



Smithdon High School



Every child deserves a fair start in life, with the very best opportunity to succeed.

DFE, 2011

Smithdon Cluster

Assessment Policy

“Inclusion is about increasing participation for all children and adults. It is about supporting schools to become more responsive to the diversity of children’s backgrounds, interests, experience, knowledge and skills”

Index for Inclusion, 2011



St. Ingoldisthorpe C. of E. Primary School





THE SMITHDON CLUSTER ASSESSMENT POLICY

Rationale

The Smithdon Cluster of schools is committed to providing a full and efficient education to all pupils and embraces the concept of equal opportunities for all. We have developed this as a Cluster Policy in order to give a consistent response to all students and families in our care.

Assessment should make children successful learners by identifying their stage of development and achievement (academic, social, creative and spiritual) and developing their skills in order for them to achieve their maximum potential. It is a progressive process which, by the collection of holistic evidence (both individual and comparative), assists adults and teachers in their planning so that each child is equipped with the skills, attitudes and abilities to succeed in this challenging world.

Context

The Assessment Policy is a key element of Smithdon Cluster's policy framework for supporting the needs of all children and young people between the ages of 3-18.

Smithdon Cluster promotes the following ethos:

- Ensuring safety and security for all
- Maximising pupil well-being
- Removing barriers to opportunity and improving choice for all
- Planning for and investing in the future
- Encouraging partnerships, participation and contribution.

The Smithdon Cluster policy for assessment was written in 2014 in response to the new National Curriculum. As part of the reforms to the National curriculum, the previous system of 'levels' to report children's progress and attainment has been removed.

Working with the cluster of local schools enables all the schools within the cluster to build a consistent approach, through which we can moderate our judgements to ensure they are fair, reliable and valid, enabling us to compare our performance.

The principles of assessment are:

- to provide information to support progression in learning through planning, a crucial part of effective teaching.
- to provide information for target setting for individuals, groups and cohorts
- to share learning goals with children
- to involve all children with self assessment
- to help pupils know and recognise the standards they are aiming for
- to raise standards of learning
- to identify children for intervention
- to inform parents and other interested parties of children's progress
- to complete a critical self evaluation of the school

Introduction

We believe that effective assessment provides information to improve teaching and learning. To do this in our school we undertake two different but complementary types of assessment: assessment *for* learning and assessment *of* learning.

Assessment for Learning

Assessment *for* learning (formative assessment) involves the use of assessment in the classroom to raise pupil achievement. It is based on the idea that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim, and how they can achieve this aim (i.e. to close the gap in their knowledge).

Assessment opportunities, which are a natural part of teaching and learning, are constantly taking place in the classroom through discussion, listening and analysis of work. It is essential that teachers know how well a child has progressed and that pupils understand how well they are doing and what they must learn to help them improve.

To achieve this within the Smithdon Cluster of schools we will:

- evaluate pupils learning to identify those pupils with particular needs (including those with learning difficulties and the more able) so that any issues can be addressed in subsequent lessons
- adjust plans to meet the needs of the pupils, differentiating objectives where appropriate
- ensure pupils are aware of the learning objective and encourage them to evaluate their progress so that they understand the next steps they need to make.
- give our children regular feedback on their learning so that they understand what it is that they need to do better. Research has shown that their involvement in the review process raises standards, and that it empowers pupils to take action towards improving their performance.

Assessment of learning

Assessment of learning (summative assessment) involves judging pupils' performance against national standards. Teachers may make these judgements at the end of a unit of work, of a year, or of a key stage. Test results, too, describe pupil performance.

All other year groups will have their progress measured in terms of expected outcomes based on the new national curriculum. In each case the pupil has to meet the expectations in order to meet the year group standard. End of year assessments will be given based on meeting expectations, exceeding expectations or where the standards have not been met they will be emerging,

Progress will be tracked at least termly in each year group against the expected outcomes and used to inform pupil progress meetings, future intervention programmes and check progress across the whole school.

Planning for assessment

In each individual school, we use our school's curriculum plan to guide our teaching. In this plan we set out the aims, objectives and values of our school, and give details of what is to be taught to each class. In our school curriculum plan we also identify opportunities for assessment within each unit of work.

We use expected outcomes for the end of year expectations in each of the National Curriculum subjects in to assess our children.

We plan our lessons with clear learning objectives. We base these upon the teacher's detailed knowledge of each child. We strive to ensure that all tasks set are appropriate to each child's ability. Our lesson plans make clear the expected outcomes for each lesson.

Teachers' share the lesson's learning objective with the children as the lesson begins. They also indicate the way in which the activity is linked to the learning objective, and the criteria against which the work will be judged.

Teachers ask well-phrased questions and analyse pupils' responses to find out what they know, understand and can do, and to reveal their misconceptions.

We make a note of those individual children who do not achieve at the expected level for the lesson, and we use this information when planning for the next lesson.

Recording

We recognise various methods of assessing a child's learning. The type of assessment that we make varies from subject to subject. We find it unnecessary to keep a formal record of all these assessments; we record only the information that affects future learning.

We take the objectives for individual lessons from the broad learning objectives within the school's curriculum plan. These in turn reflect the demands of the National Curriculum. Our teachers record the progress of each child against these broad objectives. This enables them to make a judgement about the work of each child in relation to the National Curriculum level of attainment. This allows us to monitor the progress of each child. Each teacher passes this information on to the next teacher at the end of the academic year.

Reporting to parents

We have a range of strategies that keep parents fully informed of their child's progress in school. We encourage parents to contact the school if they have concerns about any aspect of their child's work.

We offer parents the opportunity to meet their child's teacher informally, at pre-arranged individual meetings, and parents' evenings.

At least annually we give all parents a written report of their child's progress and achievements during the year. In this report we also identify target areas for the future. We write individual comments on all subjects of the National Curriculum, and on religious education. General comments from the class teacher and Headteacher are also included.

For pupils in Reception, Year One, Year Two and Year Six we also provide details of the levels achieved against national assessments.

Feedback to pupils

We believe that feedback to pupils is very important, as it tells them how well they have done, and what they need to do next in order to improve their work.

Having children assess their own or each other's work can be very effective, because it enables them to clarify their ideas on progressing to the next step, but this must be carefully managed, to avoid unhelpful comparisons. Teachers always mark the work themselves afterwards.

We allow time for the children to absorb any comments written on their work, to answer any questions written on it by the teacher, and also to ask any questions of their own. There may also be improvements they can work on. In this way, we ensure that the time our teachers spend on marking really has an impact. We believe that learning is maximised when children enter into a dialogue about their work.

For further information please see the individual schools marking and feedback policy.

Inclusion and assessment for learning

Our cluster of schools aim to be fully inclusive. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils.

We achieve educational inclusion by continually reviewing what we do, by monitoring data, and through asking ourselves questions about the performance of these individuals and groups of

pupils. In this way we make judgements about how successful we are being at promoting racial and gender equality, and including pupils with disabilities or special educational needs.

Consistency

The Smithdon cluster of schools share a moderation consultant to ensure consistency of levels for writing and mathematics. In addition core subject leaders meet for SEND, Maths, Literacy, Science and Early Years to verify judgements.

Monitoring and review

This policy was reviewed in the Autumn Term 2015
And reviewed by the St Mary Federation March 2016

Appendix 1

The St Mary Federation uses Pupil Asset to record in-school data.

Assessments are made at least termly and may be half termly. Results are then discussed in pupil progress meetings and used to inform decisions about provision.

Assessments should be made in reading, composition, SPAG and maths. "Grammar hammer" can be used to support SPAG judgements.

Although maths resources are not allowed in SATs tests, appropriate resources should be available for all teacher assessments. As always, following our policy, staff should plan to work from concrete to pictorial to abstract. To prepare for the tests, staff should encourage children to draw it out for themselves- "if in doubt, draw it out"

Children are assessed according to the year group expectations that they are working on, regardless of chronological age/year group. Any tests should be matched to ability as they should be used to identify gaps and the needs of each child.

At the start of each year, the starting point should be where the child was working at the end of the previous year - so, for example, the "average" Y3 child would not automatically be Y3 beg.

Staff recognise that the colours in pupil asset are not reliable indicators of where a child is or the progress they have made. We would expect the child working at expected levels to be beginning at the end of the first term; at end of second term - developing; end of third term -embedded

We acknowledge that progress can be difficult to evidence and, for example, although some children can potentially go from eg 2 beg to 3 dev, where would 2 mastery go to?! Progress is more easily shown through the number of statements met and the actual work in books. Cross curricular evidence good - especially if it shows applying.

It is difficult to measure progress from KS1 levels now the system has changed. Staff should consider whether the child was "average", below or above and where they are now. However, as expectations have risen, children who were, for example a 3c before, would probably only be "expected" now. Children who are exceeding now are likely to be within the "gifted and talented" bracket.

Once data is entered it should be analysed and, from this, provision should be planned, looking at individual needs, dips within classes and/or subjects.

Judgements should be regularly moderated within the Federation, the cluster and County.