

Clee Hill Community Academy Assessment Policy

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We believe that effective assessment provides information to improve teaching and learning. Assessments should not be onerous or an 'add on' but -similar to effective marking- should be meaningful, manageable and motivating. At Clee Hill Community Academy we regularly review our assessment procedures to eliminate unnecessary workload and review the purpose of assessing.

At Clee Hill Community Academy, we undertake two different but complementary types of assessment: assessment for learning and assessment of learning.

Formative Assessment: Assessment for 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 gap in their knowledge).

For Assessment for learning strategies (AFL) to be a consistent part of everyday lessons:

- o Teachers will have a good understanding of the progression of concepts and skills and feed this into lessons and planning.
- o Teachers give pupils clear feedback which identifies next steps and provides opportunities in lessons for pupils to discuss and act upon the feedback.
- o Skilful questioning and focussed dialogue (whole, group, paired) needs to be effectively used.
- o Popcorn questioning/ pot of fairness etc will prevent passive learning and ensure that assessment of all pupils is integral to the lesson.
- o Pupils will be given clear understanding of what they are trying to learn; to know if they've got there; to know what 'good' looks like and to know why they are learning this (big picture).
- o Pupils need to have the confidence, dispositions and skills to evaluate the quality of their work, and work with their teachers and peers to take the next steps in their learning.

Summative Assessment: Assessment of learning

Assessment of learning (summative assessment) involves judging pupils' performance against national standards. Teachers may make these judgements at the end of a unit of work, of a year, or of a key stage. Test results, too, describe pupil performance, in terms of whether a child is working on track (meeting age related expectations) above or below age related expectation. (see chart below).

Judgements

<u>Attainment judgement</u>	<u>Progress</u>	<u>Effort</u>
B - Working Below ARE	G - Good	1 - Good learning behaviour
WT - Working towards ARE	E- Expected	2- Expected learning behaviour
OT - Working on track (reaching ARE)	B - Below expected	3 - Poor learning behaviour
GD - Good level of development (exceeding ARE)		

If a child is working significantly below their age-related expectations, this will be shown with the year group in front of the judgement. For example, a Year 6 child, within just below the expectations for a child in year 4, will be graded 4WT.

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.
- to allow teachers to plan work that accurately reflects the needs of each child.
- to provide regular information for parents and carers that enables them to support their child's learning.
- to provide the headteacher and governors with information that allows them to make judgements about the effectiveness of the school.

Responsibilities

Children will:

- Engage in class so that they are always aware of what they are learning and how their learning will be judged.
- During lessons give the class teacher their views on how successful their learning was
- Review their performance with the class teacher and consider next steps.
- Give feedback to marked work. (pinks to greens)
- Provide self /peer assessment information for themselves, others and the class teacher.

Class Teachers will:

- Track assessment data for their children including vulnerable groups such as gender splits, Pupil Premium, EAL and SEND
- Use data to plan for the different needs of the children they teach.
- Complete regular assessments (see long term assessment planner- Appendix 1)
- Write and monitor Pupil Premium Passports
- Prepare for and contribute to Pupil Progress Meetings
- Ensure students to know what they have learnt and what they need to do next.
- Set learning targets for each child and evaluate these at pupil progress meetings
- Contribute, when appropriate, to training/ staff meetings regarding assessment
- Inform parents by written/ verbal report of their child's performance, progress & targets.
- Help children to review their performance.
- Mark work and feedback to children promptly in accordance with the school's Marking and Feedback Policy

The SENDCO will:

- Monitor assessment information and work with class teachers in order to determine an intervention strategy for pupils who are under performing.
- Evaluate provision maps to ensure that pupils who require regular support are receiving the correct intervention and measure the effectiveness of this to ensure good progress.

The Headteacher/ leadership team will:

- Analyse assessment data with key subject coordinators.
- Analyse Assessment data and feedback to Class Teachers through Pupil Progress Meetings
- Monitor provision maps alongside the SENCO.
- Ensure that all staff have the resources and time to fulfil their responsibilities.
- Monitor standards through planning, book trawls, learning walks and lesson observations alongside key subject coordinators.
- Receive and review action plans/ reports from co-ordinator leaders on standards.
- Inform governors of the standards attained by the school.

Parents should:

- Read reports and consider the next steps - how they can support their child and respond to them where appropriate.
- Attend parent/teacher consultations when necessary,
- Inform their child's class teacher of any concerns they may have regarding their child's learning.

Feedback to pupils

Feedback is very important, as it informs pupils how well they have done, and what they need to do next in order to improve their work. Verbal feedback is given whenever possible - usually when the children are working during the lesson- although sometimes feedback might be given at the beginning of the next lesson. When lesson time does not allow for verbal feedback, comments may be written on the children's work during the marking process. Where possible, marking takes place alongside the child. (See Feedback and Marking Policy for more details).

Whole School Tracking System

The Headteacher, informed by class teachers, maintains a tracking system for reading, writing and maths for all pupils across the school (Otrack). This is updated termly and is used, to set pupils annual targets. The tracking system is used to analyse and evaluate pupil progress. Outcomes of this analysis inform targets, interventions, use of resources, CPD and performance management. The Headteacher produces a pupil progress report termly which evaluates progress of all cohorts and groups and is in turn used to inform areas of focus on the School Development Plan. Data for year groups and whole school data (progress & attainment) is shared with governors termly in the Headteacher's report to governors.

Planning for assessment

Clee Hill Community Academy plan in a 2 or 3 year cycle to ensure all areas of the National Curriculum are covered. Through a creative curriculum, teachers look for ways in which the curriculum can be linked effectively to ensure that learning is relevant, inspiring, thought provoking and of interest to the pupils.

Our lesson plans make clear the expected outcomes for each lesson. Teachers might share the lesson's learning objective with the children (in the form of a WALT: We Are Learning To) however only if this improves learning. They may also indicate the way in which the activity is linked to the learning objective and the criteria against which the work will be judged.

Teachers ask well phrased questions and analyse pupils' responses to find out what they know, understand and can do, and to reveal their misconceptions. We take 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.

Floor books

Whereas Literacy and Numeracy learning is recorded in individual books, whole class floor books are used for other subjects including Science, Geography, History, PSHE and Exploring spirituality. The floor books show the learning journey which the class have taken and may contain photographs, charts, written work, post-it notes, pictures etc.

Target-setting

Targets are set at the beginning of the year by class teachers and shared at pupil progress meetings. Tracking & target setting data are used to follow and evaluate children's progress. This supports the identification of underachieving groups/individuals and the additional support needed.

Staff and pupils also to set targets, linked to their individual areas of development. These targets (success criteria) might be verbal or written in feedback marking and are reviewed with the children on a regular basis. Older children often review their targets with peers to encourage them to work together and share evidence of progress. Current attainment, progress and parent-friendly targets are also shared in termly reports and during parents' evening.

Long term assessment planner

A number of assessments take place throughout the year, although this is constantly under review with staff to ensure that assessments are beneficial to the learning process. The School is constantly reviewing teacher workload and making changes to reduce unnecessary marking or assessments. Assessment data is added to O-track termly and reviewed at Pupil Progress Meetings.

As a school we believe that assessments should feed into teaching and learning and should not be seen as an 'add on'. Formal assessments should provide guidance for teachers but ultimately teachers are trusted to give their own professional judgement. Through internal and external moderation and professional dialogue we ensure that consistent and accurate judgements are made.

Early Years Foundation Stage

In the EYFS, regular assessments take place to inform adaptation of planning and provision. Observations may be recorded on EYLOG or written notes using 'The Child Development Matters and the Early Learning Goals' as a guidance (see Early Years Policy). **Baseline observations are carried out when a child enters Nursery/ Reception within the first six weeks. This is used to inform provision to support individual areas of weakness and strength.**

Parent Consultations and Reports

We have a range of strategies that keep parents and carers fully informed of their child's progress in school including class dojo, termly reports and parents' evening. Reports are sent each term, followed by/ or as part of Parent Consultations. Termly reports clearly show the child's current attainment, progress and clear targets for parents. We also include a space for parental feedback. In summer reports for pupils in Reception, Year 1, Year 2 and Year 6, we also provide details of the levels achieved in the National Curriculum tests/ Phonics Screening results or Early Learning Goals. As a result of our consultations and reports:

- Parents and children should be able to identify their child's strengths and areas for development.
- Parents and children should have clear next steps.

Parents of children in the Nursery have consultations arranged through the term so they can come into class and discuss their child's learning journey. 'Two Year Old Check' reports are sent within the year that the child is 2. Depending on the amount of time a child attends the Nursery setting, the timing of when this report is issued will vary. Parents are welcome to make an appointment at any time during the school year should they have a particular concern they wish to discuss.

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. Benchmarking provision maps are used to measure the progress of SEND pupils.

Moderation

Standardisation and moderation processes (both internally and with local schools) take place regularly to ensure accurate and consistent judgements. This includes moderation with other local primary schools and our local secondary school, as we believe there should be a common understanding of standards right through the education process.

During termly benchmarking staff meetings, teachers moderate judgements and consider next steps to move learning forward. By doing this, we ensure that we make consistent judgements about standards throughout the school.

Monitoring and review

Senior staff monitor pupils' overall progress on a regular basis so that potential underachievement can be identified and addressed as soon as possible. Our assessment coordinator, Mrs Ceri Little, is responsible for monitoring the implementation of this policy.

Long Term Assessment Planner

Specific dates for internal assessments are shared with teaching staff at the start of the year, with clear expectations of when data should be on O-track, when reports are sent home and when Parent consultations take place. These dates may vary in accordance with the length of a term. External data follows national guidance for when assessments are completed.

Autumn

Assessment	Year group	Assessment Timetable
Reception Baseline	Year R	The first 6 weeks as a child enters Reception
Speech and Language assessment Early Talk Boost/ Talk Boost	EYFS	When a child enter the school/ nursery aged 2+ (where appropriate)
Little Wandle phonics assessment	Year 1 +	$\frac{1}{2}$ termly
End of term Internal assessments (Otrack)	All school	November

Spring

Assessment	Year group	Assessment Timetable
End of term Internal assessments (Otrack)	Year 1 - 6	March

Summer

Assessment	Year group	Assessment Timetable
Key Stage 1 Assessment (SATs)	Year 2	May
Key Stage 2 Assessment (SATs)	Year 6	May
Multiplication Tables Check	Year 4	June
Phonics Screening	Year 1 (and retakes for Year 2)	June
End of term Internal assessments (Otrack)	Year 1 - 6	June