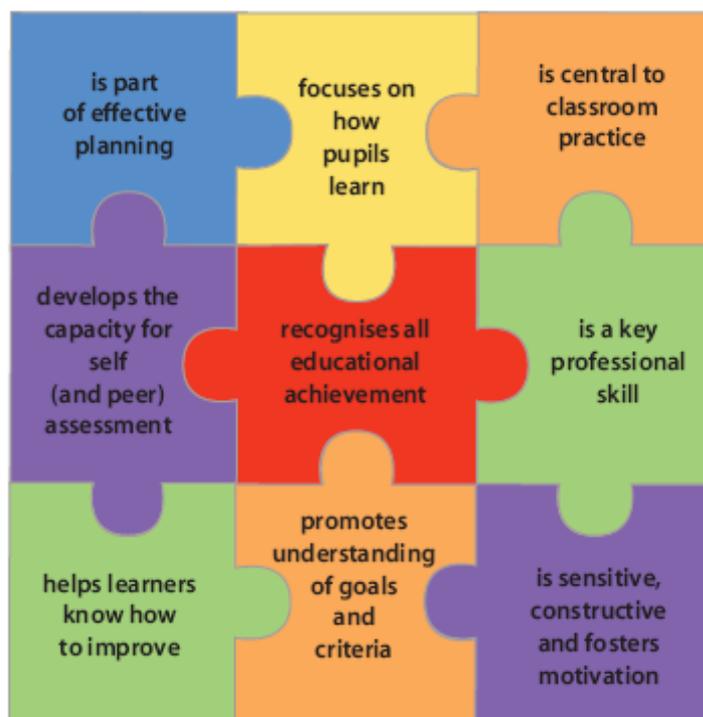


ASSESSMENT FOR LEARNING ...

is “the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there”
(Assessment Reform Group)



POLICY AND PRACTICE AT HOVE JUNIOR SCHOOL



Introduction

We aim for high quality teaching and learning, and the heart of this is effective assessment, underpinned by our growth mindset belief that all pupils can succeed.

We use three main forms of assessment: in-school formative, in-school summative, and national standardised summative assessment

Aims

The aims of assessments are to enable:

- Teachers to respond accurately to the learning needs of each pupil and, with the contribution of support staff, give ongoing support to enable all pupils to make progress
- Target setting
- Pupils to demonstrate what they know, understand and can do in their learning
- Pupils to have an active role in identifying their own learning needs and know how to improve their work
- Parents know how they can support their child at home
- Leaders to evaluate and continually improve on the quality of provision for all pupils

Key objectives

Using formative assessment to inform teaching to ensure it is appropriately pitched, and providing for the learning needs of all pupils	Typical methods of formative assessment include: <ul style="list-style-type: none">• Question and answer sessions• Targeting questions• Ongoing observations• Opportunities for pupils to make their learning visible, for example, on mini-whiteboards• Discussions between staff working with groups of pupils• Verbal and written feedback
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<p>Recording pupils' skills, knowledge, abilities and achievements using consistent methods and approaches across the school</p>	<p>We ensure consistency in teacher assessments by:</p> <ul style="list-style-type: none"> • Agreeing details of criteria • Moderating within/across year groups termly • Joining local authority (LA) moderation activities • Discussing consistency in planning sessions • Feeding back
<p>Giving constructive feedback to pupils in a range of ways that enable them to have an active role in identifying their own learning needs and how to make progress</p>	<p>In Key Stage 2 pupils are involved in contributing to their short-term targets by:</p> <ul style="list-style-type: none"> • Discussing areas of development • Keeping targets visible to pupils • Reminding pupils of their targets and discussing progress towards them • Teachers update targets a minimum of once half termly and date them.
<p>Using a systematic approach for informing parents of their child's progress and giving advice on how to support learning at home</p>	<p>We inform parents of pupils' targets by:</p> <ul style="list-style-type: none"> • Meeting with parents informally • Information and targets are shared with parents at parents' evening • Sending parents annual written reports • AFA structured conversation meetings for vulnerable pupils
<p>Systematically monitor and evaluate pupils' progress on an individual and school basis, and use the results to plan for improvement</p>	<p>The senior leadership team (SLT) and year leaders are responsible for ensuring that:</p> <ul style="list-style-type: none"> • Assessments are maintained consistently, and teachers are given advice and support in maintaining them • Assessment information is used to evaluate provision and improve practice through feedback and advice, and also improve attainment • Governors use data to compare achievement with other schools and challenge where necessary

<p>Involving staff in the process of assessment and informing them of the outcomes</p>	<p>To support staff, we:</p> <ul style="list-style-type: none"> • Provide training in assessment processes and appropriate software • Understands the concepts and principles of progression • Provide relevant documentation • Give feedback to individuals or groups through monitoring activities • Provide opportunities for staff to identify their own training needs through the appraisal process
<p>Sharing information about pupils' attainment</p>	<p>Information about individuals is restricted under our data protection policy to:</p> <ul style="list-style-type: none"> • School staff on a need-to-know basis, i.e. for the purposes of teaching • The receiving school when pupils leave • Professionals who work with the school for advisory purposes

Assessment for Learning

Assessment for learning is based on the principle that pupils will improve most if they understand the aims of their learning, where they are in relation to these aims and what they need to do to achieve the aims. Assessment is integral to high quality teaching and learning. It helps us to ensure that our teaching is appropriate and that learners are making at least expected progress.

Agreed Assessment Procedures

We assess pupils' depth of understanding against agreed descriptors of what a pupil is expected to know and be able to do, at each stage of development. Clear assessment criterion is set out in relation to what is expected by each pupil by the end of each year. Each pupil is assessed using a range of strategies across the year to build an overall picture of achievement. The descriptors reflect each year group's Programme of Study, so teachers will recognise key concepts. The expectation is that the majority of pupils will move through the programme of study at broadly the same pace. Every child will start on their appropriate year's 'Programme of Study', unless they are working significantly below PoS. Each pupil's understanding is reported termly against five 'Expanded Age-related Expectations':

For example

Year Group Year 3	3.1	3.2	3.3	3.4	3.5
Expanded Descriptors	Emerging/ (Developing)	Working Towards	MET(at age related expectations)	MET+ /(Working Above)	Deep/ (Mastered)

Where pupils are assessed as working 'well below' or 'well above' expectations additional provision will be considered. Pupils who grasp concepts rapidly should be challenged through being offered rich and sophisticated problems before any acceleration through new content. Pupils who are not sufficiently fluent with earlier material should consolidate their understanding through additional practice, before moving on. Assessment judgments are backed by a body of evidence and are regularly quality assured to ensure they are accurate and robust. In order to support the above, we have some assessment systems and practices in place that ensure we make regular, useful, manageable and accurate assessments of the children, track their progress and plan appropriate next steps.

Our use of assessment

Teachers and leaders use the outcomes of assessment to summarise, analyse and report attainment and progress for a range of purposes. For example:

Some of the strategies we use include:

Expanded Age Related Descriptors:

Expanded age related expectations are available for all year groups linked to their programme of study in maths, reading and writing. Teachers use these materials and criteria to assist them in making judgements and record/measure progress. Teachers update expanded descriptors regularly using a range of children's work as evidence.

Expanded Descriptors

The expanded descriptors are based on a range of current national guidance. The school uses '**Tight Fit**' judgements, where pupils are consistently meeting assessment descriptors. The '**Year 6 Interim Frameworks**' are used to make judgements at the end of the Key Stage.

As a school we will draw on expertise from our English and maths subject leader teams in supporting colleagues with making judgements.

Agreeing success criteria/outcomes for all work

Year groups agree success criteria/outcomes for individual lessons/units of work and assess children's work against this. Work is moderated termly both in, and across year groups and through the cluster to ensure expectations are consistent and provide exemplifications in writing and maths for all Year Groups.

Use of Baseline and Statutory KS2 Tests

Year 3 children all undertake baseline assessment in writing to identify gaps within the first few weeks, however progress is measured against KS1 statutory assessments/ KS1 teacher assessment.

Year 6 children undertake KS2 statutory tests and will engage in practice tests throughout the year as appropriate.

Progress Tests

Progress tests are used to track progress in each year group for reading, maths and GPS. They show whether pupils are making expected progress for their year, more than expected or less than expected. The data is then used alongside other evidence to enable effective planning of future teaching and learning, reporting to parents and monitoring pupil progress. The progress tests are written to match the requirements of the programmes of study. Test demand increases both within tests and across the year, which means that tests at the beginning of the year are easier than at the end of the year. Additional time/support e.g. an adult reader will be given to pupils as appropriate. The school provides a variety of formative assessment documents and these are reviewed regularly e.g. Rising Stars/ MNP/ White Rose etc.)

Year 6: Progress tests will be half termly

Year 5: Progress tests will be half termly

Year 3 and 4: Progress tests will be each term.

Extended Writing

Each year group to ensure there are extended writing/celebration writing opportunities built into planning to apply and consolidate their skills and build up writing stamina (see English Policy).

Termly pupil progress reviews

Children's progress is tracked half through pupil progress meetings with the class teacher, year leader and a member of SLT. The school uses the "Pathways to Progress" tracking tool for this purpose. Tracking data enables teachers and senior leaders to ensure pupils make term on term, and year on year progress. The majority of children will start on their appropriate year's 'Programme of Study'. Starting on the scales for their year group 3.0 for year 3, 4.0 for Year 4, 5.0 for Year 5 and 6.0 for Year 6.

We expect the vast majority of children to be working within their own year group's Programme of Study and to have reached age related expectations (MET), by the end of the year. Each year group is divided up into 5 scales (as outlined above).

We expect children to make a minimum of 3 scales progress during each year group (e.g. we expect them to achieve on average 3.3 by the end of year 3 to achieve age related progress. We are aspirational in ensuring pupils working at greater depth at KS1 will achieve above age related expectations at the end of KS2.

Through the regular assessments made and the regular tracking of pupil progress, those children not making expected progress are highlighted at an early stage. This identification facilitates appropriate intervention. Parents/carers will be invited in to school to discuss any concerns and a programme of support and intervention agreed. Where appropriate, the SENCO is informed a SEND action plan is put in place (see appendix 2).

Regular parent consultation and annual reports

Two formal parent consultation sessions are held each year (Autumn and Spring terms), where progress is discussed with children and parents/carers, and the children's targets are shared. A written report is sent to parents/carers every year (July) and an opportunity to follow up the report with the class teacher offered if required. Parents/carers are welcome to come and talk about their child's progress, or any concerns they may have at any other mutually agreeable time.

Effective use of the "Feedback & Marking" Policy

The school has a "Feedback & Marking" policy that is aimed at ensuring children receive prompt feedback on their work and that there is a rigorous and consistent approach across the school (**refer to policy**). The policy is monitored in practice at least termly. Children are also actively encouraged to engage in self and peer assessment. **Daily GAP time** is planned for by the class teacher to follow up misconceptions in lessons and enable pupils to understand how to improve their work. Verbal feedback within the lesson is actively encouraged to move pupils on.

Assessment for Learning (AFL)

Staff meetings are allocated each term specifically focusing on AFL. The meetings provide an opportunity to review and reflect on the policy, discuss work scrutinies and share good practice in relation to assessment (e.g. peer and self assessment etc). Year teams plan in regularly ‘ **books looks**’ **each half term**, to highlight good practice and suggests a range of practical and appropriate ideas relating to assessment for learning strategies.

Use of diagnostic tests

A range of tests/assessments are used both internally and by external agencies to identify/determine individuals’ particular needs and help plan appropriate support and intervention. **Please refer to the assessment timeline in the appendix.**

Appendices

Appendices

1. Assessment timeline
2. Pupil's Tracking Sheet
3. Assessment Folder Contents

Appendix 4 Assessment Timeline for Teachers

Aspect	Autumn		Spring		Summer	
	First	Second	First	Second	First	Second
<ul style="list-style-type: none"> Choose 4-6 pupils minimum for Reading/Writing*/Maths as benchmark pupils for assessment through the year. Ensure range of ability across class. (*Advise a copy per pupil for Writing) Update class tracking grids Identify Vulnerable children/groups, e.g. EAL/SEN/CiC/PP. Check Pupil Premium Checklist adhered to Use minimum of one PPA session each half term to update assessment folder. Collect examples of work as evidence profile for each child 	√					
<ul style="list-style-type: none"> Review meeting with Inclusion Team to update SEND Action Plans/SEN registers for class 	√		√		√	
<ul style="list-style-type: none"> Termly progress reviews – tracking pupil progress with year leader/linked member of SLT. End of term assessments entered into SIMS for R/W/M ready for 'Pupil Progress Meetings' 		√		√	√ (Yr 6 only)	√
<ul style="list-style-type: none"> Year 6 Practice Tests half termly in reading, maths and GPS 		√	√	√	√	
<ul style="list-style-type: none"> Progress Tests in Years 6 and 5 to be completed half termly for reading, maths and GPS and recorded 	√	√	√	√	√	√
<ul style="list-style-type: none"> Progress Tests in Years 3 and 4 to be completed each term for reading, maths and GPS and recorded 		√		√		√

• Pre/post assessments for each maths unit to be completed	√	√	√	√	√	√
• Year 3 Baseline assessments to be undertaken before October half term	√					
• Science teacher/pupil self-assessments to be completed per unit	√	√	√	√	√	√
• Year 3 pupils to retake phonics test each term if they have not passed in Year 2 until completion		√		√		√
• Termly Moderation of writing with/across year groups/staff meetings		√		√		√
• Parent consultation sessions and sharing of targets/next steps		√		√		
• Annual reports to parents						√

	Pupil Tracking Sheet	KS1 result	Year Exit		Autumn Term	Spring Term	Summer Term	End of Year Target
	Year group:							
	Subject Area:							
	Deep							
	Met +							
	<u>MET PoS</u>							
	Met –							
	Emerging							
	< Below PoS Look to other year group descriptions							
	<<Very Below PoS Look to other year groups decriptions							
Summary	ARE % & count							
	ARE + % & count							
	ARE below % & count							
	Exp. Prog % & count							
	Exp. Prog+ % & count							

	Next steps:							
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Assessment Section - File Contents

Section One: Progress Profile

- Sims Mark Sheets for Reading/Writing/Maths for your individual class
- Pupil Premium Profile/VP's
- PARM's Notes/transition notes from previous class teacher
- Own Individual Notes
- Year 3 Baseline Assessment
- Groupings for R/W/M (If not in class folder)

Section 2: Reading

- 4-6 Benchmark Profile Pupil's Annotated Reading Sheets
- Collect 3-5 pieces of work/annotation pg reading planning each term to use as evidence for each child

Section 3: Writing

- 4-6 Benchmark Profile Pupil's Annotated Writing Sheets

- Collect 3-5 pieces of work each term to use as evidence for each child, including independent writing assessments

Section 4: Maths

- 4-6 Benchmark Profile Pupil's Annotated Maths Sheets
- Examples of Post Assessments can be used as evidence to support assessment

