Assessment policy

Policy was discussed at Phase Team meetings and agreed by staff on 15.11.2016
Policy is due for review in 2017

Rationale:

This policy is a statement of the arrangements of assessment at Shakespeare Primary School following a change in national policy to ‘Assessment without Levels’ in 2014. The policy has been written, as a point of reference for new and existing staff, to ensure that procedures are clear, consistently applied and effective.

Philosophy:

At Shakespeare Primary School we believe that assessment is an essential part of the continuous cycle of teaching and learning. Its purpose is to inform pupils, teachers and parents about each pupil’s progress and attainment in their skills, knowledge and understanding as well as to identify the next step in their learning.

Aims and Principles of Assessment:

At Shakespeare Primary School we aim to ensure that:

Assessment is at the heart of teaching and learning within an engaging curriculum:

- pupils’ learning experiences are challenging and enjoyable and inspire them to want to succeed;
- pupils are inspired to learn through high quality teaching which is supported and informed by high quality formative assessment.

Assessment is fair:

- the school ethos is inclusive and promotes and emphasises the opportunity for all pupils to succeed if taught and assessed effectively;
- judgements are formed according to common agreed principles.

Assessment is honest:

- outcomes are conveyed in an open, honest and transparent way to assist pupils with their learning;
- to ensure accuracy, judgements are moderated by experienced professionals both in school and with other local schools.

Assessment is ambitious:

- assessment places achievement in context against nationally standardised criteria and expected standards;
- assessment is used to focus on monitoring and supporting pupil progress, attainment and wider outcomes;
- high expectations are set for rapid achievement towards age-related expectations and beyond.
Assessment is appropriate:

- there is always a clear purpose for assessing and the style of assessment is fit for its intended purpose;
- assessment provides information which is clear, reliable and free from bias and informs teaching and learning;
- assessment draws on a wide range of evidence to provide a complete picture of pupil achievement.

Assessment is meaningful:

- assessment supports informative and productive conversations with parents;
- pupils can use assessment to become active partners in their learning, reflecting on their own progress, understanding their strengths and identifying what they need to do to improve;
- assessment outcomes can be used by teachers, school leaders and governors to ensure that practice is effective.

**Approaches to Assessment**

At Shakespeare we use three broad overarching forms of assessment: ‘In-school Formative Assessment’; ‘In-school Summative Assessment’ and ‘Nationally Standardised Summative Assessment’.

1. **In-school Formative Assessment**

In-school Formative Assessment helps pupils to measure their own strengths and areas for development and encourages them to become motivated, independent learners. It provides clear identification of a pupils’ next step, often presented as a challenge.

It is used during parents meetings and within reports to provide parents with a broad picture of where their children’s strengths in learning are and what they need to do to improve further.

It is an integral part of teaching and learning that allows teachers to make well-informed judgements about pupil attainment so that they know where pupils are in their learning, where they need to go next and how best to get there. It also enables teachers to evaluate the effectiveness of their own teaching so that they can plan future lessons accordingly.

**Implementation:**

To ensure a consistent approach to ‘In-school Formative Assessment’ at Shakespeare we will:

- Discuss learning regularly with pupils using the ‘Shakespeare Primary School Interactive Learning Tree’ so that they are aware of ‘how’ they learn best.
- Support pupils to consider which skills they are good at and which ones they need to improve to become better learners.
- Consider how to personalise the learning to ensure _all_ pupils can make progress.
- Use ‘Can I . . .?’ statements and _Success Criteria_, so that all pupils understand the steps they need to take in order to achieve the age-related expectations.
- Extend learning by asking open-ended higher order questions and allowing pupils sufficient time to think and respond. (See ‘Blooms Taxonomy’ Appendix 1)
- Provide verbal or written feedback about learning specific and directed to the Learning Objective. (See ‘Marking at Shakespeare’ Appendix 2)
Encourage pupils to review their own learning, either independently or with a peer, against the Learning Objectives and Success Criteria.

Provide ‘Response to Marking’ time regularly so that pupils can make improvements to their work using a purple pencil/pen.

Evaluate learning at the end of each session to reflect on the progress made and consider next steps to ensure rapid progress.

Adjust and refine planning as necessary to support changing learning needs and facilitate improved outcomes.

Share next steps with parents at parents meetings and through reports so that they are able to provide extra support at home.

2. In-school Summative Assessment

In-school Summative Assessment provides pupils with information about how well they have learned over a period of time.

These assessments are also used to inform parents of their children’s achievements and progress during parents meetings and through reports.

Teachers use these summative judgements to evaluate the effectiveness of pupil progress in learning over time, their attainment against National expectations and identify their next steps. They are also used to evaluate the impact of their own teaching to ensure that good progress is made.

School Leaders monitor the performance of pupil cohorts and vulnerable groups and identify where further intervention and support may be required to ensure pupils are supported to achieve better than expected progress as well as attaining end of year age-related expectations (ARE).

Implementation:

To ensure a consistent approach to ‘In-school Summative Assessment’ at Shakespeare class teachers will:

- Use learning outcomes to make judgements about pupil’s attainment against taught objectives using the ‘Detailed Tracking’ tool for reading, writing, mathematics and science within School Pupil Tracker On-line (SPTO).
- Use ‘Cold Tasks’ at the beginning of a topic and ‘Hot Tasks’ at the end of a teaching block in Maths, Writing and Science to ascertain pupil’s knowledge and understanding, and progress in learning.
- Use end of unit independent tasks or tests in other subject areas, where necessary, to gauge pupil understanding.
- Review Individual Education Plans for pupils with SEN termly to ensure targets are being met and progress being made.
- Record summative assessments on SPTO by auto-filling the short term grids for reading, writing and mathematics at the end of terms 1, 2, 3, 4 and 6, and for science at the end of terms 2, 4 and 6.
- Record summative assessments on SPTO for Phonics at the end of terms 1, 2, 3, 4 and 6 and ‘Spoken Language’ at the end of terms 2, 4 and 6. (See ‘Requirements for Assessing Pupil Progress’ Appendix 3)
- Interrogate the data and use it to ascertain how well different groups of learners are progressing and ensure targeted interventions are planned so that all pupils can make rapid progress.
- Moderate judgements made at least 3 times a year, to ensure accuracy and consistency with year partner and with other schools, where this opportunity is made available.
- Discuss pupil attainment and progress, and the impact of planned interventions, at Pupil Progress Meetings in terms 1, 2, 3, 4 and 5.
• Provide opportunities for parents to meet with teachers each term to discuss their child’s progress and next steps in learning so that they can better support them at home.
• Provide parents with a written report of their child’s progress, achievements and attainment in line with National Expectations in March and a ‘Summary Report’ which details end of year attainment in the core subjects and informs parents about how well their child has developed their learning skills in July.
• Make a baseline judgement on attainment for ‘New Starters’ who join Shakespeare part way through a term or year within the first two weeks for reading, writing and mathematics and record these assessments within the SPTO.

3. Nationally Standardised Summative Assessment

Nationally Standardised Summative Assessments provide information for parents on how their children are performing in comparison to pupils nationally at the end of Key Stage 1 and 2 and also how the school is performing so that parents can make informed choices about their child’s education.

These assessments enable teachers, school leaders and governors to benchmark the school’s performance against other schools locally and nationally and make judgements about the school’s effectiveness.

The Department for Education and Regional School’s Commissioner use ‘Nationally Standardised Summative Assessments’ to hold education providers to account and to measure the impact of educational policy making.

OFSTED also use these assessments as a starting point for their discussions with school when making judgements about a school’s performance.

Implementation:

To ensure the statutory assessment requirements are covered at Shakespeare we will complete the:

• Phonics Check in Year 1;
• Phonics Re-check in Year 2 (for identified pupils);
• National Curriculum Tests and Teacher Assessments at the end of Key Stage 1;
• National Curriculum Tests and Teacher Assessments at the end of Key Stage 2.

We will also:

• Share outcomes from statutory assessments with parents, receiving schools and teachers, the Local Authority and DfE (as required).

Early Years Foundation Stage (EYFS)

Formative Assessment

The planning within the EYFS starts with observing children in order to understand and consider their current interests, development and learning. Regular observations are carried out, analysed and then used to inform planning to ensure that children have access to relevant learning opportunities that are challenging but achievable.

The observational assessments provide staff with a solid understanding of each child’s baseline attainment on entry to nursery or reception, as well as their developmental needs. These are recorded within individual ‘Learning Journeys’. These Learning Journeys also show evidence of children’s chronological progress.
during the year, and include the opinions and observations of children and parents as well as EYFS staff.

**Summative Assessment**

School Pupil Tracker On-line (SPTO) is used continually during Nursery and Reception to record pupils’ progress within the ‘Developmental Phases’ of the EYFS. The phases identify key learning expectations for pupils at specific ages. For Reception children, SPTO is also used to record judgements about pupils’ attainment of the Early Learning Goals in each curriculum area at the end of the year. These outcomes are shared with parents and Year 1 teacher.

**Inclusion**

We value and respect the diversity of all individuals and communities within our school. All pupils are treated fairly regardless of gender, race, religion, social disadvantage or ability. We give each pupil every opportunity to achieve their best by taking account of their knowledge, experience and interests and starting point when planning for their learning, by setting realistic and challenging expectations that meet their needs and by providing a safe and supportive learning environment, in which their contribution is valued.

We follow the whole school policies for Inclusion, Child Protection and the Single Equality Act to ensure an Inclusive education for all pupils, including those with Special Educational Needs and higher achieving Gifted and Talented learners. Individual Education Plans and Intervention Strategies are used to support any pupil who is underachieving, or any who have been identified as Gifted and Talented and are reviewed regularly to ensure they are impacting pupil attainment.

**Success criteria:**

*This policy will be successful when…*

- there is always a clear purpose for assessing and the style of assessment is fit for its intended purpose;
- all staff have high expectations for pupil’s rapid achievement and progress towards age-related expectations and beyond;
- every learner has the confidence they need to succeed and understands what they are good at and what their next steps in learning are, in order to achieve well;
- pupils’ learning experiences are challenging, enjoyable and inspire them to want to succeed;
- pupils are able to develop learning skills and personal qualities, which enable them to make rapid progress and achieve well, to improve their life chances in the future.

**Monitoring, Evaluation and Review:**

The Senior Leadership Team regularly monitors the work of the school and evaluates how effective the teaching and learning is in raising standards. The Communication, Language and E-Learning Curriculum Team also monitors the effectiveness of the policy in relation to the core subjects on a termly basis.

The policy will be reviewed by the Governing Body on a tri-annual basis to ensure its effective application and any issues arising will be raised on the School Action Plan and tracked accordingly.
Appendix 1: Bloom’s Taxonomy

Bloom’s Taxonomy

Knowledge
- Memorizing verbatim information. Being able to remember, but not necessarily fully understanding the material.

Comprehension
- Using information to solve problems; transferring abstract or theoretical ideas to practical situations; identifying connections and relationships and how they apply.

Application
- Using knowledge to perform some task or activity.

Analysis
- Identifying components; determining arrangement, logic, and semantics.

Synthesis
- Combining information to form a unique product; requires creativity and originality.

Evaluation
- Making decisions and supporting views; requires understanding of values.

Graduate School

High School

Undergraduate
## Appendix 2: Marking at Shakespeare

### Secretarial Marks For Written Work

<table>
<thead>
<tr>
<th>Early Years</th>
<th>Lower Primary</th>
<th>Upper Primary</th>
</tr>
</thead>
<tbody>
<tr>
<td>I ~ Independent</td>
<td>I ~ Independent</td>
<td>I ~ Independent</td>
</tr>
<tr>
<td>S ~ Supported</td>
<td>S ~ Supported</td>
<td>S ~ Supported</td>
</tr>
<tr>
<td>Sc ~ Scaffolded</td>
<td>Sc ~ Scaffolded</td>
<td>Sc ~ Scaffolded</td>
</tr>
<tr>
<td>Ch ~ Chat</td>
<td>Ch ~ Chat</td>
<td>Ch ~ Chat</td>
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<tr>
<td>Work initialled by teacher or TA</td>
<td>Work initialled by teacher or TA</td>
<td>Work initialled by teacher or TA</td>
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<td>C ~ Capital</td>
<td>C ~ Capital</td>
</tr>
<tr>
<td>Sp ~ Spelling (also underline spelling)</td>
<td>Sp ~ Spelling (also underline spelling)</td>
<td>Sp ~ Spelling (also underline spelling)</td>
</tr>
<tr>
<td>/p ~ new paragraph</td>
<td>/p ~ new paragraph</td>
<td>/p ~ new paragraph</td>
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<tr>
<td>∧ ~ missing word (write word above)</td>
<td>∧ ~ missing word (write word above)</td>
<td>∧ ~ missing word (write word above)</td>
</tr>
<tr>
<td>Gr ~ Grammatical error</td>
<td>Gr ~ Grammatical error</td>
<td>Gr ~ Grammatical error</td>
</tr>
<tr>
<td>P ~ Punctuation</td>
<td>P ~ Punctuation</td>
<td>P ~ Punctuation</td>
</tr>
<tr>
<td>// ~ new line</td>
<td>// ~ new line</td>
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</table>

### Specific Marks For Maths Work

<table>
<thead>
<tr>
<th>Early Years</th>
<th>Lower Primary</th>
<th>Upper Primary</th>
</tr>
</thead>
<tbody>
<tr>
<td>I ~ Independent</td>
<td>I ~ Independent</td>
<td>I ~ Independent</td>
</tr>
<tr>
<td>S ~ Supported</td>
<td>S ~ Supported</td>
<td>S ~ Supported</td>
</tr>
<tr>
<td>Sc ~ Scaffolded</td>
<td>Sc ~ Scaffolded</td>
<td>Sc ~ Scaffolded</td>
</tr>
<tr>
<td>Ch ~ Chat</td>
<td>Ch ~ Chat</td>
<td>Ch ~ Chat</td>
</tr>
<tr>
<td>Work initialled by teacher or TA</td>
<td>Work initialled by teacher or TA</td>
<td>Work initialled by teacher or TA</td>
</tr>
<tr>
<td>• ~ Incorrect answer</td>
<td>• ~ Incorrect answer</td>
<td>• ~ Incorrect answer</td>
</tr>
<tr>
<td>3 x 9 = ____- modelled calculation</td>
<td>3 x 9 = ____- modelled calculation</td>
<td>3 x 9 = ____- modelled calculation</td>
</tr>
</tbody>
</table>
## Format for In-depth Marking

Work will be marked in green with a √ written before praise comments and an → before the guidance comment.

<table>
<thead>
<tr>
<th></th>
<th>Early Years</th>
<th>Lower Primary</th>
<th>Upper Primary</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>One √ and one → (N/R)</td>
<td>Writing Toolkits with marking criteria shared at beginning of session (not required for progress book tasks)</td>
<td>Writing Toolkits with marking criteria shared at beginning of session (not required for progress book tasks)</td>
</tr>
<tr>
<td></td>
<td>Two √ and one → (Y1)</td>
<td>Two/three √ and one →</td>
<td>Three √ and one →</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Critical sandwiches</td>
</tr>
</tbody>
</table>

## Depth of Marking

- **All** ~ √ and Initial at end of work to show that it has been seen
- **Most** ~ More in-depth analysis – see above
- **Adult-supported Group** Work ~ Verbal formative feedback is appropriate. A stamp/sticker at the end of pupil’s work should indicate that this feedback has taken place.

Marking is monitored regularly, via book scrutiny, to ensure that there is consistency across the school.
## Appendix 3: Requirements for Assessing Pupil Progress September 2016

<table>
<thead>
<tr>
<th></th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
<th>Term 6</th>
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</thead>
<tbody>
<tr>
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<td>✓</td>
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</tr>
<tr>
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<td>✓</td>
<td>✓</td>
<td>✓</td>
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</tr>
<tr>
<td>Science</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

All assessments are to be made using National Curriculum Objectives. Other documents may be used to support your teacher assessment, but not used as a sole determiner of your professional judgements.

<table>
<thead>
<tr>
<th>Statutory Criteria</th>
<th>Supportive Materials</th>
<th>Data Collection Point</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spoken Language</td>
<td>National Curriculum Objectives</td>
<td>Teacher judgements</td>
</tr>
<tr>
<td>Reading</td>
<td>National Curriculum Objectives</td>
<td>Teacher judgements</td>
</tr>
<tr>
<td>Writing</td>
<td>National Curriculum Objectives</td>
<td>Teacher judgements</td>
</tr>
<tr>
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<td>National Curriculum Objectives</td>
<td>SPS Test</td>
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<td>National Curriculum Objectives</td>
<td>SPS Test (F – Y6)</td>
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<tr>
<td>SPAG</td>
<td>National Curriculum Objectives</td>
<td>Rising Stars Test</td>
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<tr>
<td>Mathematics</td>
<td>National Curriculum Objectives</td>
<td>Teacher judgements</td>
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<td>Times Tables</td>
<td>National Curriculum Objectives</td>
<td>Times Tables Tests (Y2 – 6)</td>
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<tr>
<td>Computing</td>
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<td>Teacher judgements</td>
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