

Highfield Community Primary School

Assessment for Learning Policy



Academic Year
2021 – 2022

Overview

We believe that effective assessment provides information to improve 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.

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).

Assessment of learning (**summative assessment**) involves judging pupils' performance against national standards. Teachers make these judgements at the end of each half term and an annual assessment against age related standards. Teachers' summative assessments and test results are reported using the Early Learning Goals at the end of the Early Years Foundation Stage and as National Curriculum age related expectations in Years 1 – 6. Statutory assessments also take place at the end of KS1 and KS2 (year 2 and 6 respectively).

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.

Assessment is viewed as an ongoing process, which takes account of pupils' different rates of learning and their starting point.

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 encourage teachers to reflect on their own pedagogy and its effectiveness in practice;
- To provide regular information for parents that enables them to understand and support their child's learning;
- To provide the Headteacher and the Governing Body with information that allows them to make judgements about the effectiveness of the school.

Planning for assessment

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, taking account of the need to challenge pupils' thinking and deepen their understanding.

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.

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

and revisited throughout the course of the lesson to ensure all pupils make at least good progress.

Where appropriate, 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.

Assessment in the Foundation Subjects

Through the planning and delivery of our curriculum we want to encourage your child to 'look up' and be interested in their own learning and environment; to 'look out' and see links and opportunities in what they are learning and to 'look beyond' their own thoughts and locality, towards their future aspirations and the wider world. Underpinning all aspects of the curriculum are the key skills of speaking, reading, writing (including handwriting) and maths. Learning and teaching is planned to meet and exceed the requirements of the National Curriculum. Most importantly, the curriculum is planned to respond to and meet the needs of our children, families and community.

The purpose of assessment in the foundation subjects can be categorised in to two main strands: 'How' and 'What'. The 'how' refers to the purpose of reflecting on our pedagogy and practice; the quality of teaching; the identification of any further training needs or actions that can feed in to the school's self-evaluation and development plan. The 'what' refers to generating a deeper understanding of what knowledge and skills children have acquired, we think of these of the foundations or building blocks which will enable pupils to move on to the next phase of learning.

Using our Curriculum Progression skills document, 'Building Blocks of Progression – skills – procedural concepts)' as a starting point, we have identified progress milestones across the key stages for the non-core subjects. Teachers use these as a working document that supports their planning through the year and enables them to make teacher judgements about children who have met, not met or exceeded the expected standard for each year group. We focus these milestones at the beginning of a key phase of learning; Year 1, Year 3 and Year 5. Where appropriate, children may be made aware of a specific milestone they are working towards.

Progress milestones are identified at the planning stage. Teachers note progress towards these milestones. Subject champions use the progress milestones when looking at books, talking to children or observing lessons. Each July when the curriculum is reviewed, the curriculum leader takes a snap shot of the attainment across all subjects and identifies strengths and areas for development. This information then informs the curriculum for the coming year, as the driver for this assessment is for children to learn more effectively and teachers to teach more effectively. Our assessment indicates whether teaching plans need to be revised to reinforce or extend learning. Additionally, they allow teachers to review their own pedagogy and practices. We believe in regularly adapting and enhancing our curriculum is core to the work of school improvement.

End of Key Stage Target Setting

Pre-COVID, end of Key Stage Targets are set for Year Two and Year Six annually and agreed by the Governing Body. Targets were also set for all other year groups based on the previous years' data and the expected standards the cohort will need to attain and progress to at the end of the next key stage. It still remains that national data at of Reception and Key Stage One (where available) is used to predict the expected standards at the end of Key Stage Two.

At Highfield, we aim to fall at least in line with or attain above national data sets by setting challenging targets.

In school data is collated termly and analysed by Governors as well as staff. Pupil progress meetings take place at least once a term with the Senior Leadership Team and/or Subject Champions. Special Educational Needs data is also discussed with the SENCO and analysed discretely on a case by case basis. The purpose of the Pupil Progress Meetings is to analyse individual pupil performance and also groups of pupils performance, putting measures in place to ensure no group becomes vulnerable or 'left behind' and demonstrate that the school is actively seeking ways to diminishes differences in learning. Pupil Premium and vulnerable pupils are given a high priority in these meetings.

At the end of the academic year, the Senior Leadership Team evaluates the progress of each child/ group and set revised targets in preparation for the next academic year. Again liaison with the SENCO and TAs will be used as appropriate to ensure that each child is supported in meeting their targets. Consideration is given to the starting points of low, middle and high attainers, e.g. EYFS and KS1 outcomes.

Pupil Learning Reviews and Individual Termly Target Setting

At Highfield, pupil and parental opinion is paramount in the process of setting and reviewing targets. Termly targets are agreed as part of the Pupil Learning Review (Parents' Consultation Evening) and can include academic and pastoral targets e.g. targets linked to attendance, participating in school or community clubs, and behaviour. These are agreed between parents, pupil and teacher having discussed strengths and areas for development. These targets are then reviewed at the next learning review and new targets are set.

Insight and Tapestry Online Assessments

The school uses two main forms of electronic assessment tools to demonstrate progress and attainment of pupils. Early Years use an electronic 'learning journey' – Tapestry, and Key Stages One and Two use Insight. Both systems allow formative and summative data to be recorded along with examples of pupils' work. Tapestry allows parents to upload and access their own children's learning, too through the use of a secure password. Summative judgements for EYFS are also uploaded on to Target Tracker to allow for clear analysis.

Phonics

Phonics is assessed against the Letters and Sounds phonics programme and the data is used as part of the overall judgements of English as well as standalone data. Vulnerable pupils are assessed, supported and tracked by the Learning Support Teacher throughout EYFS, KS1 and in to lower KS2.

Moderation of Assessments

Judgements are moderated within school by subject leaders and senior staff as well as through the use of moderation meetings using school to school partnerships, (inclusive of the local High School). External consultancy moderation is also used where deemed appropriate. Ensuring that our judgements are robust is a very important part of the assessment process.

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, disadvantaged pupils or special educational needs.

Feedback to pupils

We believe that feedback to pupils is very important, as it helps to clarify the extent to which they have met or exceeded the lesson objectives, and what they need to do next in order to improve their knowledge and skills.

We give children verbal feedback on their work throughout teaching and learning time. Plenary sessions and guided group work with children also provide a rich opportunity to provide feedback.

Written feedback is kept to a minimum and where possible this is actioned at the point of learning to signpost pupils to improve their outcomes.

Having children assess their own or each other's work can be very effective, because it enables them to clarify their ideas on progressing to the next step. We ensure that we have set clear success criteria at the beginning of the lesson for the children to self/peer assess against. This enables the children to verbalise which steps they have been successful with and those that need further development.

We allow time for the children to absorb and respond to 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 believe that learning is maximised when children enter into a dialogue about their work. Pupil responses are identified by the use of green pen.

Reporting to parents

We have a range of strategies that keep parents fully informed of their child's progress in school. We encourage parents to share in the successes of their child's learning, and contact the school if they have concerns about any aspect of their child's work.

We offer termly Parents' Evenings known as Pupil Learning Reviews, to enable teachers, parents and carers to discuss the children's progress and to share any concerns a parent may have. The Summer Term Parents' Evening is held after the yearly report has been received by parents to enable the content of the report to be discussed along with the provision for the following year. The new class teacher attends this meeting alongside the existing teacher. Classes open their doors to parents throughout the school year to celebrate children's achievements in home learning and whole class projects. These informal opportunities allow parents to see age appropriate expectations for their child and to know what good and outstanding progress and attainment look like.

The outcome from tests, as well as ongoing teacher formative assessment, provides parents with evidence of their child's learning achievements. Any weaknesses in pupils' learning are identified early and shared with parents. This helps teachers to evaluate the effectiveness of their teaching at regular intervals.

Transition

Assessment also informs continuity and progression in pupils' learning, as they move from one teacher or class to another. Teachers meet in July to share all past assessment data with the next teacher and summarise strengths and areas of development for individual children and the cohort as a whole. All parents are given the opportunity to attend a transition meeting in July with both the current and new class teacher to review the year and set out expectations for the September.

At the point of transition to High School, Highfield pupils who transfer directly to Blacon High will continue to be assessed using the BEV model. As a cluster of schools, we have worked together to create a model of best practice viewing assessment as one continuous process from Early Years up to the end of Key Stage Three where pupils then move on to the GCSE number system that is nationally recognised.

Monitoring and review

Our Senior Leadership Team and the Subject Champions are responsible for monitoring the implementation of this policy. This policy is monitored on a regular basis. Dedicated time is allocated to these tasks:

- Subject Leaders and SLT to observe lessons and scrutinise books with a focus on the pitch of lessons/work, use of curricular target setting, marking and completion of evaluations as part of the whole school monitoring programme. Learning objectives, outcomes and success criteria should be clear to the children and the lesson/activities should enable all children to self-assess the progress that they have made towards the outcome of the lesson;
- Subject Leaders to lead moderation staff meetings each term *and* share outcomes from agreed data, action planning next steps. Focus will incorporate: appropriateness of evidence used; the accuracy of judgements; progress of vulnerable groups and high attaining children and overall standards across the school.
- SLT to complete an evaluation of the Pupil Progress Meetings and share with Subject Leaders, including SENCo on a termly basis.

Links to other policies and documents

Teaching and Learning Policy
Special Educational Needs Policy

English Marking Codes

<i>sp</i>	Word is spelt incorrectly and that you need to find out how to spell the word. The location of 'sp' will depend on the age and stage of the child, e.g. in the margin or at the bottom of a page as a prompt to find errors within the text. Teachers discretion should be used when choosing the amount of errors to be corrected.
^	Means that a word has been missed out.
gr	Grammatical errors - addressed through guided work or whole class teaching
✓	Means the correct answer.
•	Means the answer is incorrect.
p	Incorrect punctuation.

Mathematics Marking Codes

✓	Means the correct answer
•	Means the answer is incorrect.
Ⓒ	Correction required - try again using a different colour