

St Mary & Pancras C of E Primary School
Assessment policy-2015

This policy needs to be read in conjunction with our Marking and Feedback, Inclusion, gifted and talented and Teaching and Learning policies.

Statement of intent.

As a church school what and how we teach, what and how our pupils learn within and beyond the classroom are and must be rooted in Christian values:

Love, respect, honesty generosity, forgiveness, humility, positive morality, unselfishness and tolerance.

These values are fundamental in the implementation of this policy to ensure that we maintain our distinctive Christian character of which we are proud.

WHAT ARE THE FUNDAMENTAL AIMS AND OBJECTIVES OF ASSESSMENT AT STMP?

- to enable our children to demonstrate what they know, understand and can do in their work;
- to help our children 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 that enables them to support their child's learning;
- to provide school leaders and governors with information that allows them to make judgements about the effectiveness of the school.

WHAT ARE OUR ASSESSMENT PRINCIPLES AT STMP?

Assessment is not a singular activity; it is about measurement of performance at a given point in time and a way of gaining information to promote future learning.

Our first principle is to ensure a fully inclusive approach to assessment. Assessment should be inclusive of all abilities and it will also be used to identify children's barriers to learning and diagnose requirements for support and intervention.

Our second principle is to hold on to aspects of assessment that aim to measure what we value, rather than simply valuing what we are able to measure.

WHAT WILL OUR ASSESSMENT PRACTICE DO?

- raise standards of attainment and learning behaviour, and improve pupil attitudes and response
- enable the active involvement of pupils in their own learning by providing effective feedback which closes the gap between present performance and future standards required
- promote pupil self-esteem through a shared understanding of the learning processes and the routes to improvement
- guide and support the teacher as planner, provider and evaluator
- enable the teacher to adjust teaching to take account of assessment information, to focus on how pupils learn and draw upon as wide a range of evidence as possible using a variety of assessment activities
- track pupil performance and in particular identify those pupils at risk of underachievement
- provide information which can be used by teachers and managers as they plan for individual pupils and cohorts
- provide information which can be used by parents or carers to understand their children's strengths, weaknesses and progress
- provide information which can be used by other interested parties. E.g. education psychologist
- provide information which can be used to evaluate a school's performance against its own previous achievement over time and against national standards.

Our third principle is our acknowledgment that there are two distinct types of assessment used by the school. These include:

ASSESSMENT **FOR** LEARNING
OR
IN-SCHOOL **FORMATIVE**
ASSESSMENT

and

ASSESSMENT **OF** LEARNING
OR
IN-SCHOOL **SUMMATIVE**
ASSESSMENT
AND
NATIONALLY STANDARDISED
SUMMATIVE ASSESSMENT

Assessment for learning or **FORMATIVE ASSESSMENT** helps to identify the next steps needed to make progress. It takes account of pupils' strengths as well as weaknesses.

<u>The purpose of ASSESSMENT FOR LEARNING is to:</u>	<u>Implications for teaching</u>	<u>Impact on learning and the learner</u>
<ul style="list-style-type: none"> • Provide insight into pupils' learning for both pupils and teachers • Promote success for all • Enable continuous reflection on what pupils know now and what they need to know next (feedback and next steps) • Promote immediate intervention and link judgements to WALTs and WILFS • Raise standards by ensuring that 	<p>The teacher will:</p> <ul style="list-style-type: none"> • Provide continuous oral and written feedback which identifies strengths and the next steps for improvement • Make standards and objectives explicit to pupils • Promote pupil involvement through self and peer-assessment • Plan against what children know/can do/understand 	<p>The pupil will:</p> <ul style="list-style-type: none"> • Know what has been achieved against known success criteria and what to do next • Know what to do to improve • Know what standards are required • Gain confidence, motivation and self-esteem as a learner • Improve own self-evaluation skills • Make progress

<p>children of all abilities are sufficiently challenged</p>	<ul style="list-style-type: none"> • Promote inclusion by attending to all pupils' learning needs, particularly for pupils who are at risk of underachievement • Engage pupils in rich questioning with thinking time: think, pair, share • Build in time for focused observation of teacher-directed and child-initiated activity (predominantly EYFS) 	
--	--	--

Assessment of learning or **SUMMATIVE ASSESSMENT** is more associated with judgements based on expected standards /ranks and with public accountability.

<p><u>The purpose of Assessment of learning is to:</u></p>	<p><u>Implications for teaching</u></p>	<p><u>Impact on learning and the learner</u></p>
<ul style="list-style-type: none"> • Provide a summary judgement about what has been learned at a specific point in time • Establish national benchmarks about what children can do and about school performance • Show what pupils can do without support • Hold the school to public account 	<p>The teacher will:</p> <ul style="list-style-type: none"> • Provide a periodic summary through teacher assessment and formal tests • Identify gaps in pupils' knowledge and understanding • Identify weaknesses in the taught curriculum and in specific areas of learning through analysis of performance which can guide future planning • Implement strategies to accelerate progress to meet local and national 	<p>The pupil will:</p> <ul style="list-style-type: none"> • Be able to gauge own performance against previous performance • Be able to measure own performance against externally agreed criteria and standards • Have a measure of performance at specific milestones in life • Know what standards and expectations are required

	expectations (narrowing the gap) <ul style="list-style-type: none">• Mark and measure against expectations outlined in the National Curriculum	
--	--	--

WHAT DOES ASSESSMENT LOOK LIKE AT STMP?

Types of assessment:

For pupils with SEN and disabilities, assessment will consider long-term wider outcomes such as secondary education. Our practice will include meaningful; ways of measuring all aspects of progress including communication, social skills, physical development, resilience and independence.

Day to day	Effective practice would include	NON-NEGOTIABLES AND SUGGESTED RESOURCES
Sharing learning objectives with pupils	<p>Share learning objectives at the beginning of the lesson and, where appropriate, during the lesson in language that pupils can understand.</p> <p>Use these objectives as the basis for questioning and feedback during plenaries.</p> <p>Evaluate this feedback in relation to achievement of the learning objectives to inform the next stages of planning.</p>	<p>Mini plenaries</p> <p>Interactive white boards</p> <p>WALT (learning objective) and WILF (success criteria) must be shared with class and reviewed</p> <p>Differentiated WALTs and checklists in line with subject non-negotiables</p> <p>At least 3 key questions included on planning</p>
Helping pupils to know and recognise the standards they are aiming for	<p>Show pupils' work which has met criteria, with explanations of why.</p> <p>Give pupils clear success criteria then relate it to the learning objectives.</p> <p>Model what it should look like. For example, exemplify good writing on the board.</p> <p>Ensure that there are clear, shared expectations about the presentation of work.</p> <p>Provide displays of pupils' work which shows work-in-progress as well</p>	<p>Displays and models which reflect the expected standards</p> <p>WILF's/ checklists visible throughout lesson for children to self and peer assess</p> <p>All handwriting in line with policy (Nelson font)</p> <p>Use precursive fk font for displays.</p>

	as finished product.	
Involving pupils in peer- and self-assessment	<p>Give pupils clear opportunities to talk about what they have learned, and what they have found difficult, using the learning objectives as a focus.</p> <p>Encourage pupils to work/discuss together, focusing on how to improve.</p> <p>Ask pupils to explain the steps in their thinking. 'How did you get that answer?' for example.</p> <p>Give time for pupils to reflect on their learning.</p> <p>Identify with pupils the next steps in learning.</p>	<p>OWLS- (pupil self-assessment cards)</p> <p>Explicit teaching of the skills needed for productive self and peer assessment</p> <p>Full sentence responses across all subjects</p> <p>Use scanned examples on the interactive white board</p> <p>Think Pair Share time used</p>
Providing feedback which leads to pupils recognising their next steps and how to take them	<p>Value oral as well as written feedback.</p> <p>Ensure feedback is constructive rather than positive, identifying what the pupil has done well, what needs to be done to improve, and how to do it.</p> <p>Identify the next steps for individuals and groups as appropriate.</p>	MARKING AND FEEDBACK POLICY
Promoting confidence that every pupil can improve	<p>Identify small steps to enable pupils to see their progress, thus building confidence and self-esteem.</p> <p>Encourage pupils to explain their thinking and reasoning within a</p>	<p>Celebrate "clever mistakes"</p> <p>Owls</p> <p>Teacher modelling</p>

	secure classroom ethos.	Celebration assembly Open mornings for parents (Tuesdays)
Involving both teacher and pupil in reviewing and reflecting on assessment information	<p>Reflect with pupils on their work, e.g. through a storyboard of steps taken during an investigation.</p> <p>Choose appropriate tasks to provide quality assessment information (emphasis on process, not just the correct answer).</p> <p>Provide time for pupils to reflect on what they have learned and understood, and to identify where they still have difficulties.</p> <p>Adjust planning; evaluate effectiveness of task, resources, etc. as a result of assessment.</p>	

Termly strategies:

AT LEAST Termly	Effective practice would include	NON-NEGOTIABLES AND SUGGESTED RESOURCES
Monitoring of books	<ul style="list-style-type: none"> • Provide time for all staff to review progress, coverage and marking and feedback in books. Middle leaders/phase leaders hold the overview of this task • Senior leaders quality assuring the strengths and weaknesses identified by staff following their own reflection • During learning walks/lesson observations senior leaders 	<p>Shared moderation materials.</p> <p>Shared moderation meetings with teachers</p> <p>Phase group moderations at leader of learning</p>

	review books and interview pupils about their learning and steps to improve	Whole school writing moderation
Moderation across year groups and phases of learning	<ul style="list-style-type: none"> • Provide time for regular moderation of work linked to the National Curriculum • Provide time for EYFS/KS1 staff to moderate progress • Provide time for KS1/KS2 staff to moderate learning • Provide time for KS2/KS3 staff to moderate learning 	
Formal testing	<ul style="list-style-type: none"> • Use a range of commercially produced materials to undertake a snap shot view of pupil attainment. This snap shot should confirm judgements made by the gathering of the above evidence 	<ul style="list-style-type: none"> • To be carried out on a termly basis. • Set way of recording scores and past papers sat.
Pupil progress meetings	<ul style="list-style-type: none"> • Time provided for senior leaders and teachers to review progress of learning • To identify groups of pupils making expected and exceeding progress • To use data to inform teaching and learning • Review the provision map for pupils 	<ul style="list-style-type: none"> • Set criteria for what is needed every time.
Parent Evenings	<ul style="list-style-type: none"> • Overall assessment outcomes are shared with parents/carers on a termly basis 	<ul style="list-style-type: none"> • All parents are met with (if parent not willing – inform SMT for next steps) • Inform parent whether child is working at, below or in greater depth. • Provide personalised next steps/ opportunities for home learning
Yearly reports	<ul style="list-style-type: none"> • Reports summarise the achievements for pupils during the year. • Pupils write their own comments on their learning and what they need to focus on in the coming year • Parents/carers respond to comments 	<ul style="list-style-type: none"> • Achievement report based on National standards for end of year

- We carry out on entry baseline assessments for all new admissions

Formal Summative assessment procedures to measure outcomes against all schools nationally:

When ?	What ?	Why?
<ul style="list-style-type: none"> • Beginning of Reception 	% of pupils at age expected standard at the start of reception	
<ul style="list-style-type: none"> • End of EYFS 	% of pupils achieving a “Good Level of Development”	<i>Are children well enough prepared for year 1?</i>
<ul style="list-style-type: none"> • Phonics Screening Test at the end of Year 1 	% of pupils achieving the required screening check	<i>Is the % of year 1 /year 2 achieving the expected standards in phonics above national? Are there implications for staff CPD?</i>
<ul style="list-style-type: none"> • End of KS1 	% of pupils working : <ul style="list-style-type: none"> • At the expected national standard, • At greater depth within the national standard • Towards the national standard in reading, writing, maths and teacher assessment in speaking and listening, science	<i>In which subject is attainment/ progress strong/weak? Is progress rising or falling? How does it compare with national? How does it impact projected KS2 results for the cohort?</i>
<ul style="list-style-type: none"> • End of KS2 	% of pupils working: <ul style="list-style-type: none"> • At the expected national standard, • At greater depth within the national standard • Towards the national standard in reading, writing, maths and teacher assessment in speaking and listening, science % of pupils that have made sufficient progress in reading, writing and maths. % of pupils that have made more than sufficient progress in	<i>Do enough pupils finish year 6 ready for the secondary curriculum? Have children made sufficient progress? Is the school doing the best for its children or is it coasting? Is the school effectively ‘closing the gaps’</i>

	reading, writing and maths	<i>Do children of different ethnicity, ability, SEND achieve as well as their peers both nationally and in-school?</i>
--	----------------------------	--

Arrangements for the governance, management and evaluation of assessment

- The HEADTEACHER is responsible for ensuring the assessment policy is maintained and followed.
- The BOARD OF GOVERNORS is responsible for monitoring the effectiveness of assessment practices in the school.

This policy was drafted November 2015

Scaled scores

The move to scaled scores was announced as part of the previous government's response to the [consultation on reforming assessment and accountability for primary schools](#).

Scaled scores are used all over the world. They help test results to be reported consistently from one year to the next. We design national curriculum tests to be as similar as possible year on year, but slight differences in difficulty will occur between years. Scaled scores maintain their meaning over time so that two pupils achieving the same scaled score on two different tests will have demonstrated the same attainment. For example, on our scale 100 will always represent the 'national standard'. However, due to the small differences in difficulty between tests, the 'raw score' (ie the total number of correct responses) that equates to 100 might be different (though similar) each year.

We can't give full information about what the scale will look like yet. We need to wait until pupils have taken the tests and the tests have been marked before we can set the national standard and the rest of the scale. We can't set the scale in advance; this cohort is the first that has reached the end of key stage 2 having studied sufficient content from the new national curriculum. If we were to set the scale using data from pupils that had studied the old national curriculum, it is likely it would be incorrect.

We do know the scale will have a lower end point below 100 and an upper end point above 100. Once we have set the national standard we will use a statistical technique called 'scaling' to transform the raw score into a scaled score. We will publish this after the first tests have been administered.

The standards underpinning the scale will be maintained as long as there is no large-scale change to what the tests cover. Once the national standard has been set in summer 2016, we will maintain the standard in subsequent years by using a process known as 'test equating'. When we trial future tests in schools, we also administer a separate 'anchor test'. This test remains the same over time. It allows us to link scores from one test to another to ensure standards are maintained.

Interpreting scaled scores

A pupil's scaled score will be based on their raw score. The raw score is the total number of marks a pupil receives in a test, based on the number of questions they answered correctly. The pupil's raw score will be translated into a scaled score using a conversion table. A pupil who achieves the national standard will have demonstrated sufficient knowledge in the areas assessed by the tests. This will mean that they are well placed to succeed in the next phase of their education.

The typical characteristics of pupils at the national standard are illustrated by the test performance descriptors. These are included in the 2016 KS1 and KS2 [test frameworks](#). However, as with all tests, pupils can achieve their marks in a number of different ways. If a pupil achieves the national standard this doesn't imply that the pupil has mastered all of the knowledge and skills indicated in the test performance descriptor. Headteachers will need to include results from the national curriculum tests in their annual reports to parents. They will need to report the pupil's scaled score and whether or not they met the national standard.

The old national curriculum levels are not relevant to the new national curriculum. However, in order to provide schools with some indication of the new standards, we have tried to indicate equivalence in a broad sense. At KS1 the national standard will roughly equate to an old level 2b. At KS2 this will roughly equate to an old level 4b. Otherwise levels and scaled scores will not be comparable.

Key stage 1 tests

For 2016 KS1 tests, conversion tables will be published on GOV.UK by the end of May 2016. In future years the marking guidance for the KS1 tests will include conversion tables.

Teachers will need to use these to translate pupils' raw scores into scaled scores to see whether each pupil has met the national standard. You should use the scaled scores to inform your teacher assessment judgements.

Key stage 2 tests

We will publish KS2 test results on the NCA tools website in July 2016. Each pupil registered for the tests will receive:

- a raw score (number of raw marks awarded)
- a scaled score
- confirmation of whether or not they attained the national standard

We will also publish conversion tables on GOV.UK at the same time.

Currently headteachers can apply for a review of marking if they believe there has been a clerical or marking error which has resulted in a pupil being awarded the wrong level in a test. From 2016, the reviews service will change to reflect the removal of levels. We will give details of the revised reviews service in Autumn 2015.

Teachers will be able to use [RAISEonline](#) to analyse their pupils' individual results. Because scaled scores and levels aren't equivalent, you won't be able to make comparisons between how your school performs in the 2016 tests and its previous year's results.

Year 7 teachers will be able to view their incoming pupils' scaled scores so that they can prepare for their new intake.

There will continue to be no link between KS2 test results and teacher assessment.