Bexton Primary School

ASSESSMENT POLICY

Name of school: Bexton Primary School

Date of policy: September 2018

Review Date: September 2020

Headteacher: Mrs E Armstrong

Assessment Coordinator: Mrs J Sach

At Bexton Primary School we believe in involving senior & middle leaders, teachers, support staff, children, parents and governors in our assessment process. We strive to achieve a continuous loop of information between all involved people. This will result in increased involvement for parents and an excellent rate of progress for all children.

Why do we assess?

Accurate, timely use of formative or summative assessment will support children's progress and help them meet aspirational targets.
All assessment at Bexton is used to inform planning, teaching, feedback and reporting.
All forms of assessment help us to define the stage that each child is at and determines the next step in their education.
It will ensure early identification of children with S.E.N, additional needs and those in need of further challenge, leading to timely provision.
It will ensure continuity and progression in our work with the children between year groups.
It will communicate accurate information about the child and the cohort that is useful to senior leaders, teachers, children, parents and governors.

Formative Assessment

General Formative Assessment Principles

Formative assessment is one of the most effective tools at a teacher's disposal. It includes:

Clarifying, sharing and understanding learning intentions.
Engineering effective discussions, activities and classroom tasks that elicit evidence of learning.
Using effective questioning, enabling teachers and children to understand where they are in the learning process.
Providing feedback (written or verbal) that moves learning forward.
Activating children as learning resources for one another.

Activating children as owners of their own learning.

These strategies are effective in moving learning forward and at Bexton Primary School we are committed to developing and strengthening these skills with all our teachers.

Workload implications of written marking and solutions

Marking has increased teachers' workload, without making significant positive impacts on children's learning. To improve outcomes and reduce teachers' workload, we have:

Developed strategies for whole class feedback. When reviewing books teachers make notes on a power point/ whole class feedback sheet to share with the children in the next lesson. Some children will still require minimal written feedback to support them, but the aim is for all children to be active in improving their own work after instruction by the teacher.
All other work will be acknowledged with symbols, ticks or pink/ green highlighting (selectively done).
Encouraged teachers to use shared/ peer marking techniques.
Set a marking code so that teachers can use quick symbols to identify areas for improvement.
Encouraged teachers to provide feedback to the children during the lesson.
Regular CPD focuses on effective forms of feedback that don't take disproportionate amounts of time.

Summative Assessment

Summative assessment is evaluating pupils learning at the end of a unit of learning. At the end of each term, teachers will undertake summative assessments that will give an accurate picture of a pupil's current attainment.

Each term the following actions will take place to support the summative assessment process:

Teachers in Y6 and Y2 will use past papers and sample papers to benchmark children's current and future attainment against national standards.
All children are assessed using Star Reading & Star Maths. The assessments are done on a computer and the test adapts to the skills of each child. Each test takes approximately twenty minutes and provides standardised scores, age-standardised scores, reading ages and suggested skills for next steps. Children are assessed four times a year (baseline & termly) and this information informs progress meetings discussions.
Teachers will also use the key skills sheet for reading, writing and mathematics to assess attainment against year group key performance indicators. Teachers will use this information to support their teacher assessment grade that is inputted into their class spreadsheet each term. Moderation is routinely planned to ensure teacher assessment is accurate.
Teachers can also use a range of assessment materials to back up their teacher assessment, e.g.

White Rose Mathematics Hub Assessments to assess whole units of learning, Rising Stars Reading Assessments. Teachers will only use materials that assess key objectives from the National Curriculum. Not everything that is taught can be assessed. Teachers will ensure that all assessments consider the needs of the children to ensure equal opportunities, e.g. reading assessment to children, providing a scribe, giving additional time.

Assessment in EYFS

In Reception class, teachers baseline the children in the first half term on the Development Matters. They import the information into e-profile and continue to do this each term to monitor the children's progress. Teachers use this to inform planning and next steps for the children's learning. The Reception teachers have regular moderation meetings to ensure accurate assessment across the year group. In addition to our summative assessment they use Tapestry online learning journey. This enables teachers to document observations, videos and photographs to assess children's learning and provide next steps. Parents have access to the learning journey and can add observations to it and monitor their children's progress. At the end of the year all children are assessed on the Early Learning Goals. Children will also do a Star Early Literacy assessment at the end of the summer term to aid their transition into Year 1 and the National Curriculum.

Areas of Responsibility

Assessment Lead will:

Ensure assessment materials available to teachers are effective in measuring children's progress across the curriculum and manageable for teachers.
Ensure tracking systems are effective in measuring children's progress and attainment across the curriculum. Monitor all tracking systems to analyse gaps in children's learning.
Deliver training to staff so that they use any assessment materials or tracking systems effectively, taking account of teacher feedback.
Organise termly opportunities for teachers to moderate their assessments with either their year group partners, the next year group or colleagues in other local schools. The Assessment Lead will keep samples of moderated work.
Organising termly progress and attainment meetings with class teachers, the head teacher and where necessary, the SENCO.
Keeping accurate records of children's progress, attainment and what additional interventions are taking place, measuring the impact of these interventions. Groups of pupils (gender, disadvantaged, SEN) progress will also be analysed and reported on. These records will be held in the head teacher's office.
Preparing reports for the Governing Board and working closely with governors to ensure they have an accurate understanding of the school's current position in comparison to national and similar

schools.

The Link Assessment Governor will:

Overall analysis is shared with the assessment link governor (currently K Woolf) who will meet with the Assessment Lead to understand the strengths and areas for development and ask relevant questions. They will then feedback the analysis to governors at a curriculum meeting where it will be discussed as an agenda item.

Class teachers will:

Use the most effective form of feedback for the children in their class. Ensure that feedback is acted on by all children in their classes and helps them to make good progress.
Each term teachers will update their year group assessment spreadsheet with teacher assessments for reading, writing, maths, science. Other subjects in the wider curriculum are updated at least once a term. They will also keep any relevant records in their class assessment file. Within the year group assessment file are columns to identify key performance indictors which any children have struggled to achieve. This will inform future teachers planning.
Take part in moderation sessions with their year group partner and local moderation sessions organised by the Assessment Lead each term.
If a child is falling behind (as shown by formative or summative assessment) then check the Quality First Teaching list or Specific Difficultly list for advice and strategies that may help in class, speak to parents and give advice to support at home. If after a term there is no improvement, then speak to the SENCO about the next steps.
Each term update the SEND register noting where pupils are receiving additional interventions and support above and beyond Quality First Teaching (QFT). Meet with the Assessment Lead, head teacher to discuss children's progress on a termly basis.
Where children are given places on interventions the class teacher will regularly monitor the effectiveness of the intervention and adapt as needed.

The SENCO will:

Keep up to date records of children who are having additional interventions currently and their progress. We follow the Cheshire East toolkit for recording interventions and support.
Where a child has fallen behind for at least a term, organise for assessments or any other available assessments to be carried out.
If children are added to interventions ensure all parties and aware of the expectations for each intervention.

Continue to monitor children's progress with the Assessment Lead and decide on future actions based on the success of the interventions or additional needs of the child. Please see SEN Policy for additional details.

Support class teachers to ensure accurate information is shared with parents on a half-termly basis.

The Head Teacher will:

Be aware of the strengths and areas for development in each year group, to allow strategic planning through the School Development Plan.

Review the data termly and use this to support Performance Related Pay targets.

Target setting & Reporting to Parents

End of Key Stage targets (EOKS) for pupils are set based on prior attainment in EYFS or KS1. These targets should be aspirational and are what teachers and the Assessment Lead track against annually and termly. Teachers break these large targets down into smaller targets from year group key performance indicators, as exemplified on the key objectives for each year group. Teachers will assess children as below:

Teacher Assessment	How this relates to End Of Key Stage targets
1	**WORKING TOWARDS THE EXPECTED STANDARD** SOME EVIDENCE BUT NOT SECURE
2	**WORKING AT THE EXPECTED STANDARD** MOSTLY SECURE
3	**WORKING AT GREATER DEPTH WITHIN THE EXPECTED STANDARD** SECURE AND APPLIES IN OTHER CONTEXTS, NO REMINDERS NEEDED

Effective Feedback for All

Do all children receive the same type of feedback?

Teachers need to be able to use different feedback strategies to respond to the different needs of their children.

After seeing this image on @ClareSealy's blog (credit to @kwest91) we reflected on how passive some written feedback is making children. Couldn't they and shouldn't they make more progress when having to think more and make some independent choices?

If some children can work independently after teacher input why are we making them passively read a comment and respond?

This table shows how feedback can be easily differentiated to meet the needs of the different pupils.

FIGURE 1:
THE STRATEGIC MINIMAL MARKING TRIANGLE

can work independently after teacher input

needs a prompt – brief hint as to what needs work

needs some clues – narrow down where problems lie without being too specific

needs modelling – showing how to correct errors before working independently

tell them exactly what to correct and where

Child's responsiveness to feedback	Methods of feedback
Can work independently after teacher input	o Whole class verbal feedback using whole class feedback formats, either on the board or teacher notes after English/ Maths lesson o Self-assessment after teacher input o Use the success criteria to self-assess after teacher input o Teacher stops mid-lesson to give verbal feedback
Needs a prompt – briefing hint what needs work	o Pink dots in the margin o Work with partner to support them/ have conversations about improvements o Teacher stops mid-lesson to put examples on the board using visualiser/ ipad o Verbal feedback within the lesson in a group
Needs some clues- narrow down where problems lie without being too specific	o Use symbols to direct them to particular aspects of whole class feedback on board o Using written marking code to be more specific about the error o Using board challenges to give examples of improvements and child chooses from these examples o Cooperatively improved with some teacher input
Needs modelling- showing how to correct errors before working independently	o Teacher models improvements to a group of children with similar errors, then children work independently
Tell them exactly what to correct and where	o Teacher includes written comment telling them what to improve o Teacher working with individuals to support them to make improvements o Pink highlighter on the work exactly where the improvements need to be made
Children must always make improvements (in response to verbal or written feedback) in purple pen	

Appendix 1: Whole Class Feedback Expectations

Our principles for Whole Class Feedback • Feedback must be linked to lesson learning objectives and help children to improve their understanding. • Feedback given to children can take the form of spoken, written, peer or self-assessment. Children use this feedback to make improvements in their work in a purple pen. • Feedback must be meaningful: it varies by age group and subject. • Feedback must be manageable: whole class feedback is used for most children, this feedback is matched to the needs of the children. • Feedback must be motivating: it should help children to make progress. It is important to value a child's efforts and achievement and celebrate success. • Teachers must not accept work that children have not checked sufficiently and then provide extensive feedback. Children should be taught and encouraged to check their own work in an age appropriate way, so that they complete work to the highest standard.
Immediate feedback in lessons includes: • Discussion of success criteria/ exemplification of learning objectives (used at teacher discretion to support the children). • Mini- plenaries where the teacher responds to the needs of the class at any point in the lesson, sometimes redirecting, offering additional challenge or modelling. • Questions and answers offer opportunities to adapt teaching to the needs of the class throughout the lessons • Children should mark their own work in maths (as often as possible) and be encouraged to self/ peer assess in the lesson. Children are not allowed to write in another child's book, but post-its should be used.
After children have worked in English/maths books (as per expectations below): • Teacher completes 'whole class feedback sheet' to review English/ maths books. Teacher identifies which pupils need more support in the next lesson or more challenge and records this on the grid. Any notes are for the teachers own reflection/ planning. These will be also used to help inform book scrutinies. • When completing (and sticking in books) a whole class feedback power point, this replaces the feedback sheet
At the beginning of the next lesson: • The teacher can share their feedback with the class, explaining/ re-teaching aspects of the previous lesson, focusing on key children's misconceptions.
• Any feedback actions completed by children are completed in a purple pen. Children should be able to talk about how they have improved their work in response to feedback. Whole class feedback sheets are stuck into children's books.
All pieces of work will have been reviewed by the teacher and will still have some form of teacher marking, e.g. dots, marking symbols, highlighting and/or ticks.
There should be clear evidence of challenge in all books, e.g. extension tasks, further challenge or extension questions. High expectations are evident for presentation of work in books.
Expectations for amounts of writing in books; Year 1- 1 piece, Year 2-2 pieces, Year 3- 3 pieces, Year 4- 4 pieces, Year 5 and 6 should be writing every day but this might just be a paragraph. Re-drafting leads to improvements in writing so a lesson/ significant amount of time in a lesson should be devoted to this and included in the expected pieces.
Work in topic books should be reviewed with children and verbal feedback given against the learning objective. √√√ Three ticks are given for work that shows the learning objective has been achieved and is presented in a thoughtful way. √√Two ticks are awarded for achieving the learning objective and good presentation. √ One tick awarded reflects that more feedback/ guidance is needed so that the pupil can adapt/ improve their work and achieve a higher standard.

Appendix 2

Marking Code

EYFS and KS1 will introduce marking symbols progressively and model the symbols through teaching. Sometimes single ● dots are used with verbal feedback to indicate improvements needed.

Marking Code

〜〜〜 = check spelling

C = Capital letter

^ = A missing word

? = Is this the best word choice?

◯ = Missing punctuation

// = A new paragraph needed

Highlighted in green = Great words

Highlighted in pink = Think about these words/ phrases

Appendix 3: Whole Class Feedback (English/Maths)

DATE:
Whole class feedback
Use these prompts to help you independently improve your writing

Amazing sentences:
①

Quick check:
Capital letters:
Full stops:
Question marks:
Exclamation marks:
Commas:
Paragraphs to organise ideas:
Co-ordinating conjunctions:
for, and, nor, but, or, yet, so
Subordinating conjunctions:
before, if, because, although, while when, as, while, even though, after, however
Legible joined handwriting

Excellent word choices:
②

Watch out for:
③

Key spellings to be improved: ④

DATE:
Use these prompts to help you independently improve your maths

#everyonecandomaths
#mistakesandchallengearebestforyourbrain
#depthnotspeed

Quick check:
Have you written the short date:
Have you written the title/ learning objective:
Have you carefully written your numbers:
Have you read the questions carefully?
Have you checked your calculations?

Common misconceptions: (Teacher- give an example of a common mistake, can the children spot it?)
Ⓜ

Basic errors:

APE Challenge (copy and paste a problem from staff share/ maths/ APE challenges)
Answer it
Prove it
Explain it

These are used as a presentation in class with the children.

Date:
Objective:

Misconception/ Errors/ Focus children

What are the next steps to address misconceptions/ errors/ needs of focus children?
What are you going to do?

Teacher notes

These are used for teachers to fill in after English/ maths lessons to inform lesson planning/ adaptations.

Appendix 4

Termly Assessment Calendar

Term 1	Term 2	Term 3
EYFS Baseline	Star Spring Assessments	EYFS Profile
Star Baseline	Data Input	KS1 SATs (May)
End of Year Target Setting	Progress Meetings	KS1 Phonics (12th June)
Y4 NVR/ VR	Assessment coordinator meets with middle leaders & governors coordinators to share data trends	KS2 SATs (8th May)
Star Autumn Assessments		Star Summer Assessments
Y2/Y6 2017 Papers	Y2/Y6 2016 & Sample Papers	Data Input
Data Input		Progress Meetings
Target setting Meetings		Reports
Assessment coordinator meets with middle leaders & governors coordinators to share data trends		Assessment coordinator meets with middle leaders and governors coordinators to share data trends and plan SDP