



CHERITON PRIMARY SCHOOL

Assessment for Learning Policy

The purposes and principles of assessment

Teachers assess pupil understanding and progress using a range of summative and formative methods and use this to inform the next steps needed to make progress. The school uses assessment information to inform target setting, to plan priorities and to evaluate our success. We assess the acquisition of knowledge skills and understanding of key concepts alongside attitudes and approaches to learning. Our aim is to enable children to fulfil their individual potential as learners.

There are three main forms of assessment:

Formative assessment: this is used by teachers to evaluate pupil's knowledge and understanding on a day-to-day basis and to adjust teaching accordingly.

Summative assessment: this enables the school to evaluate how much a pupil has learnt at the end of the unit or teaching period; it informs teaching and realigns provision.

Nationally standardised summative assessment; these assessments help teachers understand national expectations and assess their own performance in the broader national context. From a pupil and parent perspective nationally standardised summative provides information on how pupils are performing in comparison to pupils nationally.

Formative Assessment Strategies

The primary focus for assessment are reading, writing and mathematics.

Pupils are assessed at the end of every unit. Assessment is used formatively.

Key transferable and subject specific skills in other subject areas are formatively assessed against the relevant National Curriculum objectives and skill progressions.

Formative assessment is an essential aspect of effective teaching where the teacher focuses on how learning is progressing, whether knowledge and understanding is secure enough to move on, and where improvements in next steps can be made. It enables teachers to gain

insights into how children are applying what they have learnt and whether they are able to demonstrate application of the skill with confidence and independence.

Insights gained from day-to-day strategies inform planning for future lessons, enable teachers to improve, adapt or target their teaching. It is important that these strategies are not 'bolt on' but are central to and planned for in the organisation of the lesson. The range of strategies employed in the classroom include: questioning, observing, discussing, analysing work, and checking children's understanding.

Timely assessment tasks are used at different points in the learning journey to determine what the children need to focus on in order to progress. These provide comparisons that can be used to measure the progress children have made after a unit has been taught.

There are five key elements of effective 'Assessment for Learning':

- 1 Clear learning objectives**
- 2 Rich questioning**
- 3 Self and peer evaluation**
- 4 Feedback that counts, feeding forwards to shape future learning**

1 Learning Objectives and Success criteria

Child-friendly learning objectives are shared, both verbally and in written form, at the beginning of lessons and reviewed during the lesson using learning stops / 'temperature checks'. Pre-prepared learning objective slips are often used to maximise learning time, differentiate tasks appropriately and offer challenge.

- These should be decontextualised – focus on the skill not the content. However the big picture of the learning still needs to be communicated to the children.
- Closed learning objectives are met by meeting the success criteria (e.g. to use the grid method)
- Open learning objectives need exemplification and quality discussions (e.g. to meet a range of success criteria to write an opening paragraph)

To develop skills and attitudes there may be two sets of objectives; split screen lessons.

Links between new learning objectives and previous learning that should be applied by pupils are made explicit. High 'every time' expectations must be reiterated; e.g. age appropriate correct punctuation and grammar must be used. Learning walls (within the classroom) can be used to support this practice.

Success criteria for meeting the learning objective are shared, exemplified or can be co-constructed or generated by children. They show children how to be successful in the task.

Success criteria describe, precisely, what successful attainment of the learning objective look like. It may be that the learning objective is precise enough not to necessitate success criteria. An example of what is expected could be shared with the children when appropriate and this

WAGOLL (What A Good One Looks Like) could form part of the working wall for children to refer to.

Children reflect on their learning by evaluating against the learning objectives and /or success criteria.

The school uses the Hampshire Assessment Model (HAM) to structure the assessment of progress in maths, writing and reading through the year. This model divides the year into three phases with aspects of learning to be assessed in each phase. The need to assess children's work which has been done "independently", at regular intervals, especially towards the end of the year (Phase 3), means that some tasks will need to be set without success criteria which give too much support. During Phase 1, a high level of scaffolding will be required to support the learning but for most children, as they move from the "apprentice" stage of phase 1, become "competent" in Phase 2 and "expert" in Phase 3, the scaffolding needs to be reduced and removed. This is particularly important for children in Years 2 and 6 who are required to have a range of written work for SATs assessment purposes.

2 Questioning

Questioning is used to assess children's' starting points, to deepen and check understanding and to check children's progress.

- A range of question types are used to develop interest and motivate pupils to become actively involved in lessons.
- Children must always be given thinking time but the pace of learning needs to be engaging to move the learning forward.
- A range of strategies are employed to encourage a 'no hands up' approach: stick picks, talk partners, changing learning partners, think-pair-share are examples that involve all children. A random element focuses attention and is inclusive of more passive children. Children need to understand the role of learning partners, see it being modelled and evaluate its effectiveness in terms of cognitive and social benefits.
- Questioning must be appropriately challenging for all.
- Questioning within marking is a powerful developmental marking strategy.

Planned and ongoing observations are used to assess learning as it happens and to support the learning of a particular objective or child. During observations it will be appropriate to probe the children's understanding through questioning.

Teachers hold impromptu and planned guided group discussions, or pupil conferences with children to follow up responses, to assess understanding and to diagnose the reasons for any misconceptions.

3 Self and peer evaluation

Assessment practice is most impactful when:

- children are engaged in the reviewing process.
- the learning objectives and success criteria are clear.

Children are taught how to reflect on and evaluate their own learning in terms of:

- Progress towards meeting their targets
- The objectives of the lesson
- Using specific success criteria and feedback to improve their work.

Peer and self-evaluation are built into lessons. Progress and success is reviewed throughout and at the end of lessons.

Children may evaluate their own work or work with another child to evaluate together; co-operative peer marking - not swapping books. This encourages dialogue about the learning.

Children evaluate against the learning objectives and /or success criteria.

Children are encouraged to make verbal or written comments. Teachers need to model appropriate self-evaluation comments and provide sentence starters or questions from which children can make informed evaluations.

Children need to use the correct marking codes when evaluating their own and others' work.

It may be appropriate and beneficial for pupils to self-mark: checking their own knowledge, skills and fluency; this can help them to move onto more challenging tasks or seek guidance within lessons.

4 Feedback including marking

Teachers are responsible for ensuring that feedback leads to improvements in learning. Feedback should: support development, encourage and motivate, and be relevant to the learning objective(s). Teachers must systematically check understanding and progress throughout lessons and intervene to impact on and maximise progress.

Strategies

- Based on self-evaluation and teacher assessments, pupils may select or be directed to appropriate tasks with appropriate challenge.
- Learning stops/ 'temperature checks' are used to pick up on common errors or to share examples of excellence in meeting the learning objectives. The selection of work may be random or a piece of work may be selected to exhibit exemplified a specific learning point.
- Where relevant, children write a reflection, explain their thinking /reasoning or justify. Adults may annotate and record verbal explanations. Teachers use feedback scaffolds to focus children's thinking and to support their language development, i.e. unfinished sentences to be completed.

- Teachers give planned time for reflection and for improvements to be made. This should be as soon as possible after the activity and prior to any follow-on work. Children are expected to use feedback to impact on their next learning.
- Teachers give 'next step' written and verbal feedback.
- Exemplification: visualisers or copied samples are used to analyse and improve pieces of work against the success criteria with groups or whole class.
- Appropriate page layouts are used to enable children to improve work. For example double spacing, post-its or editing flaps may be used.
- Children use editing/ polishing pens of a different colour to the original work. The editing may be independent or in response to feedback given by the teacher.

Marking helps teachers to communicate the information gained from assessment to children in the way that helps them to understand what they need to do to improve.

At its heart, marking is an interaction between teacher and pupil: a way of acknowledging children's work, checking the outcomes and making decisions about what teachers and children need to do next, with the primary aim of driving pupil progress. This can often be achieved without extensive written dialogue or comments. Verbal feedback is often more beneficial than distance marking. 'Quick flick', "In-flight" marking can also be highly effective and responsive within class.

Marking is a vital element of teaching, but when it is inefficient and ineffective it can be demoralising and a waste of time for teachers and children alike. All marking should be meaningful, manageable and motivating. Marking should lead to progress.




Assessed work must be marked against the learning objective. Independent writing should be quality marked, give constructive feedback and 'next steps' that enable children to understand how to improve their work.

- Work is evaluated against clear learning objectives and success criteria. Highlighters may be used to focus on the learning objectives or simply tick against the objective or relevant success criteria.
- In writing, sentences may be highlighted in pink to indicate examples of effective work. Green may be used to highlight sentences which need improvement. (One or two examples of each is generally appropriate.)
- In mathematics children may need to make selected corrections, prove their understanding or respond to a more challenging task. Children can be challenged to explain their reasoning, 'prove it' or 'try this' tasks. It is not efficient to record in books what each child will be doing 'next' as the next lesson should be designed to take account of the next steps. It may be appropriate for pupils who are not making good progress to be marking at a more detailed, forensic level to ascertain misconceptions. Self-marking, when used effectively, can be powerful to adjust teaching and learning tasks.






- Teachers use their judgement as to the most appropriate way to highlight success and to give specific 'next step' guidance that needs to be incorporated in their subsequent work. Quality time must be given to children to read and respond to comments and make focused improvements. This may be within a lesson or at another appropriate time during the day.
- School marking codes must be used consistently.
- Marking is focused primarily on work completed independently.
- The level of guidance and support is indicated using the **P I G S** code (definition overleaf) so that teacher assessments are focused on independent work.
- Both teachers and leaders monitor the quality, consistency and impact of marking on pupil progress.
- Marking comments should be neatly written and intelligible to children.

Feedback may be written or verbal and should be accessible and appropriate. A verbal feedback code must be used in books. Marking – providing written feedback on children's work – must be proportionate to other assessment processes - Quality time needs to be invested in lesson design and preparation.

The quality of the feedback, however given, will be seen in how a pupil is then able to improve and move on with their learning.

| Code | Meaning |
|---|---|
| Sp | You've made a spelling mistake. |
|  | You have missed something out. Put it in using a purple polishing pen |
|  | Look at this carefully/does this make sense? |
| V | Use a thesaurus, the working wall etc. to find a more interesting word. |
| O | Something missing, e.g. capital with appropriate code i.e. CL. |
| WW | Wrong word (but spelled correctly) |
| // | New paragraph needed |
|  | Space needed between your words. (finger space) |

KS1 and 2 Marking Code

-  Partner
-  Independent
-  Group
-  With support
-  Teaching intervention

EYFS

Assessing the learning of very young children is complex and challenging. Young children may not yet have the language skills to communicate what they know and can do. Transition points can be moments of increased learning; conversely, children may seem to regress as they adapt and get familiar with the new setting. Therefore assessment procedures need to be sensitive and unobtrusive, particularly at the beginning of the school year. Children are encouraged to reflect upon and talk about their own learning and development.

Feedback to children is given verbally, at the point of learning. Comments are phrased positively to build self-esteem and reward effort as well as success. We aim to teach 'in the moment', moving on the children's thinking through comments or carefully phrased questions.

An appropriate selection of children's work on paper is marked as independent or supported, and dated. Such pieces are annotated to show attainment against Development Matters statements and/or early learning goals.

Observations of children's learning are noted and are kept as evidence of children's current learning. Where possible appropriate photographs are also used. We ensure we have evidence of children's progress within various areas of learning and their characteristics of

effective learning, each half term. Observations often demonstrate more than one area of learning or characteristic.

Adults may record formative observations using 'Tapestry' through comment, photograph or video. We aim to focus on significant moments of new learning as and when they occur. We also set up particular assessment activities which are used summatively.

Assessments are used to guide teachers when planning the provision for the children to enhance opportunities for individuals and groups of children to develop specific areas of identified need.

A baseline assessment of each child's attainment against the Development Matters age bands is completed within the first few weeks of the new Autumn term. At the end of each term we track children's progress by recording their current attainment. Teachers use the range of recorded evidence, plus their knowledge of the child, to make a 'best fit' judgement about the child's current level of development. Progress is recorded within a Development Matters age band as emerging or secure. The progress data enables us to see where children are working above, at or below age related expectations. We recognise that summer born children are significantly younger than their autumn born peers and that this is statistically likely to affect their attainment.

By the end of September, teachers will have a record of assessments against the Development Matters age band statements. The EYFS profile is completed by the end of June; these are final summative judgements as to whether children have met, not met, or exceeded the Early Learning Goals.

Summative Assessment Strategies

Summative assessments provide information that can be used to monitor and support pupil's progress, attainment and wider outcomes. Mathematics tests, phonic and spelling assessments are used regularly. Teachers plan specific assessment activities. Teachers are responsible for collating evidence from books, assessment tasks, and summative tests to inform their analysis. PPA (time away from the classroom for planning, preparation and assessment) and staff meetings are used to assess, moderate and adjust planning.

The school uses the Hampshire Assessment Model.

Pupil progress in the key assessment domains of mathematics reading and writing are tracked through phases. This gives an overview as to whether children are on track to meet ARE (age related expectation) by the end of the year. The progress data is collated on the online programme.

Judgements are moderated using exemplification materials and other books to ensure consistency in practice and expectations. Moderation is undertaken within the school and with other local schools.

End of Key Stage Standardisation events are attended to ensure staff are fully aware of end of key stage expectations.

The progress can be analysed against projected pupil progress trajectories / targets. These are set each year and are ambitious, challenging but achievable. Targets are set jointly by teachers and school leaders; the concept of aspirational 'reverse engineering' is applied to ensure catch up , keep up and stretch targets result in strong progress from relative starting points.

Planning and provision are realigned appropriately:

- School leaders, including core subject leaders, analyse summative assessments at pupil, class /cohort level (pupil premium, gender, ethnicity, EAL, SEND) to identify areas of strength and areas for development. The analysis is reported to governors. The school is committed and relentless in ensuring the needs of all groups of children are met and that they are making strong progress.
- Where children are at risk of underachievement provision is realigned appropriately with clear milestones for accelerated learning.
- Performance management processes directly link to the national Teachers' Standards.
- Professional development is inextricably linked to pupil progress and attainment.
- Pupil progress meetings are aligned to the phases to ensure teaching maximises progress.
- Personalised information about progress, attainment and areas for development are reported to parents.

The categories used within the school are:

Below age related expectations, at age related expectations or beyond age related expectations.

National terminology is:

Working towards,

Working at expectations or

Working at greater depth within the expected standard.

The appropriate terminology within the Rochford Review is used for children with SEN:

Foundations for the expected standard

Early development of the expected standard

Growing development of the expected standard

- Data analysis informs priorities and targets within the School Improvement Plan.

National Standardised Summative Assessments

The school complies with statutory requirements. Data is used within school to identify priorities and to measure impact of effective teaching. Comparisons are made at a local and national level.

EYFS Baseline

Children are given a school baseline assessment within the first few weeks of starting, to find the individual child's starting point.

End of Year 1

Children take an externally set Phonics Screening Test in June. Parents are informed whether their child has met the required standard in phonics. Children who have not met the expected level will be retested in Y2.

End of KS1

In May, year two children are assessed in line with the requirements of the National Assessment Tasks. The assessments cover mathematics, reading and writing. Children are given a scaled score where 100 is the Standard for that stage and their progress in relation to their Attainment at the end of the Foundation Stage is calculated.

End of KS2

In May, children in Year 6 are assessed using National tests which cover mathematics, reading and grammar, spelling and punctuation. Writing assessments are based on ongoing teacher assessment; moderated locally. The tests are externally set and externally marked. Children will be given a scaled score which will be out where 100 is the Standard for that stage. Progress in reading, writing and maths is calculated based on the results achieved at the end of KS1.

NFER (National foundation for educational research) Testing.

To support teacher assessments in Years 3, 4 and 5 the school makes use of testing materials for maths and reading produced by the NFER. Tests are administered in the first half of the Autumn term and in May. The results are closely analysed to help to track progress and attainment and to identify possible gaps in pupils learning. This data is used to:

- Support teacher assessments of whether a child has met or exceeded Age Related Expectations.
- Identify/quantify progress of individuals and cohorts over time.
- Identify possible gaps in learning of individuals and groups of children

Evaluating the effectiveness of assessment

The effectiveness of assessment is evaluated by the extent to which:

- Assessment judgements are accurate, unbiased and based on a range of evidence from children on going formative and summative assessments
- Teachers use assessments of prior learning to plan the next steps in learning. These could be well-designed learning activities that provide opportunities for:
 - Reinforcement and consolidation of previous learning

- Deliberative and purposeful practice of newly-learnt knowledge or skills
 - Application of learning in contextualised and/or problem-based learning situations in order to develop children's reasoning skills and build independence
 - Transferring previously learnt knowledge or skills to new and more demanding/complex situations in order to build fluency
 - Real challenge through rich and sophisticated problems in order to build resilience
- Teachers and other adults use their time effectively; they check children's learning continually through systematic real-time assessment; they interact with children; they engage in the deliberative act of teaching – they instruct, demonstrate, explain, exemplify, illustrate, articulate, show, model, tell, etc. They teach the right children the right content, at the right time, and in the right way.
 - Children practice, rehearse, apply and embed their learning through well-planned learning tasks and activities, The teacher and other adults provide appropriate support and challenge, for example through effective questioning and they observe children engaged in learning activities.
 - Children understand how to improve as a result of useful feedback from teachers; and that these improvements are evident in their work
 - Actions taken by the school's leadership, based on summative assessments, secures and sustains improvements for child. This aims for the progress of all pupil groups being strong and an increasing proportion of children meet or exceed ARE. Where progress is not as expected interventions are rapidly implemented and evaluated to ensure pupils at 'risk' of underachieving make accelerated progress.

Involving parents and carers

Parents and carers are vital to, and considered as partners in children's learning and progress; we strive to involve them.

Feedback on progress against national standards and personal targets are given in parent/teacher meetings held in the autumn, spring and summer terms. Written feedback is given annually using the school report formats. These provide information on their child's progress and set targets for development. Parents receive information outlining plans and guidance is provided on how parents/carers can support learning at home. Teachers and parents/carers identify, share and take action about concerns over progress through the process of informal or formal meetings, written and telephone communications. Parents/carers are invited to workshops run periodically, which are designed to inform and empower them with specific regard to supporting their child's learning in reading, writing and mathematics.

Assessment Records

All teachers planning, progress tracking and targets should be stored in the class planning and assessment folder or recorded on the online system. Assessments must be updated by the end of each phase of learning. This includes personalised education plans for LAC / children with SEND. These folders must be kept tidy and up to date.

The SENCO / Inclusion leader is able to advise and administer more specialist diagnostic assessments if children fail to make adequate progress and are thought to be in need of extra support specialist provision. If appropriate children may be placed on the SEN register and the class teacher will set and monitor individual targets. P-levels may be used to track the progress of children working far below national curriculum ARE.

Equal Opportunities

Assessment systems enable the school to monitor the achievement and progress of all children on an individual level and also in terms of economic disadvantage, race, gender and SEND. Through monitoring appropriate action can be taken to ensure all children have equal access to the curriculum and make appropriate progress. Challenging targets set for all groups, aspirations are high. In planning teachers ensure resources reflect the cultural and did gender diversity of the children and identify opportunities to challenge negative stereotypes. Activities are planned to foster the participation and interests of all children and to promote the ethos of the school.

Roles and responsibilities

Teachers

- Mark and give verbal feedback about progress, achievements and next steps for learning
- ensure work is marked efficiently and productively prior to the follow-on piece of work so that the feedback has purpose and impact
- use planned specific time for children to respond to marking comments
- ensure children have access to and understand marking codes
- use marking, questioning, conferencing to inform assessment judgements and adjust planning accordingly to maximise progress
- meet national Teachers' Standards:

Set high expectations which inspire, motivate and challenge pupils

Promote good progress and outcomes by pupils

Be accountable for pupils' attainment, progress and outcomes

Guide pupils to reflect on the progress they have made and their emerging needs

Adapt teaching to respond to the strengths and needs of all pupils; know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively

Make accurate and productive use of assessment; make use of formative and summative assessment to secure pupils' progress; use relevant data to monitor progress, set targets, and plan subsequent lessons; give pupils regular feedback, both verbally and through accurate marking, and encourage pupils to respond to the feedback

Teaching Assistants

- provide verbal feedback
- make observations and assessments as directed by class teacher
- annotate work
- mark work as specified by class teacher

Leadership team

- Monitor the implementation and effectiveness of assessment in maximising progress
- ensure all staff have appropriate professional development in assessment processes and systems
- ensure planning, preparation and assessment time is allocated
- respond to 'Eliminating unnecessary workload guidance' (DfE 2016)

| | |
|-----------------------------------|--------------|
| Related Policies | |
| Agreed by the Full Governing Body | January 2020 |
| Committee | Learning |
| Reviewed by | RCH |
| Last Reviewed: | January 2020 |
| Date for review | May 2023 |