

# Sandbrook Community Primary School

## Assessment Policy

2016-17

***“Those who cannot assess cannot teach. Assessment is inevitably part of every teaching activity. “How is she getting on?” “Did he understand that?”***

***Assessment is therefore too important to be the sole preserve of national tests and assessments. In good education, assessment is of the progress of the whole pupil throughout their educational journey.***

***Assessment is the means used by good teachers to evaluate that progress and diagnose the needs of the pupil. True assessment is neither wholly formative, nor wholly summative; it is embedded in the classroom rather than an activity of reflection outside the classroom.***

***Assessment helps pupils engage more fully in their own development and learning. A pupil responds better to new challenges if they grasp what is necessary for progress and why.”***

NAHT Commission on Assessment report, February 2014, Foreword by Lord Sutherland

*“encompassing all those activities undertaken by teachers, and/or by their students, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged. . . . finding out where learners are in their learning, finding out where they are going, and finding out how to get there”*

Dylan Wiliam, Embedded Formative Assessment, p.37 and 45

*A school’s assessment system could assess everything students are learning, but then teachers would spend more time assessing than teaching. The important point here is that any assessment system needs to be selective about what gets assessed and what does not, and so the assessment system needs to focus on the ‘big ideas’ in each curriculum area. For example, place value is a central concept in the understanding of our number system. Without a profound understanding of place value, most of mathematics makes little sense. Roman numerals, on the other hand, is not quite so important.*

Dylan Wiliam, *Planning Assessment without Levels*, Teach Primary

At Sandbrook Community Primary School we believe that all children have the right to achieve their potential. No child is ‘good’ at division or ‘not good’ at decoding: they simply have or haven’t been taught it effectively yet. Assessment is a crucial part of this process.

## Type of assessment

There are three main types of assessment: formative; in-school summative and nationally standardised summative.

## Aims of assessment

- **Identify** what children know and what they need to learn next
- **Inform** planning (school/ class/ group/ individual), target setting, information for parents and governors, class organization
- **Measure** individual/ group progress
- **Evaluate** effectiveness of teaching methods/ interventions
- **Motivate** teachers and pupils
- **Comply** with statutory requirements; align school with national standards

## Purpose of assessment

This Assessment Policy sets out the key principles behind our assessment system. It is intended to provide all stakeholders with a clear and brief overview of why, how, and what we assess as a school.

## Why?

The key aims of assessment at Sandbrook Community Primary School are set out above.

As a school, we believe that **formative assessment (Assessment for Learning – AfL)** goes to the very heart of good quality teaching and learning.

**For children:** to develop keen, ambitious children with a thirst for learning by identifying for them where they need to target their efforts to improve.

**For teachers:** as reflective practitioners, AfL allows us to identify what a child knows and what they need to learn next. It supports us to provide appropriate support or extension. It supports our evaluation of what is working well in our teaching and what we might need to tweak.

**For parents:** it provides us with rich, constructive information to report to parents providing them with a broad picture of their strengths and areas for improvement.

**Summative assessment (Assessment of Learning – AoL)** is still a significant contributor to our understanding of children's learning. There are two types of summative assessment.

### **In-school summative assessment:**

**For children:** an opportunity to understand how well they have understood and retained information on a particular topic.

**For teachers:** an opportunity to evaluate pupil learning and the impact of their teaching of different concepts and skills. All of this information supports the planning of future teaching and learning.

**For parents:** to summarise and support the rich information provided by formative assessment and feedback.

**For school leaders:** to support and verify judgements made through formative assessment. To assist in monitoring the progress and attainment of individuals, classes, year groups and other identified groups within the school. To use this analysis to redeploy resources as required to close gaps.

**Nationally standardised summative** assessment:

**For children:** comparisons to performance of pupils nationally.

**For teachers:** comparisons to performance nationally and clarity on nationally expected standards.

**For parents:** comparisons as to how the school and their child is performing nationally.

**For the government:** to hold us to account.

**For OFSTED:** to provide information on school's performance and effectiveness.

As the new nationally standardised summative assessments – KS1 and KS2 SATs and Early Years baseline – are further developed by the Department for Education, additional summative assessments will be designed (equivalent to the old QCAs) that will provide us with meaningful information to support our assessment of children. We will continue to monitor this development and integrate these into our overall assessment process as appropriate.

In a growing school of currently over 600 children, it is essential to have access to appropriate and timely management information to provide a strategic overview. We are currently undertaking a review of best practice and are trialling a stages and points system. A final decision will be made on the best assessment system for Sandbrook Community Primary School in August 2017 following a thorough evaluation of a year of stages and points system.

The data, and its subsequent analysis, will provide SLT, governors and external stakeholders with critical insights into progress of key groups/ individuals and effectiveness of teaching and learning strategies.

Using this information, we will set targets for children at the end of each academic year for the following academic year (Appendix 1). These will be based upon conversations with current and future teachers and an analysis of all of the information regarding the child – progress, specific learning needs, home life etc. All of this will be used to inform aspirational, ambitious targets. None of this will be used as an excuse for lack of progress; it will instead inform thinking as to how to overcome identified barriers to learning.

## **How?**

*“Assessment is primarily concerned with providing teachers and/or students’ feedback information, which they then need to interpret when answering the three feedback questions: Where am I going?, How am I going? and Where to next?”*

John Hattie, Visible Learning

*“...attention to minute-by-minute and day-to-day formative assessment is likely to have the biggest impact on student outcomes.”*

Dylan William, Embedded Formative Assessment, p.27

Formative assessment is at the heart of our approach to assessment. Formative assessment will be carried out continually by all staff – ‘formally’ and ‘informally’. It is important to remember that this is a process everyone is involved in: adult-pupil; pupil-adult; pupil-pupil.

This creates a cycle, which is used to improve teaching and learning across the school. As a minimum, all Sandbrook Community Primary School staff will:

### **Before/after lessons**

- Mark work from previous lessons – Marking should maximise what will impact on the progress of individuals: specific next steps or close the gaps. It should be scaffolded as appropriate to allow all children to access.
- Reflect on previous lessons – was the pitch appropriate? Who struggled? Why? How can I adapt/ scaffold the learning to support them? Who found it easy? What is their next step?
- Use information gained to adapt planning as appropriate for groups/ individuals/ whole class

### **During lessons**

- Question children - fully explore children’s understanding (**this is not a test** to see if they have been listening or if they understand). We will use the information we get from children’s responses to adapt lessons: move on quickly if they are secure; scaffold further if needed; re-group children if some need extra support.
- Provide immediate feedback – we do not simply reward ‘getting it right’: provide feedback on the response (correct or incorrect) and what the next steps are – further challenge or scaffold understanding. We reward perseverance, resilience, an ability to accept failure as central to the learning process and tackle it with determination and greater effort.
- Talk – give children opportunities to formulate answers and share strategies/ ideas with partners. We will listen to these conversations as they can provide invaluable insights into children’s (mis)understanding. We will continue these conversations throughout the lesson – regular dialogue with children will further inform our understanding of where the children are and where they need to go next, allowing us to move the learning on at a suitable pace.

- Mark – marking work during the lesson will provide immediate information for us and immediate feedback for children to correct misconceptions or to move learners on.
- Response to marking – children should be given opportunities to respond to marking during lessons or at another point shortly after – Start of day, Guided Reading, immediately after lunch.
- Peer/ self-assessment – modelled and scaffolded as appropriate to allow all children to reflect meaningfully on their learning; exit notes; whiteboards; think, pair, share.

**SEND**

Formative assessment will be at the heart of assessment for children with identified special needs or disabilities in the same way as it is for all other children. Modifications will be made by teachers to ensure questioning, talk, marking etc. are all suitable for children, depending on their specific needs.

As appropriate, we will use the B Squared system to track the progress of individuals with identified SEND. This will enable us to tailor progress measures and ensure that children are provided appropriate challenge at all stages of their education.

**CPD**

We will ensure teachers have regular CPD opportunities to develop a robust understanding of assessment practices across the school. Senior Leaders will provide support in recording formative assessments and using this to inform planning during PPA.

**Parents**

We believe that learning is most effective when carried out as a partnership between school and home. We will formally share next steps with parents each term through parent-teacher meetings and written reports. We will also endeavor to share next steps informally through: the type of homework set; feedback in Reading Records and homework books; informal conversations at the start and end of the day with parents.

## **What?**

At Sandbrook Community Primary School we will assess the 'big ideas' in each curriculum area to ensure there is an appropriate balance between staff assessing children (necessary) and staff acting on the information they have gathered from assessing children (essential).

As the government continues to finalise plans for end of Key Stage assessments and as we introduce and familiarise ourselves with a new system for assessment, we will take a phased approach to assessment, organised into three distinct levels.

### **Little and often**

English – Reading, Writing, Speaking and Listening

Maths

### **Regular**

Science

### **Occasional**

History

Geography

Computing

Art and design

Design and technology

Modern Foreign Languages

Music

Physical Education

## **What else?**

### **Roles**

- Assessment at Sandbrook Community Primary School is led by Fiona Hadfield, Deputy Head
- Class Teachers are responsible for implementing the policy as set out above.
- Assistant Heads and Unit Leaders are responsible for ensuring the policy is implemented as set out above through regular monitoring as laid out in the monitoring schedule.

**This policy will be reviewed June 2017.**





# Appendix 1 – Progress Review Sheets – English and Maths

## Teacher-pupil conference: Maths Progress review September-October 2016

At the start of this half term I couldn't...:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_



Now I can...:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_



What has helped me make progress?:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_



Next half-term I want to...:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_



**Teacher-pupil conference: Writing Progress review  
September-October 2016**

At the start of this half term I couldn't...:

1. Writing: \_\_\_\_\_

\_\_\_\_\_

2. Reading: \_\_\_\_\_

\_\_\_\_\_

3. Speaking and Listening: \_\_\_\_\_

\_\_\_\_\_



Now I can...:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_



What has helped me make progress?:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_



Next half-term I want to...:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

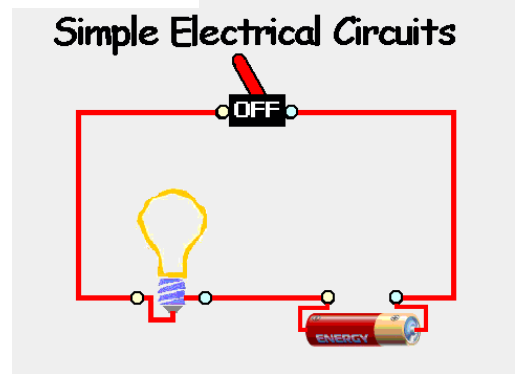


### Appendix 3: Science Review Sheet

Name: \_\_\_\_\_

Class: \_\_\_\_\_

During this term in Science we have been learning about electricity. We constructed circuits, used switches, and identified conductors and insulators.



What did you learn?

What were you successful at?

What would your next steps be?



## Appendix 4: Foundation Review Sheet

Name: \_\_\_\_\_

Class: \_\_\_\_\_

During this term in Geography we have been learning about rivers. We researched our favourite river and produced a presentation on it in the form of a power point, poster, booklet or an interview.



What did you learn?

What were you successful at?

What would your next steps be?



	Formative Assessment	Summative Assessments
English	<ul style="list-style-type: none"> <li>• Pre writing assessments for genre/text types</li> <li>• Grammar Hammer</li> <li>• Daily assessment in English lessons (observation, questioning, oral and written feedback, self-assessment)</li> <li>• Half termly – teacher judged assessments against age related expectations that have been taught</li> </ul>	<ul style="list-style-type: none"> <li>• Early Excellence Baseline Assessments</li> <li>• EYFS Profile</li> <li>• End of genre/text types assessments</li> <li>• Half termly reading assessments (Rising Star – uncertain whether to continue with these)</li> <li>• Half termly grammar assessments (Rising Star – uncertain whether to continue with these)</li> <li>• Standardised Assessments - Key Stage 1 and 2 SATs</li> <li>• Salford Reading Test – comprehension reading age and chronological reading age</li> <li>• Testbase – end of year for Years 3 – 5 (to be replaced with NFER assessments done October and May)</li> </ul>
Maths	<ul style="list-style-type: none"> <li>• Pre learning assessments</li> <li>• Grammar Hammer</li> <li>• Daily assessment in maths lessons (observation, questioning, oral and written feedback, self-assessment)</li> <li>• Half termly – teacher judged assessments against age related expectations that have been taught</li> </ul>	<ul style="list-style-type: none"> <li>• Early Excellence Baseline Assessments</li> <li>• EYFS Profile</li> <li>• Post learning assessments</li> <li>• Maths Continuation books – number assessment (September, June)</li> <li>• Half termly maths assessments (Assertive Mentoring to inform teacher assessment)</li> <li>• Half termly number assessments (Rising Star – uncertain whether to continue with these)</li> <li>• Standardised Assessments - Key Stage 1 and 2 SATs</li> <li>• Testbase – end of year for Years 3 – 5 (to be replaced with NFER assessments done October and May)</li> </ul>
Science	<ul style="list-style-type: none"> <li>• Weekly assessment in science lessons (observation, questioning, oral and written feedback, self-assessment)</li> <li>• Half termly – teacher judged assessments against age related expectations that have been taught</li> </ul>	<ul style="list-style-type: none"> <li>• Early Excellence Baseline Assessments</li> <li>• EYFS Profile</li> <li>• End of science topic assessments (Rising Star)</li> </ul>