



Goosewell School - Using Everyone's Talents

Policy Number	C5
Policy Name	Assessment
Related Policies	
Statutory	No
Issue Date	March 2016
Review cycle	2 years
Staff /Governor Reviewer	SLT
Next review Date	March 2018
Signed	
<p>.....</p> <p style="text-align: center;">Head Teacher</p>	<p>.....</p> <p style="text-align: center;">Chair of Governors</p>

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Assessment Policy

This policy incorporates the guidance offered in the Early Years Foundation Stage Curriculum, National Curriculum and the Government commissioned Assessment Without Levels 2015 document.

This policy statement should be read alongside: our Equal Opportunities, Teaching and Learning, SEN and Marking and Feedback Policies.

Aims

Our aim is to produce independent learners. We encourage our children to be creative and imaginative and develop a lifetime love of learning. We have found that formative assessment can improve both children's motivation and capacity to learn. Consequently, the strategies used within this policy can have a considerable impact on accelerating progress and raising achievement.

It is important that each teacher knows what has been remembered, what skills have been acquired, and what concepts have been understood. This enables teachers to reflect on what children are doing and informs future planning. The outcomes of our assessments will help children become involved in raising their own expectations.

Through assessing, recording and reporting on pupils' learning, we aim to:

- Enable children to understand what they have to do to reach end of Year and Key Stage expectations.
- Allow staff and children to plan more effectively.
- Involve children and their parents/carers in their own learning.
- Provide our school with information to evaluate teaching.
- Give children helpful feedback on their achievements and areas for development, in order that they can learn more effectively.
- Ensure that our practices in this area adhere to the equal opportunities policy of the school.
- Inform parents and carers about their children's progress and attainment throughout the year.

Principles

The principles that underpin assessment at Goosewell are:

- Every child can achieve: teachers at Goosewell have the mindset, 'What do I need to do next to enable children in my class to achieve?'
- The EYFS Curriculum or the National Curriculum objectives will be used as the expectations for all children.
- Most children will make age appropriate progress – 12 months in 12 months (or 3 tracking points)
- Teachers are experts at assessment - assessment will be effectively used to ensure the correct scaffolding is built into lessons to ensure all children achieve. Teaching Assistants will support the assessment process in each class.
- All learners need to understand what they are being asked to learn and more importantly, why. Success criteria or planned outcomes are discussed and agreed with or formulated by the children during each lesson; learning and work is assessed against the success criteria or planned outcomes.

Formative Assessment

Formative assessment takes place when teachers assess their class or group on a daily basis to find out how well they are achieving learning objectives so that they can identify misconceptions and plan for the next stage in each child's learning. It helps teachers monitor progress, provide motivation for the children and helps inform planning. It is about providing constructive feedback that involves the children in improving their learning.

These types of assessment take place on a regular basis:

- Planning – during PPA meetings and team meetings identify appropriate learning objectives, differentiation and delivery of the EYFS or National Curriculum; short term plans record how assessment affects next steps by the development of activities and contain assessment notes on pupils who need more help or more challenge.
- Sharing learning objectives with children – provides a focus on the purpose of each task, encourages child involvement in their own learning; provides clarity about learning objectives.
- Questioning – rich and probing questions are used to assess learning and give children opportunities to further their thinking and understanding. This should inform teaching and planning.
- Child self-evaluation and peer evaluation – this reflective process encourages and empowers each child to realise his or her own learning needs and provides a voice over future targets; gives the teacher further assessment information – the child's own perspective.
- Feedback – tracks progress diagnostically, informs the child of successes and areas to develop and provides clear strategies for improvement such as Gap Tasks and next step marking.
- Target setting – targets set for individuals over time for on-going aspects of the curriculum (Writing, Reading, Mathematics, SPaG) will ensure children are motivated and involved in their own rate of progress. These can include Gap Tasks, verbal and written feedback and specific short term targets. This process will raise achievement and self-esteem, keep the teacher informed of individual needs and provide a full record of progress. Teachers set annual end of year targets for Writing, Reading, Mathematics, SPaG
- Celebrating achievement - the celebration of all aspects of achievement will provide motivation and an increased self-esteem thus enabling children to achieve academic success more readily.

As well as teachers keeping their own day to day records, this formative assessment is recorded electronically on School Pupil Tracker (SPTO). Objectives are recorded as 'Achieved' when a child has been taught it and shown that they are able to independently apply the new skill (perhaps with only occasional errors). Mastery occurs when a pupil is able to apply concepts through different contexts.

Writing and Mathematics Work Scrutiny and Book Looks

During the year, Writing and Mathematics books are regularly monitored by members of SLT, Subject Leaders and teachers, as stipulated in the School Development Plan. Focus for scrutiny will vary – ability groups, Pupil Premium, 'slow movers' and SEND children as well as general class progress. Further details of this monitoring process can be found in the School Development Plan.

Tracking and Data Snap-shots

In order to inform pupil progress, data snap-shots take place at class and year group level in Reading, Writing, Mathematics and SPaG three times a year (towards the end of each term).

This information is then discussed and analysed by class and year groups prior to Pupil Progress Meetings. Year group leaders run Pupil Progress Meetings with their teams which provides a clear understanding of cohort strengths and areas to develop. Interventions that are in place are then reviewed during Pupil Progress Meetings. Further assistance is also planned to ensure interventions maximise the potential of pivotal children that have been identified. Governors will be informed of year group and class data three times a year and will be discussed in greater detail when Year Leaders meet with their Link Governors.

Following Pupil Progress Meetings, subject teams meet to discuss the information and issues within their subject and consider the steps required for the development of learning in school.

Children's attainment is shown on 'short-term grids' as **Golden Codes**. From 2015/16 progress will be tracked using **Tracking Points in all year groups**.

Golden Codes are used to judge attainment and are recorded on SPTO as: Emerging, Developing, Secure and Mastering.

How do we assign Golden Codes to children's achievement?

Golden codes should be seen as a continuum rather than a static grade/level. The bands equate to:

Emerging	1%- 33%	Developing	34%-66%	Secure	67%-100%
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In each Year Group from Year 1 onwards, we teach the National Curriculum for that year – therefore **all** children who are learning the objectives for that Year Group are initially classed as 'emerging'. The only time this differs is for some children who have Special Educational Needs; depending on their need they might be taught objectives from an earlier year group's curriculum or the P-scales (this will be appropriately matched to their cognitive level). They would then be assessed using P-scales or objectives from a different Year Group. New arrivals are assessed for academic and social competencies by a trained member of staff who will then communicate the results to the class teacher.

Children are given opportunities to demonstrate mastery throughout the year as they secure subject learning objectives. Tasks will be planned for children to apply their learning and deepen their understanding. These may include investigative and project based work as well as opportunities to apply new skills across the curriculum.

Tracking Points are used to examine progress and attainment numerically (as an average). The Tracking Point scale starts at Tracking Point 1, which is the first term in the first year in Nursery. However, the expectation for children entering Reception is an attainment of Tracking Point 6 (30-50 months secure). This can then be counted up to Tracking Point 15 (the end of Year 2) and Tracking Point 27 (the end of Year 6). There is an expectation that all year groups move on 3 tracking points in a year, one for each of the golden codes. Expectation is that an 'average' pupil will make 12 months progress in 12 months.

	Year 1			Year 2			Year 3			Year 4			Year 5			Year 6		
Expectations	Y1E	Y1D	Y1S	Y2E	Y2D	Y2S	Y3E	Y3D	Y3S	Y4E	Y4D	Y4S	Y5E	Y5D	Y5S	Y6E	Y6D	Y6S
Tracking Point	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27

EYFS assessment

Early Years are tracked using Development Matters in Early Years Foundation Stage. EYFS teachers are currently trialling the Early Excellence Baseline procedure which has been used to allocate an 'overall' judgement for each individual child: above typical, typical, below typical and well below typical.

Ongoing assessment procedures recognise children's progress against the development statements for each of the seven areas of learning and the recording is consistent with the rest of Goosewell through the use of SPTO (working towards, mostly achieved and achieved).

Learning Journeys also provide evidence of progress in a range of learning and engagement at home and at school.

Final EYFS Profiles are completed in the summer term and are created against the Early Learning Goals. The final judgements for each child are 'emerging, expected or exceeded.' These statutory assessments are reported to parents and the Local Authority.

Foundation Subjects

Children are assessed against the skills and knowledge of the National Curriculum. Judgements are made as each termly topic is completed. Children are judged as either working above, at or below age related expectations. These judgements are recorded on annual progress reports and reported to parents through written reports and discussed during progress meetings.

Summative Assessment

Summative assessments are used to assess what a child can do at a particular time, and are to be used for comparison.

The following formal summative assessments take place at Goosewell:

- Early Excellent Baseline Assessments (term 1)
- Early Years Foundation Stage Profile (summer term)
- End of Key Stage assessments – Year 2 and 6 (summer term)
- Benchmark Reading and SPaG assessments (see separate calendar)
- End of Year GL Assessments (Maths only)
- ‘Cold & Hot’ assessments either side of teaching mathematics units
- Diagnostic tests for targeted children (as required)

Moderation and Standardisation

- Early in the autumn term, year groups spend time looking at their new class data to understand their class needs for planning, teaching and intervention requirements.
- PPA meetings are used to moderate within each year group.
- Book Looks.
- Cross year group moderation will take place throughout the year: working groups within UKS2, LKS2, KS1 and a whole school moderation session to share good practice and celebrate good learning.
 - When selected, Local Authority moderation also takes place.
 - Moderation of P level learning.

Reporting

Reporting not only fulfils legal requirements but also is vital part of our relationship with parents and the wider community, serving to support and promote the child’s learning.

Reporting to Parents

- Discussion with parents at pupil progress meeting during Term 2.
- Annual Progress Report to parents during Term 4.
- Discussion with parents at pupil progress meetings during Term 4.
- End of Year Progress Report and Target setting during Term 6.
- Discussion with parents End of Year pupil progress meetings during Term 6.

Reporting to Governors

- Headteacher’s Report to Governors termly.
- Meetings between Link Governors, SLT and Middle Leaders i.e. Year Group Leaders and Subject Leaders for Literacy, Mathematics and SEN.

Monitoring and Review

Monitoring procedures are the responsibility of the Governors, SLT and subject leaders.