



Haytor View Community Primary School & Nursery

Assessment Policy

Learning together - enjoying success - aiming high - celebrating difference – enriching community

Overview

This policy was developed and written using guidance provided by the *Final Report of the Commission on Assessment without Levels September 2015*. In addition to this, Phase Leaders attended LA training regarding 'Life without Levels'. Furthermore middle and senior leaders engaged in a number of development sessions and worked with the LA School Improvement Partner in developing the school's approach to assessment practices, which formed the basis of a number of Learning and Teaching Forums (2014 – 15). Incorporating the school's current consideration of the use of assessment without levels it is intended to be a working document that is likely to develop further in the short and medium term (2015-2017) as experience feeds further consideration and innovation in the field of the school's approach to assessment. The nature of discussions and developments underpinning these documents are exemplified in the minutes of Learning & Teaching Forum dated 7th October 2015.

Rationale

Assessment is fundamental to be able to extend and challenge the children's learning so that they can reach their potential. It also provides a whole school framework at which all different levels and perspectives merge so that educational objectives can be set and used to inform class planning, children's next steps, resources, support, whole school objectives and training.

Assessment should be incorporated systematically into teaching strategies in order to assess progress diagnose any needed developments whether on an individual, group, class or whole school basis.

Assessment is only effective if there is a regular review, communicated and acted upon at all levels. Our assessment procedures are free from bias, stereotyping and generalisation in respect of gender, class, race and SEND code of practice. However we do analyse the progress of different groups in order to ensure that we meet individual and group needs.

Principles

Using the principles and processes of assessment, we aim to:

- monitor progress and support learning
- recognise the achievements of pupils and identify any areas of development
- effectively, and in a positive manner, inform pupils of their progress and next steps
- guide planning, teaching, additional support, curriculum development and resources
- inform parents and the wider community of pupil achievement
- provide information to ensure continuity when the pupil changes school or year group
- comply with statutory requirements

Types and Purposes of Assessment:

Day-to-day in-school formative assessment

For pupils: In-school formative assessment helps pupils to measure their knowledge and understanding against learning objectives and wider outcomes and to identify where they need to target their efforts to improve.

For parents: In-school formative assessments provide parents with a broad picture of where their children's strengths and weaknesses lie and what they need to do to improve. This reinforces the partnership between parents and schools in supporting children's education.

For teachers: In-school formative assessment should be is an integral part of teaching and learning. It allows teachers to understand pupil performance on a continuing basis. It enables teachers to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. In this way, it supports teachers to provide appropriate support or extension as necessary. It also enables teachers to evaluate their own teaching of particular topics or concepts and to plan future lessons accordingly.

For school leaders: In-school formative assessment provides a level of assurance for school leaders. If school leaders are confident their staff are carrying out effective formative assessment, they can be assured that problems

will be identified at the individual level and that every child will be appropriately supported to make progress and meet expectations.

For Ofsted: Ofsted will want to be assured that teachers are making effective use of formative assessment to support teaching and learning. It forms part of Ofsted's wider judgements about the quality of teaching in the school.

Approaches representing day-to-day in-school formative assessment

At Haylor View the following practices may be observed across phases within the school:-

- Using reflective opportunities for assessment at snack times, using photo stories, video clips, discussions
- Adults facilitating interactions in the moment; child to child interactions (verbal and non verbal); child to child discussions (questions and comments capturing child's thinking)
- Sharing learning stories with parents
- Displaying assessment through learning stories, using narrative and pictorial sequences
- Use of video learning stories
- Use of documentation as a provocation for future work, questions etc
- Adults using their understanding of involvement levels and the impact on well being and therefore depth and intensity of learning.
- Documentation capturing children's voices, thoughts and questions
- Child conferencing – small group discussions about learning projects.
- Adults maintain a strong awareness of which specific skill or part of a skill are we assessing.
- Talking with children - Adults listening to a response, not for a response
- Observing children's engagement and responses - watching children in the process of learning, looking through or past successful outcomes
- Support children in honest self assessment - the identification of and development of clarity around what a piece of learning actually is, broken down into smaller and smaller steps until it is clear,
- Provide appropriate challenges/ activities/ questions that allow/support/encourage children to demonstrate how they present and use a specific skill.
- Learning sequences always begin with an elicitation task
- Low threshold, high access activities allow access and engagement for all
- Children will be encouraged to be self-critical in a positive way around learning
- Children's effort and hard work will be praised, not ability
- Marking of pupils' work will demonstrate precision focussing upon what has the highest impact now
- Mixed ability groupings will demonstrate learning as a social activity
- Learning sessions punctuated by self-evaluation to 'quantify learning'
- Children being provided with time in the face of challenge – time to think, time to rehearse
- All adults support learning and are aware of the criteria for assessment
- Opportunities to demonstrate small steps of progression
- Parents are provided with direct information focussed upon what children are doing well
- Children given opportunities to decide 'what is good' about what they do and develop the ability to provide each other with feedback in a constructive way
- Children are engaged in discussion around meta-learning – 'how did you learn well?'
- Children are provided with time to reflect and to act upon reflections
- Children are provided with opportunities to provide feedback to their Learning Leader about what helped them and how this could have been improved
- Adults model and scaffold reflective discussions for and with children

In-school summative assessment

For pupils: In-school summative assessment provides pupils with information about how well they have learned and understood a topic or course of work taught over a period of time. It is used to provide feedback on how they can continue to improve.

For parents: In-school summative assessments can be reported to parents to inform them about the achievement, progress and wider outcomes of their children across a period, often a term, half-year or year.

For teachers: In-school summative assessment enables teachers to evaluate both pupil learning at the end of an instructional unit or period (based on pupil-level outcomes) and the impact of their own teaching (based on class-level outcomes). Both these purposes help teachers to plan for subsequent teaching and learning.

For school leaders: In-school summative assessment enables school leaders to monitor the performance of pupil cohorts, to identify where interventions may be required and to work with teachers to ensure pupils are supported to achieve sufficient progress and expected attainment.

For Ofsted: Ofsted want to be assured that schools are operating effective systems of assessment for monitoring and supporting pupil performance.

Approaches representing in-school summative assessment

At Haytor View the following practices may be observed across phases within the school:-

- Displaying assessment through learning stories, using narrative and pictorial sequences
- Adults using their understanding of involvement levels and the impact on well being and therefore depth and intensity of learning.
- Documentation capturing children's voices, thoughts and questions
- Child conferencing – small group discussions about learning projects.
- Provide appropriate challenges/ activities/ questions that allow/support/encourage children to demonstrate how they present and use a specific skill.
- Low threshold, high access activities at the end of learning sequences allow access and engagement for all
- Parents are provided with direct information focussed upon what children are doing well
- Regular face-to-face or verbal discussions with parents focussed upon children's progress often prompted by engagement by learning leaders but also in response to parent approaches.
- Sharing of annual written reports and statutory sharing of outcomes at the end of Foundation Stage and Key Stages 1 & 2
- Termly consideration through discussion, evidence sharing and moderation of children's progress towards end of year outcomes defined by the National Curriculum & EYFS
- Termly and half termly consideration of children's progress towards end of year targets in key areas set by learning leaders

Nationally standardised summative assessment

For pupils and parents: Nationally standardised summative assessment provides information on how pupils are performing in comparison to pupils nationally.

For parents: Nationally standardised summative assessment also provides parents with information on how the school is performing in comparison to schools nationally. This enables parents to hold schools to account and can inform parents' choice of schools for their children.

For teachers: Nationally standardised summative assessment helps teachers understand national expectations and assess their own performance in the broader national context.

For school leaders and school governors: Nationally standardised summative assessment enables school leaders and school governors to benchmark their school's performance against other schools locally and nationally, and make judgements about the school's effectiveness.

For the Government: Nationally standardised summative assessment allows the Government to hold providers of education (schools, local authorities, academy chains etc.) to account and to measure the impact of educational policy making.

For Ofsted: Nationally standardised summative assessment provides a starting point for Ofsted's discussions with schools when making judgements about their performance, as part of Ofsted's wider judgements of a school's overall effectiveness.

Approaches representing in-school summative assessment

At Haytor View, as with all primary schools nationally the following practices will be observed across phases within the school:-

- Early Years & Foundation Stage teacher assessments at the end of the Foundation Stage
- National Phonics tests at the end of Year 1
- National Curriculum teacher assessments at the end of Key Stage 1
- National Curriculum tests at the end of Key Stage 2
- National Curriculum teacher assessments at the end of Key Stage 2

Collection & Use of Assessment Outcomes

Day-to-day in-school formative assessment may or may not be reflected by recorded means – either way it will necessarily have an impact upon provision and opportunities provided to children. This may be recorded in many ways for example on planning, in children's recorded work or books, or through observation records, formal or otherwise.

A formal strategic framework for recording, collating and using assessment is maintained in accordance with the School's Assessment Calendars for each Key Stage (Appendices 1, 2 and 3). Documentation uses the school's developing approach to curriculum and assessment defined by Modelled, Scaffolded, Applied and Creative Independence (MSAC). During the current period of curriculum and assessment development teachers will be supported in making judgements through internal moderation and benchmarking discussions.

The data, and associated reflective discussions, is collected and documented principally to support the development of provision both for individuals and groups of children based upon an analysis of progress throughout the year.

The information gathered may support discussions with children and parents in supporting awareness of next steps for development and the school's role in this.

Strategic development focussed upon long-term improvement in relation to progress and standards achieved sees the school using Fisher Family Trust information (FFT Aspire) to provide expected outcomes for children at key points. This information forms an element of the termly analysis carried out and the resultant developments in provision, approach, practice underpinning ongoing improvement.

Developing Competence & Confidence in Assessing

The school's leadership team will be responsible for maintaining an awareness of the levels of understanding of assessment practices among staff. The school's teaching staff will consistently be engaged in the development of policy and practice in relation to assessment through phase and whole school meetings focussed upon this in 2015-16 and 2016-17 as the school develops its approach to assessment in light of recent developments.

In seeking out moderation opportunities and discussions with other schools, principally through the school's engagement with Exeter Consortium, as well as engagement with our School Improvement Officer and Local Authority guidance more broadly we expect to maintain and further develop our awareness of the national picture and approaches that will enhance the schools approaches to assessment.

Meetings of the leadership team and Learning and Teaching Forums involving the whole school teaching staff will continue to provide an effective means of exploring and developing personal and whole school approaches to assessment.

External professional development opportunities beyond those detailed above, identified as appropriate by the school's leadership team, will provide further means of securing individuals' understanding.

Pupils with Special Educational Needs & Disabilities (SEND)

At Haytor View pupils with SEND will be given particular consideration and included within the practices and approaches for assessment detailed within the policy. Furthermore provision mapping within classes as well as statutory reviews will provide further means of ensuring that specific practices and approaches are developed, or opportunities provided where these are considered appropriate for individuals' needs.

Policy Review, Governance, Management & Evaluation

The Assessment Policy will be reviewed annually as part of the whole school policy review process. The implementation of the policy will be shared with governors on a termly basis, either as part of the Headteacher's report to Governors or as part of the Teaching and Learning Committee agenda, as well as forming part of the discussion with link governors. Beyond this, during the school years 2015-16 and 2016-17 the policy will be kept under active consideration by the school's leadership team as this continues to develop in the light of experience in using 'Assessment without Levels'.

