Barcroft Primary School – Assessment Policy

The three aspects of assessment
- **Day-to-day assessment for learning**: this is formative assessment - an integral part of teaching and learning: the interactions between learners and teachers within lessons that shape the next steps for improvement

- **Periodic review: a profile of pupils' learning:** This helps teachers to track pupils' progress, outside of lessons, by using precise criteria to discover the standards they are reaching and what needs to be planned for next to secure further improvement.

- **Transitional assessment – this is the use of summative (or summary) tests and tasks** that formally recognise pupil achievement and are shared with pupils and their parents.

Tracking pupil performance – pupil progress
The school is firmly committed to ensuring that all pupils make very good progress from their respective starting points when they join the school. Their performance is tracked throughout their time here. The purpose of tracking pupil performance is to:
- monitor academic standards
- ensure that teachers always know the point that a pupil has reached in her learning
- use this information to plan future learning that is pitched at an appropriate level of challenge
- know which pupils require additional support (and intervene accordingly)
- know which pupils require additional challenge (and provide this)
- be aware of pupils' rates of progress and consider the reasons for this.

Most pupils join our school in the nursery or in reception class. Once they have settled, within their first half-term here, on-entry assessment is undertaken. This is the initial starting point for measuring pupil progress and is made using the NFER baseline tests and our own Ten Ticks Readiness to Learn assessment. An accurate baseline against which to measure future progress needs to be established by teachers for those pupils who join the school after the reception year. Every year new pupils join at the start of, or within, an academic year. It is the responsibility of the teacher to quickly establish what point these children have reached in their learning. Previous school records can be analysed to ascertain pupils' respective starting points where provided. Subsequently, suitably ambitious pupil performance targets should be set for the academic year.

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Attainment and achievement

There is an important distinction between these two terms:

Attainment refers to the standards a pupil has reached. This is a measure of relative performance against the average level of performance for a child of a similar age. Attainment is measured in relation to national average standards and is judged in comparison to all schools.

Achievement is a relative measure that refers to how much progress a pupil has made from her initial starting point. It refers to the difference between where a pupil started from and where she has reached. Achievement can be measured over different time frames: a term; an academic year; a phase; a Key Stage or the whole of a pupil's time at the school.

It is quite possible for:

- a high attaining pupil to have low achievement. This means that an intelligent pupil, who is still performing at high standards, has secured little progress. This pupil is underachieving.
- a low performing pupil to have high achievement. This means that the pupil concerned is still performing below the national average for her age, but she is making good progress from her starting point: she is doing well and, almost certainly, trying very hard. A small number of pupils with significant learning difficulties may never attain at a high level when compared to their peers, but their achievement might be outstanding.

As a school we aim to create a **high achievement culture** and expect every pupil to reach the highest possible attainment that they are capable of. The mark of an outstanding teacher is that every pupil in her charge surpasses the progress they were expected to make based on past performance.

Pupil performance targets

Teachers assess the class they have taught for a whole academic year at the end of the Summer Term. Subsequently, the new teacher of the class will firm up these assessments towards the end of the first half of the Autumn Term, after they have had an opportunity to familiarise themselves with the pupils in their new class. SLT will then set individual pupil targets for Reading, Writing and Maths. **Targets will be both aspirational and ambitious**. The teacher's level of expectation for pupils should be very high. **High expectations** have been described as a *'crucial characteristic of virtually all unusually effective schools'*. Extensive research demonstrates clearly that it is a teacher's ambition for a pupil which raises that pupil's expectations and leads to higher standards being achieved.

A working definition of the term '**target**' is:

> Expected pupil attainment, based upon their previous performance, **plus challenge (aspiration or bonus).**

The progress pupils have made towards their targets will be one of the topics for discussion in teachers' performance management review meetings, which will take place early in each academic year. All teaching staff are accountable for the value that is added to each child's learning during the year that they taught that class.

Class trackers

A record of every pupil's academic performance will be kept on the school's **computerised tracking system**. Right at the start of each academic year teachers will be given access to the relevant spreadsheet for their class so they can see how individual pupils have performed since the point when they first joined the school. A picture of a pupil's progress over time, and their rate of progress during a particular year, can be established. The tracker will be used alongside teachers' day-to-day assessments of pupils to guide them when they set pupil targets and assess these as part of pupil progress meetings. Assessment will be recorded every half term in Reading, Writing and Maths.

In addition, trackers will assist school leaders to:
- monitor academic standards
- analyse the performance of individuals and different groups of pupils
- ascertain individuals, groups, classes or cohorts that require additional support
- allocate additional support to pupils in an equitable way, on a needs related basis
- identify which pupils should be given the chance to participate in the school's enrichment classes
- hold informed discussions with parents and carers regarding the progress being made by an individual pupil.

Teachers of pupils in the Early Years Foundation Stage use their own EYFS tracker.

End of year assessments

Towards the end of the academic year all pupils in Key Stages 1 and 2 undertake summative assessment tests or tasks. In addition, teachers make a teacher assessment judgement of each pupil's performance in reading, writing, mathematics, science and ICT.

These **summary assessments** are organised as follows:

EYFS	Baseline test. Ten Ticks Readiness to learn. Wellcomm.
Year 1	Previous Key Stage 1 tests are used to assess the performance of higher attaining pupils in reading, writing and mathematics. NFER Reading and Maths tests. Half termly assessments in class to record a step on the trackers. Teacher assessment is used to reach a judgement on these and all other pupils' attainment in reading, writing and mathematics. The achievement in other subjects will be assessed against National Curriculum statements.
Year 2	Teacher assessment using the National Curriculum materials. Half termly assessments in class to record a step on the trackers. Teachers will 'build a picture of what a pupil can do' using a wide portfolio of evidence. One source of evidence will be the Key Stage 1 SATs tests. This test result will carry no more 'weight' than other assessments.
Year 3	The Year 3 optional tests: reading, writing and mathematics Half termly assessments in class to record a step on the trackers. Teacher assessment at year end of performance in all subjects.
Year 4	The Year 4 optional tests: reading, writing and mathematics Half termly assessments in class to record a step on the trackers. Teacher assessment at year end of performance in all subjects.
Year 5	The Year 5 optional tests: reading, writing and mathematics Half termly assessments in class to record a step on the trackers. Teacher assessment at year end of performance in all subjects.
Year 6	The Key Stage 2 SATs tests Half termly assessments in class to record a step on the trackers. Teacher assessment at year end of performance in all subjects.

At the end of the academic year each Key Stage 1 and Key Stage 2 teacher sends the assessment leader an attainment level and a progress step agreed from the level a pupil attained on a standardised task or test and teacher assessment level based upon the pupil's performance over the course of the academic year. This step system is in line with Walsall LEAs recommendation.

Average point scores
The use of average point scores/ steps enables school leaders to measure **the value added** in each year of a pupil's education. Average point scores offer a much more precise and accurate measure of a child's progress than assessment levels.

> • **In Key Stage 1 and Key Stage 2 the <u>average</u> expectation for each pupil is 6 steps progress, per academic year (2 steps, or a sub-level each term)**

The value that the school adds between the end of Key Stage 1 and the end of Key Stage 2 is reported every year in a comprehensive data rich document: **Raiseonline has now changed to ASP**. These reports inform the school's result in nationally published league tables and are central to the Ofsted school inspection process.

Half termly assessments
It is essential that the progress pupils make is closely monitored within a school year, as well as at the end of it. This is because assessments enable a half termly analysis of pupil performance data and allow speedy action to take place. So, for example, it is simply too late to provide additional support for a pupil at the end of the Summer Term. An opportunity has been lost and valuable time has been wasted. Key Stage 1 and Key Stage 2 teachers are requested to fill in a performance level for each pupil on the class tracker at the end of each half term.

Optional tests (Years 3 to 5)
- The test papers will be kept secure so that the pupils do not have an idea of the questions that will come up. This will result in more accurate assessment as no contamination of assessment materials will be possible.
- Classteachers will administer tests to their own class.
- It is extremely important that there is assessment data on **all** pupils. Pupils who are absent for any test during the week will take the test during the following week.
- The assessment information gleaned will be one of the entries on the school's tracker. The performance of different groups will be analysed by the Assessment Leader as follows:
  - boys/girls
  - pupils on free school meals/pupils not on free school meals
  - pupil premium pupils
  - pupils who speak English as an additional language
  - younger pupils born in the summer months
  - pupils from a particular ethnic group
  - looked after children and adopted pupils

Pupils working at an advanced level
In every class in Key Stages 1 and 2 a small number of very high attaining pupils will be working above the level of these tests. These pupils may produce work

that is typical of much older pupils. Others may express their potential differently: for example, pupils who use advanced reasoning when speaking, but do not express ideas well in writing. These pupils are tracked by the More Able Coordinator and planned for individually.

Pupils in Key Stages 1 & 2 working below test levels designed for their age
A very small number of pupils – normally on the special needs register – will not be working at a sufficiently high enough level to access the tests designed for their age group. These pupils may take a test they are able to access that is designed for younger aged pupils. This arrangement is only possible with the permission of the Headteacher. A very small number of pupils may not be working at a level that allows them to access any test. For these pupils teacher assessment should be used as the sole measure of their progress.

Pupil improvement targets
Each term teachers provide children with three or four improvement targets in:
- **reading**
- **writing**
- **mathematics**

These should be reviewed on a termly basis, with new targets being set following the review. Some teachers may give a group of pupils the same improvement target. Others may decide that everyone has individual targets. Pupils need to be aware of exactly what their targets are. As far as possible, pupils should be involved in this review process. Some teachers may wish to adapt or amend the following exemplar targets:

- Whole school targets for English and mathematics
    http://www.standards.dfes.gov.uk/primary/publications/isp/1160771/

- Using curricular targets in Year 2
    http://www.standards.dfes.gov.uk/primary/publications/isp/1109145/

- Using curricular targets in Year 6
    http://www.standards.dfes.gov.uk/primary/publications/isp/1109127/

'*I can . . .* ' target statements have proved to be very successful in UK schools.

To make the pupil improvement targets system a manageable process for teachers, practitioners are asked to discuss and agree a sustainable approach with colleagues in phase meetings**.** So, for example, some teachers may wish to provide shared targets for a group of learners, rather than providing very specific

individual targets. The purpose of the exercise must not be lost: to assist pupils to focus on areas for improvement that will secure significant personal progress.

Communicating information about pupils' progress to parents
It is of paramount importance that the school provides regular opportunities for parents to keep abreast of the progress their son/daughter is making. Mindful of this the school will follow the practices listed below:
- Offering termly **parent consultation meetings** where children's books and other work can be seen and discussed
- Offering additional, informal meetings, by appointment on the request of parents/carers
- Issuing an annual school report during the second half of the Summer Term. In this report teachers should stipulate very clearly whether pupils are performing:
  - broadly at the national expectation for their age
  - above the national expectation for their age
  - below the national expectation for their age
  - well above/well below the national expectation for their age.

Pupil conferencing
Each term SLT members or subject leaders will be provided with time to meet with a selection of individual pupils to engage in a discussion about the progress they have made. This is an opportunity for **periodic review**. The focus of the conversation should be on:
- reviewing targets
- evaluating progress
- listening to the pupil's view
- making it clear what the pupil needs to do to improve
- setting new targets
- jointly agreeing ways of overcoming any obstacles or barriers to a pupil's learning
- the pupil learning about the improvement process
- the enjoyment the pupil has in the lesson

Assessment for learning (AfL)
The features of assessment for learning are at the core of our pedagogic approach. In brief, the key elements of effective AfL are:

- assessment being done with pupils, rather than being done to them

- a clear, specific lesson objective being communicated to pupils
- the use of success criteria as a checklist, or aid memoire, to assist pupils to achieve the learning objective
- the teacher using effective questioning strategies, such as asking a significant number of open ended questions
- participatory learning, with pupils having frequent opportunities to speak and make sense of what they are learning
- 'dialogic talk' - this involves extended pupil talk, with the teacher asking probing, supplementary questions and *'the talk not always returning to the teacher'*. Instead, the pupil voice is prominent and there are opportunities for pupils to comment on the contributions of their peers. In this way the talk is 'more evenly distributed around the classroom'
- self-assessment and peer assessment against the success criteria established
- the teacher providing constant 'drip, drip' feedback on pupils' performance and how individuals can improve. This takes the form of in class oral feedback and diagnostic written feedback that acknowledges success whilst also pointing out the next steps a pupil needs to take to improve
- mid-session and end of lesson plenaries being used to review what has been learnt and develop pupils' understanding of the learning process and how it is possible for them to improve.

Standardisation

In order for one teacher's step 19, for example, to be the same as another teacher's, regular moderation are built into the school's continuing professional development (CPD) programme and phase meeting structure. Consistency in practice across the school will only occur if there is regular, scheduled time when teachers can reach a shared understanding of what constitutes a particular level of performance. This will arise through cyclical engagement in an assessment moderation process.

Assessment and the Early Years Foundation Stage (EYFS)

Separate, more detailed guidance, along with robust, ongoing professional development, is available to teachers and leaders of learning working in nursery and reception classes. In brief, the key features of our assessment system are as follows:

- There are 17 areas of assessment across the six areas of learning. Each of these contains a series of steps from Birth to 19 (ELG). This can be viewed on Little SID and the EYFS average score trackers.
- The national performance expectation is that pupils reach at least step19 in each of the 17 areas.
- **On entry assessment** establishes pupils' starting points. These first, baseline, assessments focus upon attainment in:
  - Personal, social and emotional development: dispositions and attitudes; social development and emotional development

  - Communication, language and literacy; linking sounds and letters; reading and writing

  - Problem solving, reasoning and numeracy: numbers for labels and for counting

  - In addition, staff assess the following:
    pencil grip
    name writing
    portrait drawing

- These assessments are carried out during the first half of the Autumn Term. Baseline assessments, along with a settling in report, are shared with parents.
- Subsequently, following these assessments, pupil performance targets are set and recorded in the EYFS e-profile. The data collected is analysed on a termly basis and informs the planning of future learning opportunities. All members of the EYFS team are involved in this important termly evaluation analysis.
- All staff are responsible for assessing pupils on an ongoing basis, throughout the year, ensuring that 80% of their assessments relate to findings from observing independent, child initiated activities, with the other 20% taking place in more structured teacher lead activities. Over time they build up a picture of what pupils can do.
- All observation assessment information is kept in Pupil Learning Journeys. These contain evidence of pupils' achievements across the six areas of learning. Parents and carers also contribute to their child's profile.
- The tracking of pupil progress, especially of pupil premium and summer born children, on the average score tracker enables staff to establish personalised learning plans for individuals as required.

- At the end of the year, the EYFS team complete profile scores of 1 (emerging), 2 (expected) or 3 (exceeding) for each child across the 17 areas of learning. This data is then sent to the Local Authority to compare with other schools.

Assessing progress in foundation subjects and religious education
School leaders are committed to teachers working within a manageable and sustainable assessment framework. Therefore, there are no formal expectations of teachers to provide the assessment leader with assessment levels for pupils in:
- art/ DT
- computing
- geography
- history
- music
- physical education
- religious education

Instead, for art, geography and history, teachers are advised to use the skills based National Curriculum 2014 statements and:
- challenge learners to reach the highest possible standards using the effective assessment for learning approaches described above
- facilitate opportunities for pupil self-assessment
- facilitate opportunities for peer assessment
- always plan future learning with a view to skills progression

The self-improvement process (learning about learning)
Learning in primary schools should not be exclusively about content. Effective teachers provide children with opportunities to engage in a dialogue about the learning process, or metalearning. They create regular opportunities that help children to understand how they learn new things. Plenary sessions and the final ten minutes of the school day are good times for this. The following questions can be used to assist children to reflect on the learning process:

- What have we learnt about today?
- What was the most important thing you found out today?
- How many new things did you learn?
- What are the things you have to remember to do if you want to be a good learner?
- What was our learning objective?
- Did we choose the right success criteria?
- Why have we been learning about this?
- What was the most interesting thing you found out?
- Have you learnt anything about the way you learn?

- What helped you to learn?
- Was there anything that made it difficult for you to learn?
- How can you use what you have learnt?
- How could you use what you have learnt in . . .?
- What are the important words that we have used in this session?
- How will you be able to remember what you have learnt?
- What is the connection between this learning and the work we did in . . .?
- How can you improve on what you have achieved in this session?
- Was there anything you found hard?
- Did you encounter any problems? How did you overcome them?
- What would happen if . . .?
- When your mum asks you what you learnt at school today what will you tell her?

Appendix 1 Glossary of terms used

Term	Definition
achievement	The amount of progress a pupil has made from her starting point at the beginning of the year
assessment focuses	Government produced broad areas of learning within a subject
Assessment for learning	An approach to teaching that maximises the impact of assessment on learner progress
attainment	The standards a pupil has reached (as measured by the national average)
average point scores	The average attainment of a class measured numerically
class tracker	An electronic spreadsheet containing pupil performance information
2Simple	An electronic program for recording the performance of pupils in the EYFS
formative assessment	Day-to-day assessment. Forming an impression of how well pupils are doing by reflecting on their written and oral performance
high achievement culture	An organisational approach that aims for every pupil to make high levels of progress
national average	The performance of all pupils in the country averaged out
on entry assessment	The assessment of pupils when they first join the school
parent consultation meetings	A teacher-parent discussion about the attainment and achievement of pupils
peer assessment	pupil assessing each other's work
periodic review	Review of attainment & achievement after a period of time
pupil conferencing	A one-to-one meeting between the teacher and a pupil
pupil improvement target	A skill or attribute that the pupil wants to get better at
pupil performance target	The academic attainment level the teacher aims to assist the pupil to reach
pupil profile	A picture of the significant achievements of a reception or nursery aged pupil over a year
self-assessment	Pupil assessing their own work using specific criteria
sub level	The performance of a pupil within a level
summmative assessment	A summary of what a child has attained that is

	completed after a period of time has elapsed (usually a test)
termly assessments	A leveled summary assessment of a child's performance at the end of a term
tracking	Checking on how pupils are doing, identifying need and putting in place support to meet that need
trial agreements	Joint leveling of a pupils' work to develop consistency in practice across a school
scale point	A stepping stone towards the early learning goal in the EYFS
value added	A measurement of how much a child has improved over a defined period of time.

Appendix 2 Peer assessment: guidelines for teachers and rules for children

Guidelines for teachers

- Both partners should be roughly the same ability, or just one jump ahead or behind, rather than a wide gap.

- The roles of both parties need to be clearly defined.

- Children need to be reminded that the focus of their task is the learning intention.

- The pupil needs time to reflect on and check his or her writing before a response partner sees it.

- The response partner needs time to take in the child's work, so it is best for the author to read the work out first. This also established ownership of the piece.

- The response partner should ask for clarification rather than jump to conclusions.

- The response partner should begin with a positive comment about the work.

- Children need to be trained in the success and improvement process, or whatever is being used, so that they are confident with the steps involved.

- Children must both agree the part to be changed.

- The author should make the marks on his or her work, as a result of the paired discussion.

- The improvement suggestions should be verbal and not written down. The only writing necessary would be the identification of successes and the improvement itself.

- It would be useful to role play response partners in front of the class, showing them the wrong way and the right way to proceed.

<u>Rules for children</u>

We decided that there are some rules we all needed to keep. When we become marking partners we all agree to . . .

- **respect** our partner's work because they have done their best and so their work should be valued.

- **try and see** how they have tackled the learning intention and only try to improve things that are to do with the learning intention.

- **tell** our partner the good things we see in their work.

- **listen** to our partner's advice because we are trying to help each other do better work.

- **look for** a way to help our partner to achieve the learning intention better by giving them a 'closing the gap' activity to do.

- try to make our suggestions as **clear** as possible.

- try to make our suggestions **positive**.

- get our partner to **talk about** what they have tried to achieve in their work.

- **be fair** to our partner. We will not talk about their work behind their backs because we wouldn't like them to do it to us and it wouldn't be fair.