

# ST MICHAEL AT BOWES ASSESSMENT POLICY



## **‘An inclusive Christian community building on firm foundations for successful lives.’**

At St Michael at Bowes we believe that our vision underpins everything we do and as such we strive for our children to ‘build on firm foundations’ in order for them to lead successful lives. When used correctly, assessment methods can enhance children’s learning and inform teachers of areas in which children need targeted support.

### **Why do we assess?**

Our assessment provides valuable information to help children, teachers, parents and school leaders to acknowledge, analyse and review achievements and progress in learning against expected standards. Our assessments inform our immediate and long term planning. Our assessment gives:

- **Pupils** - the learners - an understanding of where they are secure, what it is that they need to do to rectify any gaps and the next steps needed to extend their learning
- **Teachers** - the detailed knowledge of their pupils’ achievements which they can use to inform future learning, their planning and their teaching
- **Parents and carers** - regular reports on their child’s progress in meeting expectations and ensures that teachers, pupils and parents can work together to secure learning and raise standards for all children
- **School leaders and governors** - information that they can analyse and use to make decisions about future actions to improve standards, learning and teaching in the school
- **External agencies and partners** (such as those school organisations in which a pupil will receive the next stage of his/her education, or the LA, the DfE and Ofsted) the evidence that a school knows its pupils well and sets and maintains high standards in learning and teaching as part of the school’s public accountability to its pupils’ future.

### **There are two parts to assessment:**

- **Assessment of Learning**, which is used to make judgements about attainment
- **Assessment for Learning (AfL)**, which is the process of seeking and interpreting evidence for use by pupils and their teachers to decide where the pupils are in their learning, where they need to go and how best to get there.

Assessment of Learning finds out what the pupils know at a point in time, whereas Assessment for Learning finds out what the pupils know and then plans the pupils’ next steps.

### **What are schools statutorily required to assess?**

Teachers carry out day to day assessments and checks on pupils’ understanding and progress as part of their day to day teaching. Statutory, formal assessment procedures and examinations also exist to measure attainment against national standards. Our pupils’ achievements are compared nationally with all those pupils of the same age and against schools in the local authority and in England. These formal assessments require pupils to take statutory tests that assess whether pupils achieved age related expectations in reading, writing and mathematics. We also assess pupils’ progress over the key stage. They are expected to make age related or more progress in reading, writing and mathematics.

Your class teacher will report your child's progress and share targets for next steps at Consultation Evenings (autumn and spring term). You will receive a written school report in the spring term. At the end of the year you will receive information for your child's overall achievement of the appropriate programme of study for their year group and whether your child is working towards age related, at age related or at greater depth.

By the end of Key Stage 2 (Year 6) pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. We track children's progress on a software programme called Target Tracker. (Below are the codes we use).

### **Year 3 (BAND 3), 4 BAND 4) and 5 ( BAND 5**

**B/B+** = Beginning to work towards end of year expectations

**W/W+** = **Working within** end of year expectations

**S = Secure** at end of year expectations

**Secure +** is working at greater depth

### **Year 6 – (BAND 6)**

**B/B+** = Beginning to work towards end of year expectations

**W/W+** = **Working within** end of year expectations

**S = Secure** at end of year expectations

**Secure +** is working at greater depth

Plus, the outcome from the End of the Key Stage 2 National Curriculum Tests

## **What are the key features of our assessment procedures**

Our assessment procedures will give attention to helping pupils to meet or exceed age related expectations and achieve the highest standards they can by the end of key stage 2 of their learning. The National Curriculum sets out what our pupils are to learn but we decide how we are to assess our pupils' attainment and progress over the key stage. Our assessment procedures will:

### **Make clear to all pupils our expectations in terms of learning behaviours**

- Set out the attitudes and behaviours we expect of pupils when in the classroom
- Show them how work is to be presented in their books and establish that any unacceptable work is to be done again to the standard required by the school
- Tell pupils that they will succeed and acknowledge how and when they are becoming successful learners to establish self-confidence and good learning behaviours

### **Share learning objectives with pupils**

- Share learning objectives at the beginning of a phase of learning – a module, a week or a lesson as appropriate, and highlight them during the lesson and in plenaries, using language that pupils understand
- Use these objectives as the basis for eavesdropping, questioning and feedback during the learning activities as well as in plenaries
- Use this ongoing assessment to inform planning and to make any adjustments to the learning objectives for the week and future weeks
- Refer pupils back to earlier learning objectives to demonstrate and review progress over time

### **Help pupils to recognise the standards they are to achieve and have already achieved**

- Share and discuss pupils' work explaining how and why they have met the standards expected

- Give pupils clear success criteria that relate to the learning objectives
- Set clear and shared expectations about the presentation of work and model how this is to be achieved with examples to set out standards
- Display examples of pupils' work-in-progress as part of a working wall

### **Involve pupils in self-assessment and peer-assessment**

- Provide time for pupils to read teacher's feedback and assess how successfully they carried out the tasks set
- Give pupils opportunities to talk in pairs or small groups about what they have learned, what they have found difficult and what they might do differently to improve
- Ask pupils to explain the steps in their thinking and justify their decisions and reasoning
- Model with pupils the language of assessment that they can use to review their own and their peer's learning and to identify next steps in learning
- Establish a classroom ethos that enables a critical review of work to be undertaken that is seen as positive and not taken as any personal criticism
- Engage the pupils in feedback through their responses to teacher's comments and giving pupils a short additional challenge to carry out that highlights what they have learned or what they need to correct

### **Provide feedback which leads to pupils recognising their next steps and how to take them**

- Provide immediate oral feedback that helps pupils to identify mistakes, correct errors and take the next steps needed to move their learning on
- Mark work sharing criteria, give feedback and identify next steps and targets
- Acknowledge success and give positive feedback but avoid giving excessive or undeserved praise
- Ensure feedback is constructive and identifies what a child has done well, what needs to be done to improve, and how to do it
- Identify the next steps for individual pupils and where appropriate for groups who can collaborate on a common approach to improvement or progress

### **Involve teachers and pupils in reviewing and reflecting on assessment information**

- Identify carefully progressed steps in learning through the learning outcomes and success criteria to enable pupils to see their progress, thus building confidence and self-esteem
- Use appropriate tasks that will provide us with quality assessment information by showing pupils' thinking as well as the answer
- Provide time for pupils and teachers to reflect on what they have learned and understood, and to identify where they still have difficulties
- In the light of our assessments evaluate teaching effectiveness and deployment of resources, learning tasks and organisation of learners, and make any adjustments to improve learning and raise standards

## **What procedures will be in place to ensure assessment is rigorous?**

We will draw on the expertise that is available in our school, locally and in partnership with other schools, and nationally as further information and guidance is made public. We will implement monitoring and evaluation procedures and maintain a continuing overview of the whole in-school assessment through:

### **Monitoring of pupils' work**

- Provide time for curriculum teams or phase leaders to carry out regular scrutiny of work to monitor pitch and expectations, coverage, marking and feedback in books and to review pupils' progress with their teachers (See also pupil progress meetings below)

- Senior leaders will carry out learning walks and lesson observations, review books and interview pupils about their learning and steps to improve
- Senior leaders will quality assure the strengths and weaknesses identified by staff following their own and curriculum teams or phase leaders analyses of progress and standards in learning

### **Moderation across year groups and phases of learning**

- Provide time for key staff to carry out regular moderation of assessment and standards within and across year groups
- Set out clear expectations about marking and feedback to pupils that everyone puts into practice
- Collect examples of pupils' work that highlight standards, common mistakes and effective assessment and feedback that staff can refer to when underrating moderation exercises

### **Formal testing**

- Use past test or examination papers and commercially produced materials to provide an independent check on how well pupils are doing and to compare outcomes against judgements made using a range of other assessment evidence
- Use item analyses of these tests to find out where there are areas of overall strength and weakness in pupils' knowledge in order to inform how we organise and teach this in future

### **Pupil progress meetings**

- Senior and middle leaders, teachers and, if appropriate, teaching assistants together carry out a review of pupils' progress in each year group and class and identify the extent to which pupils are meeting expectations
- Analyse ongoing and past performance data against expectations to review and if necessary set new or revised targets for pupils to achieve and evaluate the effectiveness of intervention and assessment strategies
- Use the outcomes of the meeting to target intervention for groups and to review the provision map for pupils across the ability spectrum

### **Professional development and support**

- Key staff attend local and national meetings to learn more about assessment and reporting arrangements
- Cross-school's moderation events provide an opportunity to ensure expectations are set at the right level and pitch

### **Consultation Evenings and meetings**

- Provide opportunities for parents/carers to discuss their child's progress and to highlight any key issues that are affecting the child's learning
- Update parents on changes to the curriculum and assessment arrangements, and identify ways in which they can support their child's learning
- Discuss the assessments and comments in pupils' books and statutory reports to parents

## **Special educational needs and disability (SEND)**

All pupils' attainment is recorded on Target Tracker using the steps scoring system. For children working below their year group outcomes, this can show which academic year they are working within.

When working with SEND groups or individual children assessment is continuous and ongoing, through observations, work samples and feedback from the children. There is close liaison with all staff and the Inclusion team, both formal and informal.

Children with SEND concerns are discussed in detail during Inclusion meetings and in Pupil Progress Reviews.

Please refer to the Inclusion Policy for more details.

### **English as an additional language (EAL)**

Early identification is vital in supporting children with EAL. Children at the early stages of English are assessed using the Language in Common framework on admission and receive additional support whilst in the early stages. Assessment of progress for early EAL pupils is carried out termly.

### **What are the Expected Standards?**

To meet the National Curriculum standards, we would expect children to be working at the following:

<b>Term</b>	<b>Expected standard</b>
Autumn	B/B+
Spring	W/W+
Summer	S
	children working at greater depth only S+

## **SECONDARY TRANSFER**

The children's Individual Portfolios are sent on to their secondary schools at the end of the summer term in Year 6. These will include a copy of the Year 6 SATs results and the teacher assessments that are sent out to parents.

### **Making judgements:**

We use a range of evidence to support us in making assessments including:

- written work in books and folders
- quality marking
- pupil responses
- discussions with pupils in lessons
- input from TAs working with focus children/groups
- Annual Test results and assessments
- Rising star grammar, vocabulary and punctuation, Reading and Maths tests

Curriculum Letters, Assessment policies are on our website.

<http://www.smab.enfield.sch.uk>

The National Curriculum 2014 can be found

<https://www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4>

As further guidance is issued by the DfE we will amend our practices if required and keep parents informed of any changes that involve their children.