



Barton Primary School

Review Date	April 2020
Next Review	April 2022
Staff Responsibility	DHT
Governor Responsibility	FGB
Chair's Signature	

Assessment Policy

Why does assessment matter?

Assessment matters because raising achievement matters, both for individuals and society. Assessment is an essential part of the learning cycle without which learning becomes at the very least difficult and in some cases impossible. Effective assessment enhances learning by identifying where children are in their learning journey and where they need to go. The other essential parts of the learning cycle will determine how best to get 'there', at what speed, and ensuring that 'there' is a challenging place!



*'Alice reached a crossroads. She asked the Cheshire cat which route she should use.
The Cheshire cat said, "Where do you want to get to?"
"I don't know", replied Alice.
"Then it doesn't matter which road you take", said the Cheshire cat.*

At Barton, assessment of our whole school curriculum is pivotal in ensuring that the experiences children encounter are progressive, relevant and appropriate to empower children with the knowledge, skills and appetite for learning to grow into successful and ambitious young people with a firm foundation for lifelong learning.

How?

We need to make sure that we use a range of assessment strategies at various levels.

Assessment will be used to check and develop pupils' understanding, to inform teaching and help pupils to embed and use their knowledge.

Assessment will support the teaching of the curriculum by measuring children's current achievement within the curriculum and identifying their next steps, making sure they are sufficiently prepared for the next stage in their learning journey.

Assessments will be meaningful for the children and useful for teachers to inform clear actions.

Barriers to social disadvantage will be taken into consideration when setting assessment tasks within the wider curriculum.

Assessment opportunities will be aspirational enough for children to succeed at a higher level as well as enabling those children who require additional support to be successful.

It needs to involve children; giving them the skills, the responsibility and the motivation to assess themselves and others.

The layers of assessment need to complement each other, ensuring coverage without overlap or gaps.

It needs to be sustainable, given the nature of the role of teaching.

It needs to be timely.

And most importantly, it needs to have an impact on every child's learning.

Range of Assessment at Barton Primary School

Afl ~ in class

- Learning conversations
- Questioning
- Observation
- Thumbs up/down
- Lollysticks
- No hands
- LOs and success criteria

Teacher Assessments/Profiling

- SIMS – Programmes of Study
- NFER predictions
- Knowledge and Skills Progression Maps (foundation subjects)

Pupil Progress Meetings ~ *English & Maths focussed; vulnerable learners and high achievers*

- Work sampling
- Next Steps

Summative Assessments

- Reading Comprehensions ~ half termly
- Writing ~ half termly extended pieces (marked in line with ARE)
- Foundation Subjects: planned assessment opportunities ~ end of unit
- NFER ~ twice a year (Autumn and Summer)
- SATs ~ end of key stage

Frequency

Afl ~ Every day to inform pupil progress is used within the lesson

Teacher Assessments ~ The Marking & Feedback Policy to assess the attainment and progress of children in relation to ARE.

For Maths, Reading, Writing, Science and Spoken Word, the SIMS Programme of Study provides the structure for assessment and is filled in for every child progressively over each term.

In addition, reading assessment sheets provide additional evidence for teacher assessment.

Key Stage 1 Reading: Year 1 continuous reading
Year 2 PM Benchmark used to assess target pupils

Annual Timetable of Assessments:

	Year 1	Year 2	Years 3, 4 and 5	Year 6
Autumn	Teacher Judgement using Programmes of Study	Teacher Judgement using Programmes of Study	Teacher Judgement using Programmes of Study	SATs Test Practice
	Phonic Screen Practice	SATs Practice	NFER Baseline	
Spring	Teacher Judgement using Programmes of Study	Teacher Judgement using Programmes of Study	Teacher Judgement using Programmes of Study	SATs Test Practice
	Phonic Screen Practice	SATs Practice		
Summer	Teacher Judgement using Programmes of Study	Teacher Judgement using Programmes of Study	Teacher Judgement using Programmes of Study	SATs
	Phonic Screen	SATs Test	NFER Times Tables Test (Y4)	Transfer of Data
Transition	Transition week Summer PP meeting and documents	Transition week Summer PP meeting and documents	Transition week Summer PP meeting and documents	
Monitoring (Quadrangulation)	Maths & English Leaders involvement in ½ termly Pupil Progress Meetings SLT termly Teaching & Learning Observations / Work Scrutiny / Data Scrutiny including ½ termly end of year predictions / Pupil conferencing			

Summative assessments based on sample SAT-style questions (Spring)

Professional Judgement

The use of professional judgement encompasses the whole area of assessment. Judgements of what to mark, how to mark, when to feedback and how to feedback are made with the interests of pupil learning and pupil progress.

The use of professional judgement must also be a guiding factor in managing one's own workload. As a school and as a leadership team, we do not subscribe to the notion of 'death by assessment'. The work and life beyond, of a teacher cannot be compromised by 'over assessment'. Quality planning and curriculum development, effective teaching and learning, as well as a rich home life, are all important factors which lead to outstanding teaching. Assessment, whilst of vital importance, is not enough in isolation to produce outstanding learning.

Learning Objectives

Learning objectives need to be worded so that they are clear and understandable to all children. They also need to be appropriately challenging and relevant. To aid assessment, the learning objective should be age appropriate so that when assessment takes place it will enable the teacher to build up a picture of each child.

Success Criteria

Success criteria needs to be targeted to meet the needs of individual pupils. In addition, there should always be an opportunity for pupils to set their own targets. This is important for the children to take responsibility for their own learning, for which knowing what to improve and the assessment of that improvement are vital.

This is also important to help the teacher focus their written feedback on the learning objective only, allowing the children to self-assess in their own chosen target area.

	Where the learner is going	Where the learner is	How to get there
Teacher	Clarify learning intentions	Engineering effective discussions, tasks and activities that elicit evidence of student learning	Providing feedback that moves learners on
Peer	Understand/clarify criteria for success	Activating students as learning and teaching resources for one another	
Learner	Understand criteria for success	Activating students as owners of their own learning	

When designing learning objectives and success criteria...

- Try to use de-contextualised learning intentions that sit clearly within a level
- Try to create a choice within or of tasks that still meets the learning intention
- Try to set success criteria that begin, 'I can ...'
- Consider in generating Writing success criteria that include; 'word', 'sentence', 'text' and 'voice' criteria
- Consider including learning behaviours in your success criteria
- Try to build a level of expectation/quality into how well children meet the criteria.
- You will later need to write a comment that is focussed and will tangibly progress a pupil's learning
- Consider how you might involve learners in the creation of some of, or all of, the success criteria

Assessment for Learning ~ AfL

Learning

Conversations

Teacher interventions

Dialogue between teacher and child; both planned and ad hoc
How are you doing?
What's the problem?
Show me?
Have you thought about this?
What happens when/if?
Let me show you.
Why have I done this?
This is what I'm thinking.
Now you have a go.

Questioning	Teacher questioning	Lower & higher order Scaffolding Subsidiary questions Extended answers Thinking time
	Pupils questioning teacher	To clarify & support thinking To extend thinking To encourage imagination
	Peer questioning	Taught skill Fostering respectful attitude
Feedback	Distance marking	See below
	Marking with pupil	During lesson
	One to one feed oral feedback	Following up distance marking
	Pupil conferencing	As above with group
Success Criteria	Clear learning intentions at start of lesson	Shared and usually recorded
	Clear targets at start of lesson	As above
	Pupil set targets	Personalised learning
Assessment	Teacher assessment of progress through success criteria	Teacher box to record their assessment
	Pupil assessment of progress through success criteria	Pupil reflection on own learning
Pre-Assessment	Capturing what the children know and have retained to aid planning	Using a variety of techniques gather evidence from children to inform planning of the subsequent unit of work. This will help ensure better pitch and coverage.

Teacher Assessment

The purpose of teacher assessment at Barton Primary School is to assess the progress of all children against specific learning intentions that may relate to a lesson or a short unit of work, and for future planning to be modified in light of the interpretation of this evidence. The expectation is that the learning intention is clear and levelled, and the assessment is of whether or not a child is working towards, has met or exceeded this intention. We expect that assessments are conducted regularly, building up a 'picture of levelness' for each child, that is evidence based and can be tested for consistency and accuracy periodically through regular pupil progress meetings.

For Reading: ~ The SIMS Programme of Study will be used by teachers with input from other members of the team. Evidence of verbal responses to questions will be recorded on the 'Book Club' recording sheet and of written reading comprehension assessments. These will build over the year and can be regulated for accuracy and consistency through moderation and monitoring activities.

For Writing: ~ The SIMS Programme of Study will be used to build up a picture of attainment and progress for every child over the year. The accuracy and consistency of the levelled judgements made will be regulated through moderation and monitoring activities.

For Maths: ~ The SIMS Programme of Study will be used to build up a picture of attainment and progress for every child over the year. The accuracy and consistency of the levelled judgements made will be regulated through moderation and monitoring activities.

For Foundation Subjects: ~The subject specific Knowledge and Skills Progression Maps will be used as a target marker for each child during the course of the year to ensure knowledge and skills taught are age-appropriate and progressive. Assessment will be front-loaded into planning for each unit taught. Children exceeding or not meeting expectations will be recorded on the Assessment Focus Grid. Subject Leaders will monitor the use of appropriate assessments and collate evidence of progression within floor books.

Pupil Progress Meetings

As a school, we use pupil progress meetings to make regular judgements to support our planning for next steps in teaching and learning. Not only does this process support us in making generalised levelled judgements and seeing where children need to go next to make progress, but also plays a key role towards improving our practice. In looking at the outcomes of a child's learning over half a term, we are able to identify the progress that a child has made and targets for the next stage in their learning journey. It supports teachers in creating and modifying the planning so that it fits the needs of the children we have in our classes.

Our priority in these meetings will be how we meet the needs of our vulnerable learners and our high attainers. These are carried out by the class teacher and a member of SLT; usually the SENDCo or the Deputy Headteacher.

Key Information

All teachers should choose 3 children from their class as a representative sample of 3 different ability groups - a higher, middle and lower attaining child. A representative member of a group will usually sit in the middle of each ability group.

Other evidence such as photographs, discussions or cross-curricular evidence should also be used during these meetings. Jotting key information down on post-it notes and attaching to books can also be helpful.

What is an 'Independent Task'?

For progress to be fairly measured then children need to demonstrate their learning in an independent context. Our interpretation of an independent task is any task where the child is asked to work on their own, without support, for the duration of the task. This will allow for a teacher input and an element of visual support through the use of success criteria for the task and through their independent use of their own targets. It is better for it to be a new piece of work, rather than a piece of work that has been marked with specific improvement suggestions given by the teacher.

Monitoring of Assessment

Assessment will be monitored for consistency, accuracy and coverage at various intervals over the year. Senior leaders will regularly (at least termly) take a forensic look at the whole school data, investigating any anomalies in progress; either negative progress or instances of outstanding progress, and seek an evidence trail to ensure accuracy of assessments, before considering the need for a case study or pen portrait.

Work Sampling

Work sampling by subject leads and senior leaders, will be undertaken every half term with a specific subject or child focus.

The evidence base will primarily consist of English and Maths books but may also include other work deemed appropriate.

The focus of work sampling will be decided by the senior leader but may well focus on:

- The quality of marking / feedback
- The consistency of marking / feedback
- The evidenced impact of marking / feedback

Which leads on to:

- Quality of work
- Progression of work
- Appropriate differentiation and challenge within work

Outcomes will be shared verbally and in writing with teachers, with associated actions logged and shared with Senior Leaders, Governors and appropriate outside parties.

Involving Children in Assessment:

Rationale

Research tells us that engaging children actively in their own learning leads to tangible school improvement. Only having one person responsible in a class for the assessment of 30 is not as effective as having an additional 30 people taking responsibility for their own and others learning.

Self and Peer Assessment

Children not only need to be given regular opportunity to practise self and peer assessment, but they also need to be taught the skills and attitudes needed to effectively assess their own and others performance.

Learning Behaviours

It is important that children both understand and take ownership of their own learning. By doing so, it will help unlock their potential as learners, not just while they are with us but also in their learning and life beyond.

Purple Pen Pupil Responses

On key pieces of work, where you have marked in more detail, each child will have a written comment which will either be a prompt response or an 'extending the gap' response. Children need to be given time to respond to these written comments. Thought should be given to when the most effective time to allow children to respond but it must happen and it must be regular. Usually, the most effective time is as soon after you have marked the piece of work as possible. However, you may decide on a regular time slot in your weekly timetable to ensure that the practice embeds. You may also decide that it would be most effective before the onset of the next relevant lesson. A combination of the above would represent good practice.

Children need to demonstrate through the use of 'purple pen' work that they have moved their learning forward, rather than just an acknowledgement that they have read your comment.

