

Assessment Policy



This policy is intended to be read by teachers, teaching assistants, parents, governors, inspectors, support staff and staff from other schools with which we may have links.

Date Approved: 14th June 2017

Date of Review: Annually, Summer 2018

Introduction

We believe that effective assessment provides information to improve teaching and learning. To do this in St Luke's, we undertake two different but complementary types of assessment: assessment for learning and assessment of learning.

Assessment for Learning (AfL)

The staff and children at St. Luke's are committed to 'developing potential'. AfL has a crucial part to play in achieving this potential. AfL forms the basis of our formative assessment.

I. The Purpose of Assessment

We believe assessment is an important tool for helping pupils make progress in learning. In our school, assessment is used:

- To identify pupils' progress and achievement.
- As a tool for enhancing personalised learning.
- To get pupils involved with their own learning.
- To help us monitor our curriculum map, plan what we have to do next to help pupils' make progress, set clear focused learning objectives, and use and develop a variety of teaching and learning strategies.
- To give information to parents.

II. The Language of Assessment

Ipsative (measured against self)

Our aim is for all children to make good progress. Children arrive in our Foundation Stage and school with varying abilities and skills. Our ipsative approach to assessment aims to produce high achieving children. If children are high achievers, high attainment will follow.

Formative (diagnostic)

Careful planning, the sharing of Learning Objectives, pupil self evaluation, feedback and target setting all play an important part in this type of assessment. Formative assessment will include the celebration of achievement beyond the National Curriculum.

Summative (judgement)

In the long term both of these dimensions feed into summative assessments. Parents receive termly report cards where teachers identify strengths and areas for

development. They also relate children's performance to national curriculum level descriptions.

III. Managing Assessment

It needs stating that effective assessment is one of teaching's greatest challenges. Effective assessment requires excellent classroom management skills and efficient workload management organisation.

Every day assessment as an integral part of teaching and learning;

a. For the child.

The guiding principle for all feedback should be **praise and challenge**.

Verbal Feedback. This type of assessment takes place all the time as the teacher works with the children. Observations are unlikely to be recorded as the teacher will act on what is seen in the class as and when necessary, for example when a child uses a ruler incorrectly for measuring. This is the most powerful assessment method because it can have an immediate effect on outcomes. Comments will be motivational because they are specific, positive, constructive and immediate. A lot of our feedback will praise effort rather than ability, although this is not always the case. Teachers will acknowledge in children's books that they have given verbal feedback.

Written Feedback- Marking

The function of marking is to give the child effective feedback about their work: how far did they achieve the purpose of the task and how can they move closer towards the desired goal. Children enjoy receiving positive written feedback.

Marking will only be effective if:

- The learning objective and success criteria were clear.
- The work is marked against the learning objective and the success criteria.
- The child can read and understand the marking.
- The child has time to read the marking and where appropriate opportunities are given for children to reflect on and respond to marking.

b. For the teacher.

Next step planning.

Children's self assessment (traffic light/'fans') is an integral part of the plenary in Numeracy and Literacy and is used to inform the next days planning.

The teacher will note down any child who found difficulty with a task or any child who carried out the activity particularly well. It is automatically assumed that the work was at a suitable level for the remaining children and that they carried it out successfully. Therefore, without unmanageable recording the teacher has a record of the outcome for each activity. Teachers use the children's self-assessment and their own assessment to decide if anyone needs to be on a Feedback Sheet (support in a small-group environment) the following day.

IV. Summative Assessment

Foundation Stage

During the first few weeks in the Foundation Stage, baseline assessments will be completed for all 7 areas of learning using *Developmental Matters/Early Learning Goals*. Parents will receive a termly report showing the progress they have made towards the 'Early Learning Goals'.

Formal Assessment tasks

In core subjects teachers will identify key learning objectives each term and assess children's attainment. Assessment is ongoing with teachers selecting appropriate statements on Target Tracker for Maths, Writing and Reading. Target Tracker is used to record half termly levels of attainment in the core subjects.

Assessment data will be kept by the class teacher to show progress.

Data from Target Tracker is monitored by the Senior Leadership Team (SLT) and the Head teacher.

Statutory assessment tests are used for Years' 2 and 6.

Foundation Subjects

When assessing foundation subjects, staff should ensure that they use a variety of strategies to evidence the children's progress and level of skill e.g. annotate medium term plans. Key skills in Foundation subjects are recorded using red, yellow and green indicators (red=LO not met, yellow=LO nearly met, green=LO met). Each term, teachers identify on Target Tracker whether or not children are meeting expectations by judging them as Below, Within or Secure in their age band.

Spelling, punctuation, grammar and reading

Children are tested half termly so that progress can be measured in reading, writing and spelling. For spelling the 'single word spelling test' is used and for reading the 'Revised Salford' test is used termly. Progress is recorded and sent to the Intervention Co-ordinator who will allocate appropriate interventions to those children who are significantly below expectation.

Rising Stars reading assessments and Spelling, punctuation and grammar tests are used to inform teacher assessments.

Writing

Children's written work is formally tested on a regularly using Ros Wilson band descriptors. Teachers are consistently using written work to identify on Target Tracker which KPI (key performance indicator) objectives children are achieving. Written work in all subjects informs Teachers' judgements on Target Tracker.

Maths

Children will be assessed at the end of each half-term using a range of assessment formats i.e. abacus, SAT's papers, rising stars and KPI's highlighted on Target Tracker to show which objectives the children are achieving. White Rose assessment papers will be used at the end of each full term.

Intervention Strategies

The provision mapping process identifies children who require additional support in certain areas of the curriculum: spelling, reading, writing, social, gross and fine motor skills.

These children are assessed at the beginning of their support and regularly assessed throughout using a range of strategies. Half termly, staff will discuss the children and decide whether further interventions are required on a termly basis.

Assessment data is filed centrally (on Target Tracker) so that staff can access it and can plan accordingly. This data is also used by staff to report, termly, to parents.

Standards Meetings

Each half term staff are invited by the Head teacher and Deputy Head, to discuss individual and group progress in their class. The focus for these meetings will be determined by the cohort and will therefore change annually.

V. Success Criteria

Staff should always share a specific learning objective with the children at the beginning of the lesson. Together and at an age appropriate level, success criteria should then be developed. These will represent what a child has to do to meet their learning objective. If children know how they can succeed they are more likely to make progress. Success criteria should always be shared with children. The most effective success criterion is that which is identified by the children. This process of creating success criteria should be an integral part of a lesson and should be continually referred to by the teacher. During mini- plenaries, children should be given sufficient time to reflect on their learning and decide whether they have been 'successful' by achieving the criteria set at the beginning of the lesson.

V1. School Effectiveness

Assessment practice will be monitored by subject co-coordinators, the assessment co-coordinator and the SLT every term.

The policy will be updated in Summer 2018