

ASTON HALL JUNIOR AND INFANT SCHOOL ASSESSMENT POLICY



"Assessment is the means used by good teachers to evaluate 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."

NAHT Commission on Assessment 2014

PRINCIPLES:

- To provide information to support progression in learning through planning
- To provide information for target setting for individuals, groups and cohorts
- To share learning goals with children
- To involve children with self assessment
- To help pupils know and recognise the standards they are aiming for
- To raise standards of learning
- To identify specific children for targeted intervention
- To inform parents and other parties of children's progress and attainment

NATIONAL CHANGES FROM SEPTEMBER 2014

Assessing learning in the New National Curriculum

In September 2014, the Government introduced a New National Curriculum and removed previous assessment levels.

...the current system of national curriculum levels and level descriptors will be removed and not replaced.'

Primary assessment and accountability under the new national curriculum DfE July 2013

At Aston Hall Junior and Infant School, we have decided to implement and embed a new framework for assessment to ensure we can use data to show progress in a form that will support us to raise attainment, measure progress for all learners and be able to use live data to drive forward teaching and learning. Therefore, we have chosen to employ a bespoke assessment tracker from September 2016 to assess progress and attainment Y1-Y6, and the EAZMag system to record attainment and progress.

The criteria in these grids are taken directly from the New National Curriculum and break the statutory requirements into age related expectations for each year group and describe a child's stage of attainment in reading, writing (including SPaG) and maths, as well as identify and communicate clear next steps to all stakeholders.

Children in the EYFS will still be tracked using 'ages and stages' and assessed against the Early Learning Goals at the end of the year. The FS2 class teachers will then use a transition tool to assess the children for reading, writing and maths so their progress and attainment can be tracked as they move into KS1.

Assessment for Learning

Assessment opportunities, which are a natural part of teaching and learning, are constantly taking place in the classroom through discussion, listening, observations and analysis of learning. It is

essential that teachers have secure knowledge of the progress, attainment and next steps for each child and enable pupils to; understand what they are learning and why, know how to be successful, be able to identify how well they are doing and why, know how they are progressing and be able to identify next steps to progress further.

To achieve this at Aston Hall Junior and Infant School we will:

- ✓ Evaluate pupils' learning to identify those pupils with particular needs (including gifted and talented) so that any issues can be addressed in subsequent lessons and through provision mapping systems
- ✓ Use assessment information to ensure teaching and learning matches the needs of all pupils
- ✓ Ensure pupils are aware of the learning intention in each session and how they can be successful, and encourage them to evaluate their progress so that they understand the next steps they need to make
- ✓ Involve the children in setting regular challenging learning targets in mathematics and literacy
- ✓ Regularly share these targets with parents/carers so they can support learning
- ✓ Encourage pupils to evaluate their own work against shared learning intentions and success criteria based upon specific, key learning objectives
- ✓ Mark work, give feedback so that it is constructive and informative (in accordance with our 'Marking and Feedback' policy) and allow time to reflect on feedback
- ✓ Incorporate both formative and summative assessment opportunities in planning
- ✓ Assess core subjects on an on-going basis termly using a common format (EYFS profile and EAZMag systems) to secure an accurate picture of pupil's progress and address learning needs, especially those working below or above the national average and for vulnerable groups
- ✓ Ensure assessment is shared and available to all staff so children can be tracked as they progress through school and between groups/classes
- ✓ Use Assessment for Learning strategies such as: working walls, targets, success criteria, self and peer evaluation, critique, discussion, reflections on learning, feedback etc
- ✓ Use moderation to ensure that assessments are consistent across school and also across schools in the Wickersley Trust and in the Local Authority

Formal Assessment Cycle

Formal assessment is a systematic part of our school's work which will be used to track each individual and cohort in the school. It is through an effective tracking system that the progress and needs of every pupil can be identified, monitored and evaluated, and that we can develop a clear understanding of how to raise standards and achievement for all.

The Assessment cycle at Aston Hall Junior and Infant School will include data from:

- ✓ Formative and ongoing assessment information collected for reading, writing, SPaG, mathematics and science which drive forward teaching and learning and address any attainment gaps
- ✓ Statutory tests - Baseline, Early Years Foundation Stage Profile, End of Key Stage tests etc.
- ✓ Termly unaided writing assessments
- ✓ Termly teacher assessments in Mathematics
- ✓ On-line tracking systems from each class to show pupil's progress from entry, in comparison with age related expectations, and from the previous key stage
- ✓ Termly pupil progress meetings/data analysis reports between teachers and SLT to analyse progress and attainment of individuals and groups of children, including Pupil Premium
- ✓ Ongoing teacher assessments for core subjects on a termly basis
- ✓ Observations of children engaged in learning e.g. incidental and long observations in EYFS

Regular tracking and analysis of data will ensure that teachers revise and refine learning targets, evaluate and direct teaching and learning and specific interventions. The discipline of regularly analysing pupils' learning, progress and attainment will ensure that every pupil has challenging and realistic targets set for them, that learning is pitched at accurately, and that progress can be carefully monitored by teachers/SLT/Governing Body to ultimately ensure that no child underachieves.

To achieve this at Aston Hall Junior and Infant School we will:

- ✓ Follow the Assessment cycle and update the data on a regular basis
- ✓ Use information to identify the percentage of children working at AREs and making good or better progress
- ✓ Analyse data and review targets for individuals/groups and use the information to identify intervention groups (including SEND, Pupil Premium and gifted and talented pupils)
- ✓ Set cohort targets for numeracy and literacy and share information with headteacher, assessment coordinator, SENCO, subject leaders and governors
- ✓ SLT will conduct pupil performance meetings with class teachers each term to review the children at AREs and making good progress, ensure staff accountability and that the correct children are identified to receive appropriate intervention through Provision Mapping
- ✓ Work with colleagues to moderate and level writing, reading and numeracy every term using new assessment materials
- ✓ Analyse summative data at the end of academic year to track value added progress made and attainment
- ✓ Pass cohort data and analysis to next teacher, along with specific learning targets for use in the new school year to continue to address learning needs and any gaps in learning

Reporting

Reporting to parents/carers provides the opportunity for communication about their child's achievements, abilities and future targets. This will be communicated in terms of progress and attainment at termly parents' evenings and end of year reports.

At Aston Hall Junior and Infant School we will:

- ✓ Provide opportunities for three parent consultation evenings so that parents can discuss their child's welfare and progress/attainment, are fully informed of targets (next 'steps in learning' targets are set and sent home each term, or as appropriate for the child) and how home and school can support progress
- ✓ Provide an end of year written report which include results of statutory tests and assessments and gives information relating to progress and attainment
- ✓ Discuss pupil progress at the request of parent by appointment

The assessment co-ordinator will:

- ✓ Formulate the school's assessment policy in consultation with the headteacher, staff and governors
- ✓ Review the policy regularly in the light of statutory requirements and the needs of the school
- ✓ Provide support and guidance and keep up to date with current information
- ✓ Resource school with relevant tests and update assessment cycle
- ✓ Monitor the termly data and consult with staff about targets set, progress and attainment of cohorts
- ✓ Highlight pupils who have made insufficient progress or are working below expectations
- ✓ Analyse results to identify attainment and progress made by pupils and for groups of pupils such as those living in SOA, gender, vulnerable children, Pupil Premium etc.

- ✓ Report to governors regarding the policy, statutory test results and cohort targets

Moderation

Moderation is important to ensure a consistent approach in assessment throughout the school. It is important that when teacher assessments are carried out there is evidence available to justify judgements made.

At Aston Hall Junior and Infant School we will:

- ✓ Meet regularly to moderate assessments
- ✓ Moderate work through planning and work scrutiny, sharing our findings
- ✓ Collate evidence to back up teacher assessment
- ✓ Participate in moderation schemes in the Local Authority and across the Wickersley Trust

Date: September 2016

Review date: September 2017