Assessment Policy

Edmund Waller Primary School

Know, Explore, Communicate

Written by:	Anne Rennie Headteacher	**Date:** January 23
Last reviewed on:	January 23	
Next review due by:	January 24	

1. Aims

This policy aims to:

> Provide clear guidelines on our approach to formative and summative assessment

> Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents

> Clearly set out how and when assessment practice will be monitored and evaluated

2. Legislation and guidance

Schools have been free to develop their own approaches to assessment since the National Curriculum levels were removed in 2014.

This policy refers to:

> The recommendations in the final report of the Commission on Assessment without Levels

> Statutory reporting requirements set out in the Education (Pupil Information) (England) Regulations 2005: schedule 1

3. Principles of assessment

Our approach to assessment is intrinsically linked to the school's vision and values.

Humanity - *a culture of visible kindness where everyone is treated fairly and respectfully.*
Positive relationships are essential to establish an effective culture where children are able to thrive. Assessment should, as far as possible, be accurate, and feedback should be understandable, helpful and actionable. Children must feel safe in order to take ownership of their learning.
Creativity - *an environment where children have the skills to think creatively, take risks, explore the world and communicate their findings with others.*
Teachers should create effective discussions, tasks and activities that elicit evidence of learning and provide children with the feedback to help them on their learning journey.
Ambition - *high expectations for all learners ensuring equitable access to the curriculum and other opportunities within school.*
In order for children to achieve their best, the learning must be 'desirably difficult'. Children should know where they are going and what they need to do to be successful. Ultimately, we wish for them to become lifelong learners once they leave the classroom and as teachers, we aim to equip them with the fundamental knowledge to do so.

Assessment underpins teaching and learning by creating a feedback loop that informs decision making for future operations. It can be defined as formative or summative based on the inference to be drawn from it. (*Dylan William – Leadership for Teaching and Learning 2016*).

- Summative assessment relates to the assessment of the current or future performance of the learner.

- Formative assessment relates to the planning of future teaching activities: it is part of the feedback loop in teaching.

In an ideal world, assessment would always be both valid and reliable. However, a child's performance may vary from occasion to occasion depending of any number of reasons. We must be aware of the potential unreliability of data and realise that isolated assessment is a snapshot in time and only forms part of the picture of the learner.

Clarity around the reasons for assessment is crucial, as time spent assessing is time that cannot be spent on other things. We are therefore transparent as to the purpose of the assessment, the conclusions we aim to draw and how the evidence supports these conclusions.

We are mindful of the workload implications that assessment practices can create. Our approach to assessment is research informed and underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations.

4. Assessment approaches

At Edmund Waller we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use three broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

4.1 In-school formative assessment

Effective in-school formative assessment enables:

> **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons

> **Pupils** to measure their knowledge and understanding against learning intentions, and identify areas in which they need to improve

> **Parents** to gain a broad picture of their child's strengths and areas for development, and what they need to do to improve

The school uses a range of evidence–informed strategies to support children to make progress; these techniques are loosely based on the work of William and Leahy – *Embedding Formative Assessment (2015)* bolstered by strategies outlined by Shirley Clarke – *Outstanding Formative Assessment (2014)* The three key aspects are:

- Where the learner is going
- Where the learner is now
- How to get there

	Where the learner is going	Where the learner is	How to get there
Teacher	Clarifying, sharing and understanding learning intentions	Engineering effective discussions, tasks, and activities that elicit evidence of learning	Providing feedback that moves learners forward
Peer		Activating students as learning resources for one another	
Learner		Activating students as owners of their own learning	

1. Clear, specific learning intentions that are desirably difficult are shared with the children and communicated clearly with all leaners in the classroom. These may take the form of enquiry questions and will not necessarily be designed for a single lesson. Retrieval practice can be used at a later date/s to check knowledge and understanding. Success criteria are used to break down the learning process and may be differentiated accordingly.

Learning intentions and success criteria play an important role in the planning and learning process for both teachers and children. However, both have the potential to hinder rather than help learning if reduced to a box ticking activity as they will detract from the long-term learning. Learning intentions do not always need to be shared with the children at the **start** of the lesson: sometimes sharing them at the start spoils the journey; sometimes the journey changes direction; and sometimes the teaching becomes spoilt resulting a lack of motivation for the children.

- Examples of learning intentions:
    - Year 4 RE – To be able to identify and recognise artefacts of importance to Judaism.
    - Year 5 English – To adapt writing for different readers and different purposes by changing vocabulary, tone and sentence structure.
- Examples of enquiry questions:
    - Reception – What is it like in Space?
    - Year 2 history – Why was the Great Fire of London so disastrous?
    - Year 4 geography -How is life in Manaus different from life in London?
- Examples of success criteria
    - Year 6 English – writing

        (James Durran 2019)
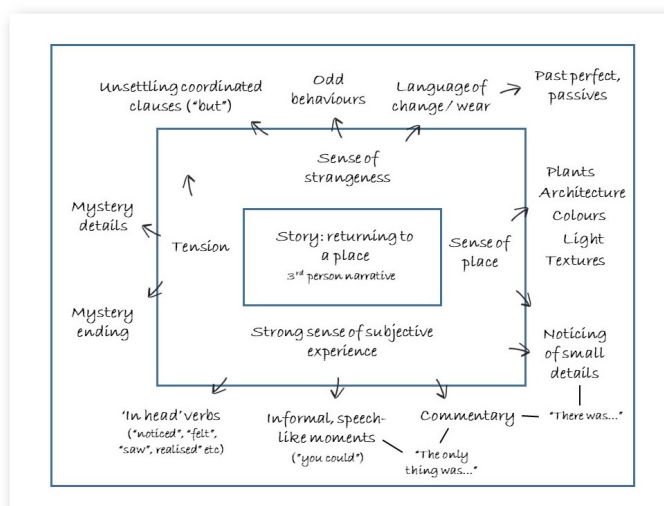
    - Year 6 Science

    Can I make a burglar alarm powered by electricity?

    Success Criteria

    - Include a switch that is operated by a force
    - The alarm needs to give off light and sound
    - Produce a simple circuit diagram

2. A range of questioning techniques are used to make children think and/ or provide the teacher with useful information about what they know or do not know yet. As with the learning intentions, questions are clear, specific and desirably difficult. The techniques include:

- No hands up (except to ask a question) and cold calling

- Retrieval practice including low stakes quizzing

- Show me boards

- Multiple choice questions and hinge questions

3. In line with the Questioning and Feedback policy, feedback for learners should be understandable, helpful and actionable. For this to take place it has to exist within a culture where children wish to embrace the feedback given. Not every piece of work needs written marking or feedback: most formative assessment informs future planning. When feedback is given, there should be more work for the recipient than the donor and it must be specific and granular. If there is too much to do or a lack of clarity, the next steps can seem unachievable: this may result in push-back from the learner.

Teachers are encouraged to provide feedback in the moment. As well as verbal feedback, this includes live marking with the teacher making explicit the successes of the work or areas for improvement, to the class, group or individual. Distance marking is used sparingly at the discretion of the teacher.

When written feedback is used, generally, it follows the guidance set out below.

a) Successes are highlighted. These may include:

- Subject specific vocabulary

- A well-crafted sentence

- A correct answer to a challenging maths problem

b) Any work to redo is marked in red and demarcated with a line, box or circle. Examples include:

- Correct and redo e.g. spellings, letter formation, calculation errors

- Redraft and redo a phrase, sentence or paragraph.

- Research and redo adding detail and deeper insight.

Significant errors and misconceptions are always retaught and feed into the sequence of learning.

c) When children respond to feedback they use a green pen. This serves to elevate the importance of responding to feedback and highlights the dialogue between teacher and learner.

4. Opportunities for peer collaboration and feedback are regularly provided in the classroom: they adhere to the code of kind, specific and helpful. Examples include:

   - Think, pair, share

   - Paired retrieval (e.g. using knowledge organisers and low stakes quizzing)

   - Peer tutoring (such as Rally Coach)

   - Accept, build, challenge

5. All strands of formative assessment culminate in supporting and developing children to be self-regulated learners. The EEF explains that self-regulated learning can be divided into three main components.

   - Cognition: the mental process involved in knowing, understanding and doing

   - Metacognition: learning to learn

   - Motivation: willingness to engage our metacognitive and cognitive skills

   Where appropriate, children are encouraged to self-assess using checklists/criteria or asked to identify what they found easy, difficult and interesting. In addition to the previous four points (clear learning intentions, questioning, feedback and peer assessment), this takes place within the context of **I do, we do, you do** so that children have a clear model of success to work from.

4.2 In-school summative assessment

Effective in-school summative assessment enables:

> **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment

> **Teachers** to evaluate learning at the end of a unit or period and the impact of their own teaching

> **Pupils** to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve

> **Parents** to stay informed about the achievement, progress and wider outcomes of their child across a period

The table below outlines the schedule for in-school and nationally standardised summative assessment by subject. End of year summative assessments are reported annually to parents.

Core Subject	In-school summative assessment *(for further detail refer to subject progression maps)*	Nationally standardised summative assessment
English reading	Y1-Y6 termly using Rising Stars Standardised Assessment	End of year - National Curriculum Tests (Y2 & Y6) and teacher assessments (Y2)
English writing	Y1-Y6 half termly teacher assessment No More Marking – comparative judgement yearly	End of year - Y2 & Y6 teacher assessments
English GPS	Y3-5 end of year Assessment Y6 termly assessments	End of year - Y6 National Curriculum Tests
English phonics	Y1 & 2 termly assessments and ongoing phonics tracker (Spring term onwards)	End of year – Y1& Y2 phonics screening check
Maths	Y1-Y6 Termly Standardised Assessments	End of year - National Curriculum Tests (Y2 & Y6) and teacher assessments (Y2)
Science	Y1-Y6 End of unit teacher assessment	End of year teacher assessment (Y2 & Y6)

Foundation Subject	In-school summative assessment *(for further detail refer to subject progression maps*
Art	End of unit of assessment via process books and finished piece.
Computing	End of unit assessment – Switched on Computing quiz.
DT	Evaluation of product and project at the end of DT unit.
Geography	End of unit assessment – double page spread in response to enquiry questions.
History	End of unit assessment – double page spread in response to enquiry questions.
Music	End of unit assessment against three statements.
PE	End of unit assessment via skills lesson.
PSHE	Assessment in response to key questions.
RE	Short quiz in response to key questions at the end of each RE unit.
Spanish	Short quiz in reading/writing/spelling/speaking and listening at the end of each unit.

EYFS	In-school summative assessment
Nursery	Termly teacher assessment of mark making skills including pen grip Termly teacher assessment of mathematical development skills
Reception	Termly assessment of progress in all Early Learning Goals based on Tapestry observations and Development Matters statements. End of year assessment using the Early Years profile. Progress to Year 1 phonics assessment at end of year.

The progress of children with SEND is reviewed termly in line with the SEND policy.

Termly summative assessment is used to inform the discussions at pupil progress meetings so that individuals, groups and cohorts can be targeted and planned for accordingly. The overall assessment picture is reported to governors and helps to shape school improvement. The governing body provide effective challenge when analysing school data. To promote progress over significant periods of time three-year trends are identified and feed into strategic planning.

In order to benchmark against national expectations, the school uses Rising Stars assessments and No More Marking (comparative assessments for writing). This battery of assessments provides the school with comprehensive data, including standardised scores, to monitor the school's performance and to analyse the performance of individuals and key groups such as children eligible for Pupil Premium funding.

4.3 Nationally standardised summative assessment

Nationally standardised summative assessment:

> **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment

> **Teachers** to understand national expectations and assess their own performance in the broader national context

> **Pupils and parents** to understand how pupils are performing in comparison to pupils nationally

Nationally standardised summative assessments include:

> Early Years Foundation Stage (EYFS) profile at the end of reception

> Phonics screening check in year 1

> National Curriculum tests and teacher assessments at the end of Key Stage (KS) 1 (year 2) and KS2 (year 6)

5. Collecting and using data

Termly assessment data is stored in the assessment folder on Microsoft Teams. It is imported into INSIGHT (a cloud-based tracking system) which enables the granular analysis of data. Teachers have access to this data so that they can monitor the progress of the children in their class closely, putting into action any interventions or specific teaching strategies required to maintain or accelerate progress. The leadership team analyse data in their phase or curriculum area to check the progress of key groups or within specific subjects. This allows them to monitor their phases and subjects effectively, hold their teams to account and evaluate or modify any action planning as required.

In addition to robust discussions with teachers and the senior leadership team at pupil progress meetings, children's summative assessment is scrutinised alongside other qualitative data such as book looks, pupil voice and observations by the leadership team to provide an accurate picture of learners at the school.

To reduce teacher workload, data is collected termly and teachers have a planned assessment week in which to complete the summative assessments and upload the results. The advantage of this data being held on

INSIGHT ensures that a clear picture of each child is built up over time as all records of progress are stored in one place. This results in an efficient use of time for all.

6. Reporting to parents

Assessment data is reported to parents though parent/carer consultation meetings in the Autumn and Spring Terms and via the annual report at the end of the Summer Term.

Annual reports to parents include:

> Brief details of achievements in all subjects and activities forming part of the school curriculum, highlighting strengths and areas for development

> Comments on general progress

> Arrangements for discussing the report with the pupil's teacher

> The pupil's attendance record, The attendance record includes:

- The total number of possible attendances for that pupil, and

- The total number of unauthorised absences for that pupil, expressed as a percentage of the possible attendances

> At the end of KS1 and KS2 the school also reports:

- Outcomes of statutory National Curriculum teacher assessments

- Comparative information about the attainment of pupils of the same age in the school and pupils of the same age nationally

- The results of any National Curriculum tests taken, including the pupil's scaled score, and whether or not they met the 'expected standard' (KS2: required, KS1: if parents request)

- A statement that teacher assessment outcomes take into account the results of statutory National Curriculum tests in English, reading and mathematics (KS1 only)

7. Inclusion

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities.

Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all pupils. However, this should account for the amount of effort the pupil puts in as well as the outcomes achieved.

For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points, and take this into account alongside the nature of pupils' learning difficulties.

8. Training

Teachers will be kept up to date with developments in assessment practice, and will be able to develop and improve their practice on a regular basis. This will take the form of in-house professional development meetings as well as local authority provided training. They will also have access to broader CPD opportunities via external providers and the DFE.

Edmund Waller is committed to ensuring that all policies and practices are research informed and in line with current practice. The headteacher will be responsible for ensuring that any training fits with school improvement and national priorities. The CPD lead will monitor and organise training as appropriate.

9. Roles and responsibilities

9.1 Governors

Governors are responsible for:

> Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils

> Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data

> Monitoring that school staff are receiving the appropriate support and training on pupil assessment, to ensure consistent application and good practice across the school

9.2 Headteacher

The headteacher is responsible for:

> Ensuring that the policy is adhered to

> Monitoring standards in core and foundation subjects

> Analysing pupil progress and attainment, including individual pupils and specific groups

> Prioritising key actions to address underachievement

> Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years

> Making sure arrangements are in place so teachers can conduct assessment competently and confidently, including training and moderation opportunities

9.3 Teachers

Teachers are responsible for:

> Following the assessment procedures outlined in this policy

> Being familiar with the standards for the subjects they teach

> Keeping up to date with developments in assessment practice

10. Monitoring

This policy will be reviewed annually by the headteacher. At every review, the policy will be shared with the governing board.

All teaching staff are expected to read and follow this policy. The assessment leader is responsible for ensuring that the policy is followed and will monitor the effectiveness of assessment practices across the school, through moderation, lesson observations, book scrutinies, pupil progress meetings and pupil voice.

11. Links with other policies

This assessment policy is linked to:

> Curriculum policy
> Teaching and Learning policy
> Questioning and Feedback policy
> SEND policy
> Early Years Foundation Stage policy and procedures

Appendix 1

Strategies for Developing Success Criteria *(Shirley Clarke – Formative Assessment)*

STRATEGY1: GIVEN 2-3 EXAMPLES, 'WHAT FEATURES DO YOU SEE HERE WHICH MAKE THESE EXAMPLES EXCELLENT?'

With writing examples, it is better to have short extracts rather than long pieces. To co-construct criteria for suspense writing, for instance, I might write two short texts on the whiteboard:

Mia stood in the dark and listened. She could hear something breathing ...

The huge car park was empty. Not a soul was in sight. Julia's car was
the only one left., As she walked towards it, she could see something or
somebody standing beside it ...

The reason for more than one example is to make sure children don't copythe style of the text we analysed but can see different versions of excellence. This is particularly important in writing.

STRATEGY 2: COMPARING A GOOD EXAMPLE WITH A BAD EXAMPLE

The juxtaposition of excellent next to poor is powerful in making clear what is and is not good. Seeing what makes an effective poster, for example, would be clear to children if they are shown a professional printed poster next to a poor poster, in which there is missing information, unclear fonts, non-contrasting colours, all the same size writing and no eye-catching images. Keep children's work from previous years and you will have access to anonymous excellent and 'poor examples which become a great resource for co constructing criteria.

Instead of asking young "children to draw: a self-portrait by looking into a mirror (it is very difficult to transfer 3D to 2D), present them with a self-portrait done by a talented teaching assistant or a teacher next to a self-portrait that you have drawn, deliberately making it awful - no eyebrows or neck, the wrong colour hair, and so oil, which will make them laugh but again also makes it clear what should be included by viewing the juxtaposition of the two self-portraits.

STRATEGY 3: DEMONSTR.ATING AT THE VISUALISER/ DOCUMENT CAMERA

A visualiser is an essential classroom tool, as with it you can project anything instantly onto the screen. One effective use is to demonstrate how to do something, using the visualiser, stopping at each point and asking 'What did
I do first?', 'What did I do next?', taking the children's responses and writing up the criteria as-you go. Use this strategy for any skill which has different ingredients or techniques, as in the following examples:

- Demonstrating how to use a particular art tool (e.g. inks or watercolours), where you keep stopping to gather the, criteria about how to hold the brush, how to mix colours, how much of the medium to use at a time, etc
- Demonstrating how to look up some information for an information retrieval
learning intention (where to start, use of indexes, or internet
searches and what to do)
- Demonstrating how to use a dictionary
- Demonstrating how to draw a line graph

STRATEGY 4: DEMONSTRATING HOW NOT TO DO SOMETHING AT THE VISUALISER/DOCUMENT CAMERA OR BY PERFORMINGAT THE FRONT!

When you think children have a little knowledge about something, playing at not being able to do something correctly sends them into calling out what you're doing wrong and what you should -be doing instead. Obviously, this would be inappropriate for a skill which children have had no experience of, so it works well to consolidate previous learning and is fun to use with young children. An example of the possible contexts you could use is to demonstrate with 4- and 5-year-olds how not to count properly (over-counting first until they tell you how to organise the cubes so that you can count them more easily; then not moving as you count so that you still don't know which ones you've counted; then going back to the beginning again rather than stopping at the last one). You should end up with the following criteria, with helpful pictures beside them, throughcorrection by the class:

- Put them in a line
- Count every single cube
- Move each one as you count
- The last one in the line is the total in the group.

STRATEGY 5: FINDING THE MISTAKE [GOOD FOR MATHS CALCULATIONS OR ANY PROCEDURE WHICH HAS DEFINITE CHRONOLOGICAL STEPS)

Children love to find mistakes, given an example with an error. You can make up something yourself or use an anonymous example of a maths calculation from a child's work from a previous year. Look at the example and try to spot the mistake.

A 'spot the mistake' example
Spot the mistake!
10x5=50
50 +45 = 95
18x5=95
8 X 5 = 45
You will have noticed that you have to start from the beginning and check every step to check for accuracy. This means that you can ask children, after they've found the mistake (8 x 5) what you do-first, what next, and so on, writing these up as you go, on a whiteboard or flip chart or, better still, a Perspex-covered display board, written straight on as a reference for thenext few days or for as long as they need it.

STRATEGY 6: EAVESDROPPING

When the learning intention of the lesson is something which you believe the children will probably already know quite a lot about, simply ask them to talk to their learning partner for a minute or two, to list all the ingredients or steps. In the meantime, walk around the room jotting down what you hear, revealing the list to them (written up on display) after the time is up. If they have missed out any elements, don't be worried about adding your own ideas – it is co-constructing after all.

Assessment

enquiry question: a way of framing the learning so that it engages the students in thinking about the ways in which they might answer it.

feedback: information given to children about their performance that guides future behaviour.

formative assessment: relates to the planning of future teaching activities: it is part of the feedback loop in teaching.

learning intention: what we want the children to learn – can span a series of lessons.

learning objective: a target for a single lesson.

retrieval practice: the act of trying to recall information without having it in front of you.

success criteria: the manageable breakdown of the learning intention.

summative assessment: the assessment of the current or future performance of the learner.

	Where the learner is going	Where the learner is	How to get there
Teacher	Clarifying, sharing and understanding learning intentions	Engineering effective discussions, tasks, and activities that elicit evidence of learning	Providing feedback that moves learners forward
Peer		Activating students as learning resources for one another	
Learner		Activating students as owners of their own learning	

Peer Collaboration
- Rally Robin
- Rally Read
- Think Pair Share
- Quiz, Quiz Trade
- Rally Coach
- ABC
- Talking Chips

Questioning and Feedback Strategies
- Randomised questioning/lolly sticks
- Show-me boards (mini whiteboards)
- Selective marking highlight/redo/respond
- Formative tests/quizzes
- Hands up to ask a question/contribute to discussion
- Multiple choice & hinge questions

Self Assessment
- Easy-Difficult-Interesting
- Linear scale 1-10
- Microsoft form
- Self- assessment checklist
- Exit questions
- Live marking