



Assessment Policy

Autumn 2015

Why assess?

Children's progress is closely monitored at Leavesden in order that we can provide the best possible opportunities and highest levels of support for all children. All assessment activities aim to ensure that the children are able to make excellent progress in their learning whilst taking into account the needs of individual children.

The aims and objectives of assessment in our school are:

- to enable our children to demonstrate what they know, understand and can do;
- to allow teaching teams to plan provision that accurately reflects the needs of each child;
- to help our children understand what they need to do next to improve their work;
- to provide regular information for parents that enables them to support their child's learning;
- to contribute towards accountability data.

Aims of the new National Curriculum

The successful implementation of the new national curriculum requires a radical cultural and pedagogical change, from one which has been too dominated by the requirements of the national assessment framework and testing regime to one where the focus needs to be on high-quality, in-depth teaching, supported by in-class formative assessment.

(The Commission on Assessment Without Levels, July 2015, DRAFT).

Ofsted has stated the following:

- Ofsted recognises that marking and feedback to pupils, both written and oral, are important aspects of assessment. However, Ofsted does not expect to see any specific frequency, type or volume of marking and feedback; these are for the school to decide through its assessment policy. Marking and feedback should be consistent with that policy, which may cater for different subjects and different age groups of pupils in different ways, in order to be effective and efficient in promoting learning.
- Ofsted does not expect performance- and pupil-tracking data to be presented in a particular format. Such data should be provided to inspectors in the format that the school would ordinarily use to track and monitor the progress of pupils in that school.

(Ofsted inspections – clarification for schools, March 2015, No. 140169)

Assessment at Leavesden

Staff at Leavesden have worked together to develop an assessment system that takes into account the criteria of the new National Curriculum, whilst providing a greater focus on

mastery. 'Mastery Learning' is an approach, originally developed by Benjamin Bloom in the 1960s, whereby children are required to demonstrate mastery of the learning within a unit before moving on. All children in Leavesden will be enabled to demonstrate mastery of their next steps through carefully designed provision based on their starting points. Assessment takes into account children's strengths as well as areas where they need support.

The Purpose of Assessment at Leavesden

At Leavesden, we use three broad overarching forms of assessment, each with its own purpose:

Formative Assessment

Day-to-day assessments that the teachers make of children's learning through discussions, observations and/or marking recorded work.

Purpose: so that the teacher can tailor provision to ensure that every child demonstrates mastery of their next step in learning; so that the child knows their successes and next steps; so the parents have a broad picture of their child's strengths and next steps.

Local Summative Assessment

Provides information about how well a child or group of children has learnt over time.

Purpose: to provide teachers with information about the picture of learning needs in their class to inform future planning; to provide school leaders, including governors, with a tool of reflecting on the progress of learning for groups and sub-groups of children and identify professional learning needs within the school.

Nationally Standardised Summative Assessment

Nationally standardised summative assessment provides information on how pupils are performing in comparison to pupils nationally.

Purpose: to provide school leaders, including governors, to benchmark with performance against other schools locally and nationally, and make judgements about the school's effectiveness; to allow the government to hold school leaders to account and measure the impact of policy making.

Nursery Learning Journeys

Nursery staff will informally monitor development and keep detailed records in the form of a learning journal. This information is shared with families and either transferred to the reception team or to the child's new school. The Nursery team make a summative judgement 3 times a year, based on information they gather from learning journals and small group and individual assessments. This information is based on three categories - emerging, developing or securing

within the appropriate 'Age and Stage' band for each individual child. Parents and carers are able to contribute to this document.

Foundation stage profile

Children continue to be assessed in the reception class where staff will add information to an assessment profile for each individual. The team make a summative judgement 3 times a year, based on information they gather from learning journals and small group and individual assessments. This information is based on same three categories as nursery - emerging, developing or securing within the appropriate 'Age and Stage' band for each individual child.. Parents and carers are able to contribute to this document.

Early Excellence Baseline Assessment

The Early Excellence Baseline offers a principled approach to on-entry assessment in Reception. As part of their everyday practice, the Reception team build their knowledge of each child through their observations, interactions and every day activities. They use this professional knowledge to make a series of judgements about each child based on a clear set of assessment criteria. It establishes a starting point from which progress into KS1 can be measured and for which schools can be held accountable.

Year One phonics check

All children in Year 1 will participate in a phonics check. This assessment will be administered by the Year 1 teacher. Results are included within the Year 1 end of term report. Children who do not pass the test will be retested in Year 2.

SATS

Children in Year 2 and Year 6 are assessed during May. The results of these assessments are reported annually to the parents by the governing body.

Local Summative Assessment Y1 – Y6

Local summative assessment is carried out termly in Years 1 to 6 is recorded on a Key Performance Indicator (KPI) Assessment sheet (see appendix A). Children are assessed as being **below (BARE)**, **at (ARE)** or **above (AARE)** age-related exceptions.

Assessments will be made against Key Performance Indicators which are in line with the new national curriculum expectations. Assessment information will be collected through teachers' professional knowledge about the children, observations of the children, information in

children's learning books, discussions with the children, pupil self-assessment and low-stakes assessment activities such as class quizzes.

The class teacher is responsible for storing the KPI Assessment sheets in a blue ring binder. Evidence for the assessments will be kept mainly in the children's learning books or on the class teacher's planning. Additional notes may be kept in the assessment file. Moderation of assessments will take place during the assessment week and in the week following. These will take place collaboratively between staff to ensure that judgments summarizing children's learning are accurate.

A summative cohort document will be produced each term for reading, writing and mathematics. The cohort document will be shared with governors and will be used as accountability data. (See appendix B).

Family consultations

Family consultation evenings take place in the autumn and spring terms for all children in the school. Children in Key Stage 2 are invited to attend the meetings with their parents and are encouraged to contribute to these conversations.

Learning Conversations

Learning conversations are for all children in Year 1 to Year 6 and are held once every half term. This is an opportunity for each child to have a ten minute discussion about their learning, attitudes to learning and their next steps. This is in addition to the ongoing, informal dialogue that would happen in the classroom. Children will have the opportunity to plan the agenda for the meeting to talk about their learning.

Pupil Progress Meetings

Pupil Progress meetings take place at the beginning of each term for each class and include the class teacher, learning support assistant, Inclusion Leader, Deputy Head and Headteacher. During the pupil progress meeting, each child and their learning is discussed. Vulnerable learners are identified (children who are not making expected progress) and actions are identified to ensure that steps are put in place to meet the needs of each vulnerable child. These actions are then reflected upon within a set timescale. If a child remains vulnerable, the needs are escalated to the Inclusion Leader who will then continue to track the child's progress on a three-weekly cycle.

Progress Moderation Meetings

Progress Moderation Meetings take place on a weekly basis after school. These meetings will be led by a member of the SLT during which teachers work together to moderate the learning and progress of specific children in their class. Children who will be focused upon will be vulnerable learners, identified in PPMs, or children from a group or sub-group which has been identified from the analysis of Local Summative Assessment. The purpose of the meetings will be to ensure that children who are at risk of not making progress in their learning are discussed in a collaborate professional context and provision is tailored at either individual, class or whole-school level.

Reports to parents

At the end of each year, families will receive a full report detailing progress and achievements across the curriculum. The report will be based on self-assessment by the child and summative observations by the teaching team. Parents / Carers are encouraged to provide feedback to the school. Staff will be given one report writing day to support completion of reports.

This policy should be read with the Feedback and Marking Policy which underpins our approach to formative assessment.

This policy will be reviewed in full by the Governing Body on a yearly basis.

This policy was reviewed and updated in **September 2015**.

Next review date: **July 2017**

Appendix A – Example of **Key Performance Indicators**

Y1 Mathematics

Key performance indicator	Performance standard
<p>Number and place value</p> <p>Counts to and across 100, forwards and backwards, beginning with 0 or one, or from any given number</p> <p>Counts, reads and writes numbers to 100 in numerals; counts in multiples of twos, fives and tens</p> <p>Given a number, identifies one more and one less</p> <p>Addition and subtraction</p> <p>Represents and uses number bonds and related subtraction facts within 20</p> <p>Fractions (including decimals)</p> <p>Recognises, finds and names a half as one of two equal parts of an object, shape or quantity</p> <p>Measurement</p> <p>Compares, describes and solves practical problems for:</p> <ol style="list-style-type: none"> 1. lengths and heights eg long/short, longer/shorter, tall/short, double/half; 2. mass/weight eg heavy/light, heavier than, lighter than; 3. capacity and volume eg full/empty, more than, less than, half, half full, quarter; and 4. time eg quicker, slower, earlier, later. <p>Tells the time to the hour and half past the hour and draws the hands on a clock face to show these times</p> <p>Properties of shape</p> <p>Recognises and names common 2-D and 3-D shapes, including:</p> <ol style="list-style-type: none"> 1. 2-D shapes eg rectangles (including 	<p>With reference to the KPIs</p> <p>By the end of Y1, a child should be fluent with whole numbers and counting</p> <p>A child has a developing knowledge of addition and subtraction using concrete objects and pictorial representations</p> <p>A child can describe and compare different quantities such as length, mass and capacity/volume.</p> <p>A child is beginning to recognise simple fractions</p> <p>A child is beginning to tell the time</p> <p>Children should read and spell mathematical vocabulary at a level consistent with their increasing word reading and spelling knowledge at key stage 1</p>

Appendix B – Summative Cohort Document

Year Group

Academic Year: 2015/16

Reading / Writing / Mathematics

	<i>Autumn</i>			<i>Spring</i>			<i>Summer</i>		
	<i>BARE</i>	<i>ARE</i>	<i>AARE</i>	<i>BARE</i>	<i>ARE</i>	<i>AARE</i>	<i>BARE</i>	<i>ARE</i>	<i>AARE</i>
<i>Whole group (*)</i>									
<i>Boys (*)</i>									
<i>Girls (*)</i>									
<i>Non-PP (*)</i>									
<i>PP (*)</i>									
<i>Current FSM (*)</i>									
<i>CLA (*)</i>									
<i>SEN (*)</i>									
<i>Non-SEN (*)</i>									
<i>EAL (*)</i>									
<i>Any other Vulnerable group</i>									

Evidence of AARE deepening understanding and making more than expected progress in learning:

Case studies of vulnerable learners: