



Sutton in Craven C of E (VC) Primary School

Planning and Assessment Policy

Date Adopted: July 2016

Next Review: July 2019

Reviewed every 2 years by the Improvement Committee

Introduction

- The purpose of this policy is to support school improvement and the raising of standards for all our pupils through making clear our vision of the role of assessment as *part of* teaching and learning.
- The success of this policy relies solely on how it impacts positively on pupil progress.

Aims of this policy

- To provide clear guidelines for the implementation of the policy
- To make transparent the procedures in place for monitoring and evaluating assessment practices, defining clear responsibilities in relation to assessment and providing clear definitions and purposes for different types of assessment.
- To make clear why pupils are being assessed, what the assessment is intended to achieve and how the assessment information will be used.

The guiding principles of effective assessment:

- Successful assessment is based on a clear understanding of the purposes and principles of assessment. It should not be burdensome or a 'tick box' or academic exercise which adds to teacher workload needlessly. It should be used as a 'tool' to improve pupil outcomes.
- We aim to establish a system of ongoing and periodic assessment that works for pupils, with the aim of supporting their achievement. Its success as a system will depend on the impact of this policy on pupils' achievement in meeting national curriculum requirements.
- Successful assessment enable pupils to take more responsibility for their achievements by encouraging them to reflect on their own progress understand what their strengths are and identify what they need to do to improve.
- Assessment information is used to plan appropriate learning and to identify children who are falling behind in their learning and to then help create tailor-made strategies to support them.
- We believe a range of planned assessments help teachers and pupils to see what children can do and what their next learning steps should be. Assessment should give teachers the opportunity to provide feedback which leads to pupils recognising the 'next steps' in their learning and how to work towards achieving these. In this way each piece of assessment information can be regarded as a 'piece of the jigsaw' for each pupil's strengths and areas for development'.
- We believe teachers, parents and children should be clear about how each assessment identifies what the children can do and what their next steps should be.
- We aim to provide parents with a clearer sense of how to support their children to build and consolidate learning.
- Assessment should provide the school with information to evaluate its' work, and set appropriate targets at whole school, class and individual pupil levels.
- This policy applies to all pupils regardless of ability, gender, race or ethnicity

Sharing pupil progress with parents

- Parents' evening: Autumn 1st half-term: general settling-in discussions.
- Parents' evening: Spring 2nd half-term: progress and attainment discussion.
- SEN reviews
- End of year annual report.
- School website link for whole school data.

Support for Teachers

- Subject Leaders will work closely with teachers through the year, identifying any gaps in Teacher subject knowledge, and providing professional development opportunities as they arise. This could be through clarification in staff meetings, or by sourcing 'out of house' training.
- Analysis of data (including interrogation of nationally available data .e.g. from Ofsted and the Local Authority), will be supported by the Headteacher.
- Collation of assessment data for the purposes of reporting is completed by the Headteacher

Monitoring

- The focus of all monitoring will be the impact that the above assessment strategies are impacting on pupil outcomes in lessons and over longer periods.
- The Headteacher is delegated the responsibility, by the Governing Body, to ensure the consistent implementation of the above agreed actions.
- Subject Leaders will monitor the impact of the above via:
 - Planning scrutiny
 - Work scrutiny
 - Pupil discussion
 - Feedback from Teachers
 - Scrutiny of assessment records

Reporting to the Governing Body

- Each Term the Headteacher will provide a report on progress in Reading, writing and maths.
- Each Subject Leader will present a more details evaluation of the impact of learning to 'Link Governors' on a termly basis.
- Link Governors will then feedback key strengths and areas for development to the full Governing Body at their next meeting.
- Subject Leader's for English, Maths and Early Years will provide a summary of key indicators and long-term assessment I trends to Link Governors.

Types of assessment

If we think of our children as plants...

Summative assessment of the plants is the process of simply measuring them. The measurements might be interesting to compare and analyse, but, in themselves, they do not affect the growth of the plants. (Shirley Clarke, *Unlocking Formative Assessment*, 2001)

Examples of in-school summative assessment

- *End of year exams*
- *Short end of topic or unit tests*
- *Timetables*
- *Reviews for pupils with SEN and disabilities*

Examples of nationally standardised summative assessment

- *National Curriculum tests at the end of Key Stage 2*
- *National Curriculum teacher assessments at the end of Key Stage 1*
- *National Phonics Screening Check*
- *National Early Years Baseline Assessment*

Formative assessment, on the other hand, is the garden equivalent of feeding and watering the plants – directly affecting their growth,' (Shirley Clarke, *Unlocking Formative Assessment*, 2001).

- It is about providing feedback and involving pupils in improving their learning. It is sometimes also known as 'assessment for learning'.

Examples of day-to-day in-school formative assessment

- *Targeted question and answer during class*
- *Marking of pupils' work and feedback from pupils in books*
- *Observational assessments*
- *Regular short re-cap quizzes*
- *self- and peer evaluation*

APPENDIX: Agreed practice

1.) The principles of a 'tight' assessment cycle should be followed:

- 'pre-assessment' to identify gaps in learning,
- Then formative assessment to inform gaps in learning being closed or not on an ongoing basis
- Then responsive adapted learning to continue to close gaps,
- Then 'post assessment' to evaluate the impact of the teaching and learning.

2.) Subject specific practice:

READING

Planning

- Guided reading sessions are led daily by Teachers during which children's progress is recorded in key areas in a format decided by the teacher.

Assessment

- 'Rising Stars' reading progress tests will be used termly to provide formative assessment an overview of progress. From year 3 upwards one fiction and one non-fiction text are given to children to ensure a sufficient coverage of genres.
- Comments from parents and regularity of reading will also contribute to the picture of each child's progress.

WRITING

Planning:

- Daily planning will adhere to the minimum requirements of the agreed school planning format. Teachers may choose to add *additional* information to this planning format as they see fit.
- Long Term planning will be based on the 'Hamilton' scheme of work.
- Coverage of genres is ensured through an agreed long term plan devised by school.

Assessment

- Focus Education exemplification materials are used for the purposes of assessing age-related writing expectations.
- The Ros Wilson criterion grids, 'Standards for Assessing Writing' will be used alongside these as a guide as to what appropriate content should be.
- Assessed pieces of writing will be recorded termly in children's 'brown writing assessment books'.
- A range of evidence will be gathered from children's writing in fiction and non-fiction, in order to assess children.
- The above will be used alongside photographic evidence, feedback from Teaching Assistants and observing and listening to children.

MATHS

Planning:

- Daily planning will be completed on the agreed school format, identifying (via pre-assessment), which children will be suited to working with 'concrete' materials, those who will work 'visually' in writing and diagrammatically and those who will work 'conceptually', linking their learning to problem solving and other curriculum areas.
- Medium term plans are taken predominantly from the 'White Rose' maths plans, although Teachers will adapt these appropriately in order to best meet the needs of children.
- We will also use the NYCC Local Authority year group booklets, 'Exemplification of the programmes of study'.

Assessment

For each 'unit' of work from the national curriculum

- Formative assessment will be used to ascertain how well children are doing through the unit of work they are currently learning.
- 'Rising Stars' 'termly progress tests' will used to evaluate overall curriculum progress (opposed to 'unit specific' content).

- In addition, each term Teachers will submit a class summary of times tables progress. In year 1 this will to assess children in their knowledge of counting in 2, 5, and 10's.
- The above will be used alongside photographic evidence, feedback from Teaching Assistants and observing and listening to children.
- In addition, 'Rising Stars' 'pre-assessment' diagnostic tests or their 'teacher devised' tests can be used to pre-determine gaps in pupil understanding where the Teacher feels this may be appropriate.
- In addition, 'Rising Stars' 'Unit Tests' can be used as diagnostic test to ascertain gaps in learning or as a 'post assessment' to asses if the gaps in learning have been closed. These will be used, alongside other evidence at pupil progress meetings to validate teacher judgements on pupil attainment.

SPELLING, GRAMMAR AND PUNCTUATION

Planning

- Long Term planning for spelling, grammar and punctuation will be taken from the 'Hamilton' scheme of work.

Assessment

- Each child will keep a 'My Word Book', which will keep a log of corrected spellings and learnt spellings for homework.
- Each term 'Rising Stars' will be used as an assessment, with a separate list of spelling scores.
- Use of formative assessment from children's 'writing books', Spelling Grammar and Punctuation books, and CPG series workbooks will be used to firstly identify gaps in learning, in order to inform future learning, and secondly to provide a further evidence base for making assessment judgements.

3.) Recording pupil progress

In addition to the above pupil outcomes being recorded and kept by Teachers, each term:

- Teachers will input all relevant data from Rising Stars assessments onto the 'Risings Stars Tracker' software in order to provide an electronic analysis of gaps in learning for each year group.
- The Assessment Manager will then transfer all assessment data onto the school tracker system, in order that Subject Leaders and Governors have clarity on pupil attainment and progress.
- For measuring progress, Teachers will decide whether a child is on-track to be 'working below', 'working towards', 'working at', or 'working at a greater depth', by the end of the year.
- Children working below their age-related year group attainment will be assessed as how far below this level they are working. For example a year 5 child with special education needs may be judged as working 'at year 3' or 'towards year 4'.
- Teachers will use the HART assessment materials as a guide to ensure curriculum coverage and to ensure a holistic view of the child's ability across the curriculum is considered.
- Teachers will use all summative and formative methods to make a teacher assessed judgements, providing the Headteacher termly with a list of children for reading, writing, maths and spelling, grammar and punctuation showing whether they are on track to be working 'at', below', 'towards' or at 'a greater depth', by the end of the year. These will be used to provide an overall judgments about each child's level of attainment, using the following criteria as a broad guide:
 - 1.) Where a child meets less than **50%** of the grade descriptors in the HART assessment, they will be described a 'working below' their age-related expectation.
 - 2.) Where a child meets between **50-99%** of the grade descriptors in the HART assessment, they will be described as 'working towards' the age –related expectation
 - 3.) Where a child meets **100%**of the grade descriptors in the HART assessment, they will be described as 'working at' their age-related expectation.
 - 4.) Where a child meets all the grade descriptors in the HART assessment, and is fully competent in applying this knowledge in a number of contexts, they will be described as 'working at greater depth'.

4.) Statutory Assessment

- Teacher assessments made at the beginning of entry to Reception using the assessment strands in the guidance material for the Development Matters in the Early Years Foundation Stage To establish pupils' abilities at the beginning of YR, so that subsequent progress in achievement can be compared with, and measured against, expected norms. The school currently uses the 'Early Excellence' baseline assessment process.
- Pupils are statutorily assessed at the end of Key Stage One and Key Stage Two.
- Pupils in Reception are assessed throughout the year using the using the assessment strands in the guidance material for the Development Matters in the Early Years Foundation Stage
- At the end of the Foundation Stage a summative assessment is made in each of the 17 strands to provide a summative end of key stage attainment result. It is a national yardstick against which to compare children's performance.
- Pupils in year 1 complete a 'phonics screening check to assess their competency in reading. Those children who do not successfully pass this check are subject to completing the test again in year 2.
- All teachers who teach appropriate year groups will stay abreast of national guidance on the implementation of the statutory assessments. This may be through reading the 'Assessment and Reporting Arrangements, which are annually updated or attending relevant training.

FOUNDATION SUBJECTS

- Teachers will evaluate the attainment of each child *annually* for foundation subjects and Science, Religious Education and Computing. (All subjects other than the above).
- Each year group will be assessed against the HART assessment materials with one set being completed for each year group; these will be kept in the year group portfolios.
- Subject Leaders will then use this information to create 'subject attainment summaries' for the subjects they lead to give an overall picture of attainment across the school in all subjects.

Moderation of assessment judgements

- 'Internal moderation' of assessment judgements completed annually via a dedicated staff meeting.
- 'External moderation' completed annually with a local school of similar size in writing and maths.
- School also participates in Local Authority-led moderation for EYFS, writing and science, when this is requested. All staff will comply with the requirements of this process when required