

*"Middlethorpe: Making  
Extraordinary People"*

# Assessment Policy

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# Assessment Policy

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## 1. Introduction

We believe assessment is at the heart of promoting pupil's learning. The principles of assessment for learning are central to our approach to learning and teaching. These principles enable adults to notice learning and then make high quality responses to the design of a learning experience on an individual, group or class level. The principles enable children to reflect on how they learn, how well they are progressing and to what their next steps; promoting a sense of ownership of their learning whilst encouraging them to be interdependent.

**Assessment at Middlethorpe consists of two key areas:**

**Formative Assessment-** ongoing assessment that enables adults and children to understand what they know/ understand and consider their next steps

**Summative Assessment-** periodic testing that gives an up to date snapshot of what pupils know and/or understand (this includes national end of key stage testing in year 2 and year 6).

It is vital that there is a clear link between these two forms of assessment so that we can design learning experiences that are effective in enabling pupils to succeed.

## **2. Aims and objectives:**

The aims and objectives of assessment in our academy are to:

- Allow every pupil to reach their full potential.
- Enable our pupils to demonstrate what they know, understand and can do in their learning.
- Help our pupils understand what they need to do next to improve.
- Support teachers to secure a deeper understanding of every pupil in the class and have the opportunity to discuss their progress on a regular basis.
- Allow teachers to plan learning experiences that accurately reflects the needs of every pupil.
- Provide regular information for parents to enable them to work in partnership with the academy to support their pupil's learning.
- Enable all stakeholders to monitor all pupils' progress, including the academy's current vulnerable groups and critical learners.
- Ensure continuity within the academy.
- Keep the leadership team and trustees and governors fully informed, allowing them to make judgments about the effectiveness of the academy and plan for subsequent provision.

## **3. Formative Assessment (Assessment for Learning – AfL)**

**This is an essential component of 'Middlethorpeness'.** Highly effective AfL is one of the foundations of our academy upon which learning is designed and built; it is vital in ensuring that our pupils succeed.

Formative assessment is a powerful way of raising pupils' achievement. It is based on the principle 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 the aim.

Formative assessments are used to:

- identify children's strengths and gaps in their skills/knowledge
- identify next steps for learning
- inform future planning
- enable appropriate strategies to be employed
- facilitate the setting of appropriate targets for the class, group, and individual
- track each child's rate of progress
- facilitate an evaluation of the effectiveness of teaching and learning
- inform future teaching and learning strategies
- identify individuals and groups for specific intervention support

Effective feedback is used to enable our pupils to understand their next steps, for adults to understand their next steps and to plan subsequent learning experiences to enable them to progress further.

The effective use of formative assessment is an expectation in each lesson.

## **5 core principles of AfL at Middlethorpe:**

### **Precise Success Criteria**

Precise success criteria/ rubrics are differentiated and used in each learning experience so that pupils understand exactly what is expected of them and are able to self and peer assess against them. These are challenging for each group of pupils and are referred to within feedback given.

### **Self-Assessment**

Pupils are expected to self-assess their progress within each lesson and may be required to do so at the end of a lesson. This self-assessment is against the precise success criteria/ rubrics. Traffic Light cups are used throughout the lesson, including during reflection time and act as a visual cue for adults to extend or support pupils or for pupils to provide peer support.

### **Peer Assessment**

There is an expectation that peer assessment takes place within each lesson and may be required at the end of a lesson. This peer assessment is against the precise success criteria. The key strategies used are Star and a Wish and Co-operative Improvement. Talk for Learning conventions are used to improve the quality of this feedback.

### **Pupils using each other as Learning Resources**

To develop high levels of interdependence, pupils are encouraged to use the Traffic Light system to support each other's learning. When confident enough to explain learning to another person, pupils may use their green cup. Any pupil who is stuck with their learning is able to ask one of these pupils for help. They should approach a person on their table before moving around the classroom to capitalise upon this additional support.

## **Feedback**

In addition to the feedback received from adults and peers throughout the lesson, pupils receive written or verbal feedback at the end of each lesson. This feedback is tightly linked to the precise success criteria but may also highlight improvements in basic skills.

*(See Feedback Policy)*

## **4. Summative Assessment - Assessment of Learning**

Summative assessment (Assessment of Learning) is important for informing both parents and teachers of a child's attainment and progress. This will also inform whole school target setting and prediction of a cohort's future attainment.

***Summative assessment is only effective if used to inform subsequent teaching and learning....***

### **Summative assessments:**

- identify attainment through one-off standardised tests at any given point in time
- record performance in a specific area on a specific date
- provide age related information
- provide end of key stage test data against which the academy will be judged
- ensure statutory assessments at the end of EYFS, KS1 and KS2 are met
- provide information about cohort areas of strength and weakness to build from in the future

### **Diagnostic**

If a teacher is concerned about a pupil, or if a pupil is not making expected progress, further tests may be required. These will assess in more detail one aspect of the pupil's learning. This allows the class teacher to develop a greater understanding of that pupil. From this the teacher may adapt their Quality First Teaching and extra provision may be put into place for a set time.

**Core Subjects:** Literacy and numeracy are assessed by Level descriptors from the New National Curriculum and teachers use summative tests to support their decisions.

**Foundation Subjects:** Children are assessed using age related expectations from the New National Curriculum.

### Assessment Policy Record Keeping

Teachers use records to review pupil's termly progress, set appropriate targets for the future and to form the basis of reports to parents both verbally and written. Records kept include:

- Teachers plans
- Pupil's learning outcomes
- Feedback in books
- Assessment results
- PPM data forms (cohort profiles)
- Class track reports

### 5. Cycle for Assessment, Monitoring and Quality Assurance

	September	October	November	December	
	Ongoing coaching and internal moderation				
Activities	<ul style="list-style-type: none"> <li>• Initial pupil progress and target setting</li> <li>• Triangulation of teaching and learning</li> </ul>	<ul style="list-style-type: none"> <li>• Interim assessment</li> <li>• Pupil progress meetings</li> <li>• Intervention and provision planning</li> </ul>	<ul style="list-style-type: none"> <li>• Implement plans and interventions</li> </ul>	<ul style="list-style-type: none"> <li>• External moderation</li> <li>• Assessment week (W1)</li> <li>• Cohort profile submission</li> <li>• Pupil Progress meetings</li> <li>• Intervention and provision planning</li> </ul>	Christmas break

	January	February	March	
	Ongoing coaching and internal moderation			
Activities	<ul style="list-style-type: none"> <li>• Triangulation of teaching and learning</li> </ul>	<ul style="list-style-type: none"> <li>• Interim assessment</li> <li>• Pupil progress meetings</li> <li>• Intervention and provision planning</li> </ul>	<ul style="list-style-type: none"> <li>• Implement plans and interventions</li> <li>• External moderation</li> <li>• Assessment week (W2)</li> <li>• Cohort profile submission</li> <li>• Pupil Progress meetings</li> <li>• Intervention and provision planning</li> </ul>	Easter break

	April	May	June	July	
	Ongoing coaching and internal moderation				
Activities	<ul style="list-style-type: none"> <li>• Triangulation of teaching and learning</li> </ul>	<ul style="list-style-type: none"> <li>• National testing (KS2 SATs, KS1 SATs,</li> <li>• Interim assessment (W3)</li> <li>• Pupil progress meetings</li> <li>• Intervention and provision planning</li> </ul>	<ul style="list-style-type: none"> <li>• Implement plans and interventions</li> </ul>	<ul style="list-style-type: none"> <li>• External moderation</li> <li>• Assessment week (Meeting or Above)</li> <li>• Cohort profile submission</li> <li>• Pupil Progress meetings</li> <li>• Intervention and provision planning</li> </ul>	Summer break

*Triangulation: Observations/ Learning Enquiry/ Pupil interview*

## **6. Pupil Progress Meetings**

Every half term teachers meet the Literacy and Math's leader plus a member of the SLT to consider each pupil's individual Progress.

Pupil's emotional, social and educational progress is discussed; however the Pupil Progress Meetings concentrate on progress in reading, writing and numeracy. If a pupil becomes a concern or is making slow progress they are carefully monitored for a targeted period of time and sometimes diagnostic test are used to develop a more in-depth picture. If required, a pupil may be involved in an intervention group to accelerate their progress. Specific resources are deployed by the academy to ensure that each individual or group of pupils achieves well.

The final PPM for the year involves the current class teacher and the new class teacher. This ensures all records are handed over and that the pupils are discussed thoroughly with the new class teacher.

## **7. Moderation**

The process of moderation is an essential part of the assessment system. Teachers are involved in moderation of EYFS, literacy and numeracy and foundations subjects in the following ways:

- With colleagues in school during phase and staff meetings
- With colleagues from the academy trust
- By attending optional LEA sessions with other schools
- By attending statutory LEA sessions
- LEA coming in for moderation

## **8. Partnerships with the Pupils**

We believe involving pupils in their own assessment is very important, it allows them to see how well they are doing and what they need to do to improve their work. We involve pupils by:

- Marking against the success steps.
- Responding to others work with positive comments
- Working in pairs to peer assess each other's work.
- Working with a group in which the teacher gives verbal feedback to the pupils against the learning objective.
- Teachers marking against the success steps and giving pupils next steps.

## **9. Partnership with Parents**

Parents have three parents' consultation days per year. During these, teachers discuss the pupil's emotional, social and educational progress. If a lack of progress is noticed during a Pupil Progress Meeting, parents are informed during that term of this lack of progress and any parents are involved in planning the provision to close the gap and accelerate progress for these children. Parents receive a report out the end of the year informing them of their pupil's progress, age related attainment in the all subjects and targets for the next year.

The governors and staff of Middlethorpe Primary Academy are committed to providing the full range of opportunities for all pupils, regardless of gender, disability, and ethnicity, social, cultural or religious background. All pupils have access to the curriculum and the right to a learning environment which dispels ignorance, prejudice or stereotyping.

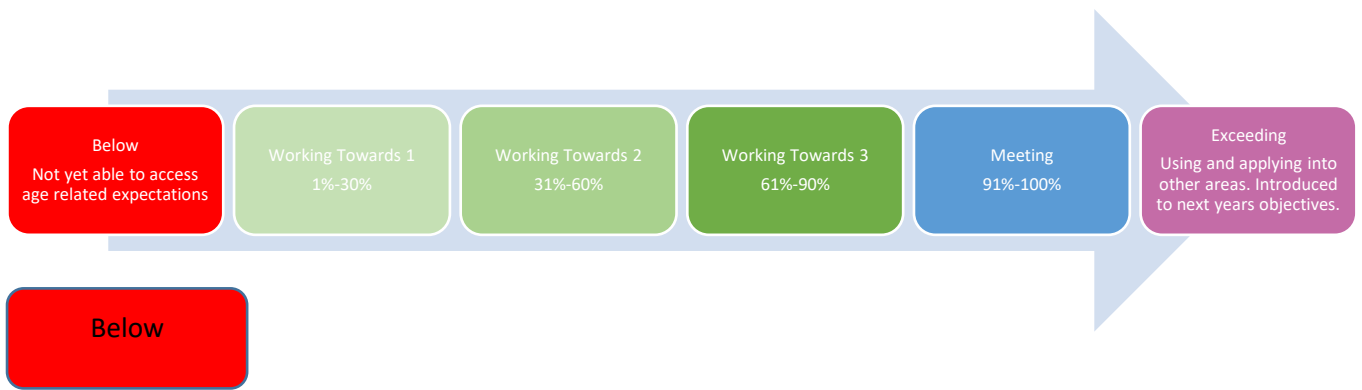
## **10. Recording and submission of data**

Outlined below is a 6 point system to track the pupils at age related expectations.

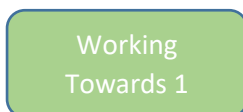
85% of pupils should be working at the following points at certain times throughout the year to be on track to meet ARE

- **Baseline:** B/W1
- **End of Autumn term:** W1
- **End of Spring Term:** W2
- **Summer Mid Term:** W3
- **End of Summer Term:** Meeting National Standard or Above National Standard

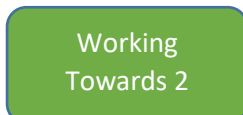




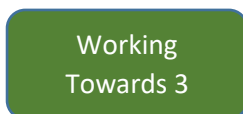
Pupils working below the expectations for that year group are likely to be pupils with SEN for learning. They may be working on P Scales.



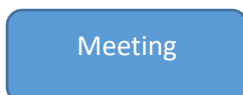
Pupils who are deemed to be working towards 1 will be covering 1-30% of year group's objectives.



Pupils who are deemed to be working towards 2 will be covering 31-60 % of year group's objectives.



Pupils who are deemed to be working towards 3 will be covering 61-90% of year group's objectives.



Pupils who are deemed to be meeting the national standard will be covering 91-100% of year group's objectives.