



## **Old Buckenham Primary School** **Assessment to Inform Teaching Policy**

### **Introduction**

From September 2015 the national curriculum levels will no longer be used for statutory assessments. Their use was always intended only for use in statutory assessments but schools use of them to monitor and track progress across all year groups meant that school assessment became fixated on levels. The use of day to day formative assessment became distorted. No pre-described approach has been given to schools and they are being encouraged to make their own plans for assessment based on their school's principles.

*“Assessment is a good servant, but a terrible master. Too often, we start out with the idea of making the important measurable, and end up making the measurable important. By sticking clearly to a set of principles for the design of an assessment system, schools can ensure that the assessment system supports learning, rather than gets in its way.” (Dylan Williams)*

**Good Assessment** – should be clearly tied to its intended purpose i.e. to inform teaching. There are three forms of assessment used in school –

- In school formative assessment (often referred to as Assessment for Learning)
- In school summative assessment (used to evaluate what a child has learnt at the end of a teaching period – may involve use of a test)
- Nationally standardised summative assessment (used by the government to hold schools to account)

In school formative assessment or Assessment for Learning (AfL) is a powerful way of raising pupils achievement. It is based on the principle that if children understand the aim of their learning and are clear about their strengths and areas they need to work on then they will improve most. AfL is central to effective teaching and learning.

### **What is AfL?**

- AfL is central to effective classroom practice – assessment is used to inform the planning
- AfL is a key professional skill
- AfL focuses on how pupils learn
- AfL develops the capacity for peer and self-assessment
- AfL helps learners to know how to improve
- AfL promotes understanding of goals and criteria
- AfL develops a culture of collaborative learning
- AfL is sensitive, constructive and fosters motivation.

### **Good use of AfL makes:**

- an accurate assessment – teachers evaluate on a day to day basis and tailor teaching accordingly
- a fair assessment – the methods used are valid
- a reliable assessment – judgements are consistent and based on a range of evidence
- a useful assessment – they identify barriers to learning and inform next steps
- a continuity of assessment – enabling better transfer between years and schools

## Principles of assessment at Old Buckenham School

Our principles for assessment are based on a shared understanding of what we shall assess, how we shall assess it and what we will do with the assessment information we gather. The table below aims to summarise the main assessments used, why we have chosen to use them and what we will do with the information it provides.

<b>When?</b>	<b>What assessment will be used?</b>	<b>Year group</b>	<b>Why will we use it?</b>	<b>What will we do with the information it provides?</b>
Mid October	Ongoing teacher assessment (AfL*)	All	Teachers will make initial assessments on individual children and the cohort at the beginning of a teaching unit in maths, English and all other subjects. This will act as a baseline. Pupil Progress Meetings will be held to discuss target setting and as preparation for parent consultations.	The information gathered will be used to inform lesson planning, provide clear next steps and long term targets for individuals and later in the term, to measure progress.
	EYFS baseline Assessment	EYFS		The baseline will support the school and inspection teams in making progress judgements as children move through EY.
November	Diagnostic test	Yr 1-6	This test provides a raw spelling score and a spelling age.	The spelling age can be compared to the child's chronological age. This test will be used three times in a year so that progress can be tracked. The information will also be used to inform writing judgements and create next steps. This information is often requested by external agencies (such as an Educational Psychologist) if we refer.
	PIRA Reading and Comprehension test	Yr 1-6	This test provides a reading age and a reading comprehension age.	The reading and comprehension ages can be compared to the child's chronological age. This test will be used three times in a year so that progress can be tracked.
	Maths test (puma) Maths task	Yr1-6	This test provides a quick and clear overview of the child's strengths in maths, application of skills learnt and highlights areas for focus. It will provide a standardised score which can be tracked. Samples will be moderated.	The gaps identified will be used to inform teachers planning. Over the year we would aim to see the gaps being closed.
	Leuven scale	Yr 1-6	To collect an initial scale for each child about their well-being and engagement with learning.	To relate their level of wellbeing to the learning attitudes they display and the progress they make.

Dec	Phonics screening	Yr1&2	A previous years screening test will be used to monitor which children are on track to meet the expected standard in June	The phonics tracking sheet will be updated and phonics teaching groups reviewed in light of the outcomes
End of March * <i>dependent on timing of Easter</i>	Diagnostic spelling, PIRA Reading, Puma and Leuven. Phonics Screening	Yr1-6	As above	The spring term data will be compared against the previous data to prove or highlight lack of progress. Teaching will be adjusted as a result.
May	Statutory tests	Year 2 Year 6	The Key Stage 1 and 2 tests are set by the Standards and Testing Agency. KS2 papers are marked externally.	The outcomes will be shared with parents and used by the school, LA, Ofsted and the DfE to assess the performance of the school and compare it to other schools
Mid- June	Statutory Phonic Screening test	Year 1	This statutory test involves each child reading 40 words, 20 are real and 20 are pseudo words which are phonetically decodable. The test is produced for schools each year and we must follow the test procedures.	The outcomes will be shared with parents and used by the school, LA, Ofsted and the DfE to assess the performance of the school and compare it to other schools
End June / very early July	Leuven, Diagnostic spelling, PIRA Reading and Comprehension, Puma Maths will be repeated.	Yr1-6	As above	By the end of the year we would expect to see children making good progress. This information will be used alongside the teacher assessments to form an accurate judgement about the child's achievements over the year and will be shared with the class teacher who will teach them next year.
	EYFS Profile	EYFS	The collection and reporting of EYFS assessment is a statutory duty of all schools until 2015. However schools have been recommended to continue to use it thereafter as it models good practice.	The information is shared with parents, the LA and the DfE. It is also shared with the class teacher in Year 1 so that they can prepare for the following school year.
	End of year teacher assessments	Yr 1-6	Teachers will make end of year assessments on individual children and the cohort in English, maths, science and other subjects.	The information gathered will be compared to the baseline taken at the start of the year so that the school can provide evidence (along with the children's books) of in year progress and attainment.

Tests form only a small part of the assessment tools; ongoing assessment (AfL) being the most used.

**What does AfL look like from day to day?** Staff will make use of a range of AfL strategies over the course of each year – see attached 'AfL Checklist'. In each lesson however, teachers will –

- Share the **Learning Objective** (L.O.) - this can be part of the introduction, plenary or at some other appropriate part of the session using 'To .....
- **Observe and listen** to the children as they work so that they can challenge misconceptions and provide extensions to learning where appropriate.
- Use **feedback** to engage children in their learning, to recognise strengths and show the next steps. (see the Marking Policy for details)

As a school we shall continue to review and refine our use of on-going assessment over the year by trialing new approaches and through on-going discussion with local schools. The policy will be updated to reflect the new approaches during the year.

### **Pupil Progress Meetings**

Each term teachers will meet in groups of two or three to review and discuss pupil assessment for Reading, Writing, Maths, Science. Where possible, the Headteacher or Head of School will attend meetings. This should be a time when staff professionally challenge and verify judgements made so that over time we can be assured they are accurate and robust. Staff will be asked to judge each child against working –

- Below ARE (age related age expectations)
- At ARE
- Above ARE

Next steps are discussed and documented with timescales and responsibilities made clear. Targets set for each child as an individual will be checked, reviewed and re-set as necessary. This process aims to highlight the needs of particular children and ensure that all children's achievement is tracked over the year in terms of attainment and working at ARE and the progress made each term.

### **Inclusive approach**

Our policy aims to be inclusive of all pupils including low attaining and those with identified special educational needs (SEN) or disabilities. Our assessment is holistic as it includes the use of Leuvan's scale, spelling and reading tests will show progress against chronological areas.

### **Reporting**

As is statutorily required, teachers will provide a written formal report early in the summer term which will include targets for the children to focus on as they begin transition to the next year group.

### **Leadership and management of assessment**

The Headteacher and Deputy Headteacher are responsible for ensuring that the school's assessment systems and procedures are effective and efficient. They would be able to demonstrate how the assessment informs and improves the quality of teaching. They need to ensure that the system is manageable for staff and does not become time consuming, that staff are confident in making judgements (where necessary training and support is provided) and they are responsible for ensuring that statutory tests are conducted correctly and data returns are made in time to the LA/DfE. The Local Governing Board are responsible for challenging the school and holding the Headteacher to account about school performance.

### **Accountability and Inspection**

Ofsted is one part of the national accountability framework. Inspectors will look for evidence to support their judgement over the quality of teaching, learning and assessment and outcomes for pupils.

### **Links to other policies**

(\*) – This policy is linked to the

- Marking and feedback Policy
- Teaching & Learning Policy
- Curriculum Policy and all other subject policies should make reference to this policy.