

ASSESSMENT AT ALDINGBOURNE

WHAT IS ASSESSMENT?

HOW DO WE ASSESS THE CHILDREN?

**HOW DO WE ASSESS WHAT THE
CHILDREN HAVE LEARNT?**

**THESE ARE A FEW QUESTIONS THAT
WILL BE ADDRESSED IN THIS POLICY.**

WHAT DO THE DFE SAY ABOUT ASSESSMENT AND ACCOUNTABILITY?

'Good teachers assess children regularly to inform teaching, provide feedback to pupils and to communicate children's progress to parents.

We believe that the single most important outcome for any primary school is to give as many pupils as possible the knowledge and skills to flourish in the later phases of education. All primary schools should set high expectations so that all children can reach their potential and are well prepared for secondary school. No child should be allowed to fall behind. Our current expectations for primary schools are set too low.

The new assessment system for primary schools, set out by the Government,

will set a higher bar ensuring almost all pupils should leave primary school well-placed to succeed in the next phase of their education'

WHAT ARE THE DFE PRINCIPLES?

- *on-going, teacher-led assessment is a crucial part of effective teaching;*
- *schools should have the freedom to decide how to teach their curriculum and how to track the progress that pupils make;*
- *both summative teacher assessment and external testing are important;*
- *accountability is key to a successful school system, and therefore must be fair and transparent;*
- *measures of both progress and attainment are important for understanding school performance; and,*
- *a broad range of information should be published to help parents and the wider public know how well schools are performing.*

WHAT ARE THE STATUTORY REQUIREMENTS FOR ASSESSMENT?

There will be national assessments at key points in children's primary education. These have two aims –

- *to provide standard information to parents and*
- *to give a picture of school performance.*

There will be different approaches to assessment through a child's education and development, using the most appropriate approach for capturing children's learning at each stage and to complement on-going teacher assessment:

- *a short reception baseline that will sit within the assessments that teachers make of children during reception;*
- *a phonics check near the end of year 1;*
- *a teacher assessment at the end of key stage 1 in mathematics; reading; and, writing, informed by pupils' scores in externally-set but internally-marked tests (writing will be partly informed by the grammar, punctuation and spelling test); and teacher assessment of speaking and listening and science;*
- *national tests at the end of key stage 2 in: mathematics; reading; grammar, punctuation and spelling; and a teacher assessment of mathematics, reading, writing, and science.*

HOW DOES THE SCHOOL ENSURE THEY MEET THE STATUTORY REQUIREMENTS?

- *Roles and responsibilities for the administration, marking and reporting of tests in KS 1 + 2 are set out by the Headteacher and monitored by the Governors.*
- *The KS 1 coordinator is responsible for the KS 1 assessments and will ensure roles and responsibilities are carried out correctly in accordance to the statutory guidelines*
- *The Year 6 Teacher is responsible for the KS 2 assessments and will ensure roles and responsibilities are carried out correctly in accordance to the statutory guidelines*

WHAT DOES OFSTED SAY ABOUT ASSESSMENT?

Inspectors will not expect to see a particular assessment system in place and will recognise that schools are still working towards full implementation of their preferred approach. Inspectors will use a range of evidence to make judgements about a schools assessment system, including test results, pupils' work and pupils' own perception of their learning.

In relation to assessment OFSTED will:

- *spend more time looking at the range of pupils' work to consider what progress they are making*
- *talk to leaders about schools' use of formative and summative assessment and how this improves teaching and raises achievement*

- *evaluate how well pupils are doing against relevant age-related expectations set out by the school and the national curriculum*
- *consider how schools use assessment information to identify pupils who are falling behind in their learning or who need additional support to reach their full potential*
- *evaluate the way schools report to parents and carers on pupils' progress and attainment and assess whether reports help parents to understand how their children are doing in relation to the standards expected*

WHAT DO WE SAY AT ALDINGBOURNE PRIMARY SCHOOL ABOUT ASSESSMENT?

Assessment is necessary in order to measure a child's knowledge and skill so that their future progress can be identified and monitored. At Aldingbourne we believe that an effective assessment system is vital to a child's education; it should provide formative and diagnostic information about the child to teachers, parents and carers.

ASSESSMENT SHOULD.....

1. *Identify the pupil's strengths and learning needs*
2. *Be on-going and manageable*
3. *Enable the teacher to plan appropriate teaching and learning activities to meet the pupil's needs*
4. *Identify the pupil's individual learning needs including Special Educational Needs*
5. *Consist of a range of evidence including test results, pupils' work, teacher observations and pupils' comments about their own learning*
6. *Provide information that will inform discussion with parents about their child's learning and progress.*

WHAT HAVE WE AGREED AT ALDINGBOURNE TO MEET THE REQUIREMENTS FOR ASSESSMENT?

At Aldingbourne we believe that Assessment links with planning and marking. Effective planning and marking will allow for an Assessment system that is manageable and easy to administer. Teachers should ensure that assessment opportunities are built into planning procedures to find out what pupils know, understand and can do! Effective marking should inform teachers and pupils of the progress made and next steps

At Aldingbourne the planning system works on 3 levels.....

1. LONG TERM PLANNING

The purpose of LT planning is to provide continuity and progression in pupils learning experiences (who is doing what, when?) year by year to ensure that children will experience a broad and balanced curriculum.

2. MEDIUM TERM PLANNING

The purpose of MT planning is to identify broad learning outcomes for a period of time and to determine the structure and sequence of activities. More importantly, it indicates the main assessment focus within that period of time, the aim being that the planning provides opportunities to reinforce, consolidate and challenge all pupils. The assessment opportunity affects future planning and enables teachers to plan appropriate teaching and learning experiences to meet the needs of all pupils.

3. SHORT TERM PLANNING

The purpose of ST planning is to identify the specific learning intentions for each activity or series of activities (ST planning stems from the MT planning). The aim is to allow for the "better matching" of work to the capabilities of individuals or groups of pupils in order to extend or support their learning. Planning can be annotated by teachers, to highlight children who either need support or extending.

The planning system at Aldingbourne is working effectively and teachers are able to provide a curriculum that allows for continuity and progression for all pupils. As a result, we have adopted an assessment system that is equally effective. Teachers engage in a process of gathering information about what pupils know, understand and can do and make a judgement that can be communicated to pupils, teachers, and parents in a form that they can use.

ASSESSMENT AT ALDINGBOURNE

CONTINUOUS / FORMATIVE ASSESSMENT

- A. **Best Work Books**: Each child has a book that contains unaided pieces of work for Maths and English. The books begin in Reception and are kept throughout the child's school life at Aldingbourne. The work that is recorded in the books is used as evidence of the child's progress and more importantly the level (working towards, expected, greater depth) the child is working at. The books are completed during assessment week, which happens every term and assist teachers with their future planning. The books continue into the juniors but they will only contain evidence of unaided Language work. The work in the books can be matched against the annotated work in the school's literacy and maths folders to obtain a child's age related level.
- B. **Tracking Grids** are completed termly by each member of staff. These grids highlight the progress each child makes during each academic year. They also make teachers accountable for the progress that is made by each child. Teachers predict at the beginning of each year where they believe each child will be at the end of the school year, predicting whether they will be working towards, working within or secure in their age related year group.
- C. **Individual Target Setting** takes place half termly in Key Stage 2. The children work with the class teacher to assess the progress they have made and set targets for the forth coming term. The targets are given out to parents in their child's termly report. Targets are kept in children's literacy or numeracy books. New targets are sent to parents in termly reports if previous ones are met. In Key Stage 1 and the Foundation Stage, group targets are set termly. They are displayed visually around the classroom.
- D. **Maths and Literacy books** are used to record work. In these books a variety of marking systems, pupil comments and teachers feedback identifying next steps, highlight the progress made in a given lesson and what is needed to improve further.
- E. **Topic books** are produced termly. These books provide evidence of what has been achieved and the progress made in the foundation subjects. Within these topic books you will find mind maps. These are completed at the beginning and end of each topic. They highlight the progress achieved in the Foundation Subjects.
- F. **Planning books** can be annotated to highlight children who may need support or extending in their learning.
- G. **Reading Record Books** are kept by teachers to highlight the progress children are making in reading and what they need to do to improve further. Literature circle books and class teacher records also contain notes about progress.

- H. **Termly Phonic Assessments - Foundation Stage / Key Stage 1**
The school uses the phonic scheme 'Song of Sounds'. In this scheme a termly assessment is carried out. This allows teachers to check the progress of each individual child and plan what is needed to ensure further progress is made. These assessments are kept in each child's language book.

SUMMATIVE ASSESSMENT

- I. **Mid-term Reports:** Parents will receive 3 reports a year. The first is a short review of how the child has settled, the mid year gives more detailed information about progress made. The final report is an overview of the year. The reports are issued to the child's parents and a copy will be kept in school. This will be used as a form of assessment to highlight the progress the children have made throughout their time at Aldingbourne School. Within this report targets are also set. These targets are based on a termly assessment week, in which children are assessed on maths, literacy, reading and science (KS2).

"The function of a school report is to transmit useful and intelligible information to the readers....."

- J. **Curriculum Portfolios:** Each curriculum co-ordinator keeps a portfolio of work or photographs which highlight the range of work that is being covered in each year group. This work is not annotated. It is evidence of the high standard and range of work being achieved throughout the school.
- K. **Transfer Session:** At the end of each Academic year, teachers are given a transfer session. During this session teachers meet with the child's next teacher and through discussion they transfer knowledge about the children. This is an opportunity for teachers to talk in detail not only about children's attainment but also about their social and emotional well-being and behaviour, an area which cannot be assessed by looking at pieces of work.
- L. **SWST (Single Word Spelling Test)** takes place at the beginning, mid and end the year. It is an assessment of the children's progress in spellings and a 5 minute times tables will also be carried out at the start and end of every term. At the start of the year all children will be assessed and given a reading age against the Salford Reading Test. Children reading below their reading age will retake the test in the Spring and Summer to monitor progress.
- M. **End of Key Stage Tests / Optional Tests / Phonics Assessment**
As a school we carry out the above tests and we use the results to support our teacher assessments. The results are reported to parents in each child's Summer term report.

WHAT DOES ASSESSMENT AT ALDINGBOURNE SCHOOL LOOK LIKE?

AUTUMN TERM

- ✓ Children given new target identified by previous teacher at end of summer term
- ✓ Mind maps are created to highlight children's starting point for the topic, they are then completed at the end of the topic. This highlights the progress made throughout the term in the Foundation Subjects
- ✓ Single Word Spelling Test (SWST) is carried out
- ✓ Tracking grids completed just before half term with the teachers predictions for the forth coming year
- ✓ Salford reading test
- ✓ 5 minute times table test
- ✓ Assessment week takes place the week before $\frac{1}{2}$ term and from this week the teacher sets new targets which are published in the child's report
- ✓ Child's report is sent out after $\frac{1}{2}$ term
- ✓ Parent Consultation takes place after $\frac{1}{2}$ term - 3rd week in
- ✓ Concerning Children Staff Meeting takes place in which children who need support are identified and appropriate support is allocated
- ✓ Moderation Staff Meeting in which teachers look at a range of work / evidence and agree if the child is working at an Emergent, Expected or Exceeded level

SPRING TERM

- ✓ Tracking grids reviewed in consultation with assessment folder to ensure children are on track to achieve predictions
- ✓ Mind maps are created to highlight children's starting point for the topic, they are then completed at the end of the topic. This highlights the progress made throughout the term in the Foundation Subjects
- ✓ SWST carried out
- ✓ Moderation Staff Meeting in which teachers look at a range of work / evidence and agree if the child is working at an Emergent, Expected or Exceeded level.
- ✓ Assessment week takes place the week before 1/2 term and from this week the teacher sets new targets which are published in the child's report
- ✓ Child's report is sent out after $\frac{1}{2}$ term
- ✓ Children causing concern take Salford reading test again
- ✓ Parent Consultation takes place after $\frac{1}{2}$ term - 3rd week in
- ✓ Concerning Children Staff Meeting takes place in which children who need support are identified and appropriate support is allocated
- ✓ Year 6 children undertake mock SATS tests and scaled scores are given

SUMMER TERM

- ✓ Mind maps are created to highlight children's starting point for the topic, they are then completed at the end of the topic. This highlights the progress made throughout the term in the Foundation Subjects
- ✓ Assessment week takes place the week before $\frac{1}{2}$ term. Year 2 and above do statutory and non- statutory tests. These are used as part of their assessment along with teacher assessment
- ✓ From this week the teacher sets new targets which are published in the child's report
- ✓ Moderation Staff Meeting in which teachers look at a range of work/ evidence and agree if the child is working at an Emergent, Expected or Exceeded level
- ✓ Child's report is sent out after $\frac{1}{2}$ term
- ✓ Parent Consultation takes place after $\frac{1}{2}$ term - 3rd week in
- ✓ SWST carried out
- ✓ Times table test
- ✓ Tracking grids are completed at the end of the summer term. Children are given an age-related emergent, expected or exceeded level
- ✓ Concerning Children Staff Meeting takes place in which children who need support are identified and appropriate support is allocated for the start of the next academic year
- ✓ Transfers of information takes place in which the teacher passes on the children's data
- ✓ NCT tests (Yr 2 + 6) + optional tests (Yr 3,4,5) carried out. Results sent to parents
- ✓ Phonics screening check carried out for all years and children who didn't pass at Year 1 in Year 2
- ✓ TA judgements made using the national guidance for Yr2 + 6 and West Sussex guidance for year 4 - details passed on to class teacher

Assessment is often viewed as a burden and a chore!

This does not have to be the case.....

involve the children (Target setting)

make it manageable (best work books)

avoid tick sheets (best work books & curriculum portfolios)

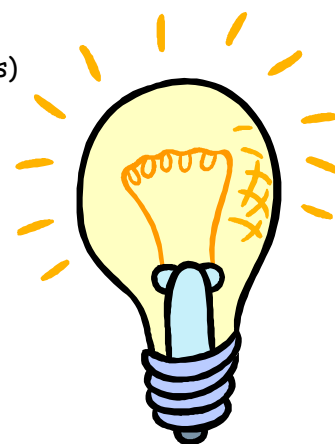
work as a team

(Concerning children staff meeting and transfer day)

plan effectively (Tracking Grids)

enjoy seeing children

progress (best work books & reports)



WHAT DO YOU THINK ABOUT ASSESSMENT?

I HOPE THIS DOCUMENT HAS
HIGHLIGHTED WHAT WE THINK IS
IMPORTANT WHEN ASSESSING
CHILDREN'S PROGRESS.....

To be Reviewed by The Curriculum Committee every 3 years.

Last Reviewed June 2017

Next Review June 2020