update assessment information. Teachers are required to take part in regular moderation with colleagues, other schools within the cluster and with the LA.

3.3 Use of data

At Campton Lower School we use a web based assessment recording system called Classroom Monitor. Data is used as a way to track pupils' progress and monitor attainment across the school. Data collection takes place at the end of each half term and Year Groups are expected to analyse their data to identify children who may need additional/alternative support. Review meetings are held with all teachers and HLTAs to discuss under achievers and those who are performing below National expectations for that time in the school year. Data is collected for all subjects in Years 1-4. Staff receive regular training on how to analyse their data using Classroom Monitor. Assessment data informs performance management targets to ensure pupil progress is at the heart of whole school improvement.

3.4 Our assessment procedures are free from bias, stereotyping and generalisation in respect of gender, class, race and stage on the SEND Code of Practice. However, we do analyse the progress of different groups in order to ensure that we meet individual and group needs.

4. Standardisation / Moderation

4.1 Standardisation

- Is using samples of children's work to reach a shared understanding of the characteristics of the elements of a stage
- In the standardisation process it is **the individual samples of work** that are the main focus

4.2 Moderation

- Involves checking the judgements awarded at the end of the stage
- Teachers are involved in the moderation process to ensure agreement in making judgements in the following ways:
 - With colleagues in school
 - With colleagues from other schools
 - By attending LA sessions to ensure our judgements are in line with national expectations
- In the Moderation process, it is the **learner** that is the main focus

5. Assessment in the Early Years Foundation Stage

5.1 On entry to the school, pupils are assessed to provide a baseline for their knowledge and skills. Baseline assessments are completed within the first half term of pupils attending the school. The results are used to inform planning, set targets and aid the early identification of special needs. Pupils are assessed regularly to ensure that the next steps in learning are appropriately planned in order to help them make progress. Pupils will be assessed using the Early Years Foundation Stage Profile (EYFSP) which is based on the teacher's ongoing observations and assessments in the following areas:

a) The prime areas of learning:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

b) The specific areas of learning:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

c) Characteristics of Effective Learning:

- Playing and exploring
- Active learning
- Creating and thinking critically

5.2 In Foundation there are 17 ELG (Early learning Goal) descriptors, together with a short narrative describing the child's three characteristics of effective learning. For each ELG, practitioners must judge whether a child is meeting the National level of development expected at the end of Foundation Year (expected), exceeding this level (exceeding) or not yet reaching this level (emerging).

6. Reporting

6.1 Reports promote and provide:

- Good home / school relationships
- Information to parents
- An opportunity for discussion with parents
- In some cases, information for outside agencies
- Targets for the children

6.2 A written report for each child is sent to parents at during the Summer Term. The teacher will award a grade for attainment and effort. The report will also contain targets for each of the core subjects and a general comment.

6.3 For children in Foundation, Year 1 and at the end of Key Stages 1 additional information, including the results from national assessments will also be provided.

6.4 Parents are invited to attend formal consultations (Parents' Evenings) during the Spring and Summer Terms.

6.5 Should the need arise; parents are welcome to discuss the progress of their child with the teacher at other times.

6.6 Each half term, a curriculum overview sheet is sent home to provide parents with guidance about the curriculum being covered.

7. Marking and Presentation

7.1 Marking is an integral part of assessment. Our system of marking is consistent and continuous across each key stage within our school. Marking informs planning, is diagnostic and enhances children's learning by offering guidance on how work can be improved. Effective marking should:

- Be meaningful, manageable and motivating (Eliminating unnecessary workload around marking, March 2016)
- Be informative, celebratory and progressive, giving opportunities for discussions.
- Give feedback to children and inform them of their achievements and the next steps in their learning
- Show work is valued
- Inform future planning and learning
- Evaluate and assess children's learning
- Give greater independence and increased self-evaluation
- Value the presentation as well as the learning
- Not lower the self-esteem of pupils by over-concentrating on judgements rather than advice for improvement

7.2 Marking Procedures

- Where possible, marking and guidance should be completed during the lesson. If this is not possible, feedback should occur promptly to enable children to action their next steps.
- All marking must be completed in a coloured pen which differs from the colour the child has written in.
- Marking must reflect the lesson's learning objective.
- Self and peer assessment should be used regularly; this encourages children to be more reflective and some mistakes can be corrected before the work is passed on to the teacher. This encourages the pupils to become more active participants and begin to be responsible for their own learning. Also children can be encouraged to assess against the lesson's agreed success criteria.
- When the success criteria has been met, the child should self-assess by marking them with a tick. The teacher should also provide feedback by marking a tick on the criteria the child has met.
- Brief comments/notes can be made in the margin. Ask the child a question as this often forces the child to think rather than just accepting your feedback.
- Time must be allocated for the children to act upon the teacher's comments. This will help the children engage in a dialogue on how to improve.
- Next steps should be completed regularly in Maths and English and where appropriate in the foundation subjects.
- Written feedback should be purposeful and aim to move the learning on. Comments should not be too lengthy and children should be able to read them unaided. Too much feedback can take away responsibility from the pupil, detract from the challenge of a piece of work, and reduce long term retention and resilience-building (Eliminating unnecessary workload around marking, March 2016)
- Verbal feedback should be provided regularly. This does not need to be recorded on the work as the evidence will be seen in improvements made.

7.3 Good marking:

- Ensures children have time to read the comment.

- Gives time for children to make one focused improvement.
- Is embedded in a view of teaching and learning of which it is an essential part.
- Involves sharing learning goals with pupils.
- Helps pupils to know and recognise the standards they are aiming for.
- Involves pupils in self-assessment.
- Provides feedback which leads to pupils recognising their next steps and how to make them.
- Involves both teacher and pupils reviewing and reflecting on assessment information.

7.4 Marking Guide

We at Campton Lower School have high expectations and insist on accuracy in all pieces of writing, regardless of subject or ability. To help the children achieve this, we have developed a marking guide. Always allow time before the next lesson for pupils to reflect and comment on their feedback and to complete any corrections/up levelling.

Key to marking codes	
WALT	We are learning to (Learning objective)
Yellow highlighter	Maximum of 3 common exception words for correction
TAS	Child has worked with support from a TA
TS	Child has worked with support from a Teacher
//	New paragraph
<u>Wiggly line</u> beneath words/a word	Indicates that the word/words do not make sense
^	Missing word

7.5 Handwriting and Presentation

Effective handwriting leads to higher quality writing. Even in this technological, computer literate age, good handwriting remains a fundamental skill our children need for their educational achievement. Neat, well-formed handwriting and presentation of written work helps to raise standards as the pupils take pride in and have a sense of ownership of their work.

7.6 Handwriting in the Foundation Stage

The emphasis at this stage is with formation rather than neatness. Letter formation (starting at the right entry point and then moving in the right direction) learned at this early stage becomes automatic and has a profound influence on later fluency and legibility. To aid movement, close attention is given to pencil grip, correct posture, the positioning of the paper and the organisation of the writing space. Teachers vigilantly ensure that bad habits do not become ingrained and that the specific needs of left-handed pupils (for example, additional tracking and tracing of letters at the pre-writing stage) and those with special educational needs are met. In the pre-communicative stage, pupils play with writing and these experiments are recognised and praised as an important stage in the child's understanding that marks on paper convey meaning. Pupils are given the opportunity to experiment with a range of writing materials and implements including multi-sensory activities. Cursive writing is introduced as soon as children have good

pencil control. Children are taught the appropriate lead in and lead out for each letter but are not expected to join.

7.7 Handwriting in Key Stage 1

Building on the Foundation Stage, pupils at Key Stage 1 develop a legible style and begin to use fully cursive handwriting in Year 1 by starting to join their letters. This is achieved in Year 1 by developing a comfortable and efficient pencil grip and by practising handwriting in conjunction with spelling and independent writing. Correct letter orientation, formation and proportion are taught in line with the school's agreed handwriting style. This continues in Year 2.

- Children will have regular handwriting sessions using appropriate prepared resources, in the agreed handwriting style.
- Children will write with pencils until the class teacher assesses that they are joining competently and consistently.
- Pencils will be used in Maths or for drawing and completion of diagrams.

7.8 Handwriting in Key Stage 2

The target for children in Key Stage Two is to produce a fluent, consistently formed style of fully cursive handwriting with equal spacing between the letters and words.

- Children will have regular handwriting sessions using appropriate prepared resources, in the agreed handwriting style.
- Children will write with a pencil until the teacher decides that they are ready to move onto using a pen.
- Children will use a pen to complete the majority of class work, where appropriate and using a fully cursive style.

7.9 Presentation

Presentation of work is an important aspect of children's learning. The quality of presentation reflects the children's skills and the pride that they take in their work. How work is presented will depend on the purpose and audience. We set clear guidelines for each piece of work so that the pupils know what is expected of them. We ensure they have appropriate materials necessary for producing the best quality work – (pencils, rulers and appropriate paper and books). We provide them with a variety of audiences so that they are encouraged to present good quality work at all times. We encourage children to look after their work and keep their work clean.

7.10 Guidelines

- All titles / Learning objectives on children's work to be clearly linked to the learning outcomes for the lesson.
- Titles and dates on work to be underlined in KS2. KS1 will work towards this.
- Only pencils to be used for underlining or ruling off finished work.
- Worksheets to be clearly dated and titled and inserted neatly into relevant books.