



Assessment Policy

Sinai Jewish Primary School

January 2020

Assessment Policy

“When a teacher teaches, no matter how well he or she might design a lesson, what a child learns is unpredictable. Children do not always learn what we teach. That is why the most important assessment does not happen at the end of learning – it happens during the learning, when there is still time to do something with the information.”
(Dylan Wiliam, 2011)

Our principles:

We believe that effective assessment is at the heart of high quality teaching and learning. On-going, high quality assessment is at the heart of high quality teaching and learning underpinned by our belief that all pupils can succeed. Assessment enables teachers and pupils to develop a strong understanding of strengths, areas for development and to plan for the next steps in learning. Effective assessment allows teachers to have a positive impact on the learning and progress of all pupils.

At Sinai we believe that effective assessment is about empowering pupils and teachers to engage actively and collaboratively in the teaching and learning process so that the quality of provision is highly effective resulting in all children achieving their full potential. We firmly believe that assessment systems should be designed to sit alongside our curriculum and should make sense to our staff, to our children and to our parents. We believe that effective use of formative assessment, to inform next steps in teaching and planning, is integral to effective teaching and learning. We give our children regular feedback on their learning so that they understand what they have achieved and what it is that they need to do better. This allows us to base our teaching on a detailed knowledge of each pupil. We give parents regular information on their child’s progress so that teachers, children and parents are all working together to raise standards.

Aims and objectives of assessment in our school are:

- To enable our children to demonstrate what they know, understand, and can do in their work and how they can apply their skills and develop mastery over learning.
- To help our children understand what they need to do next to improve their work.
- To ensure our children have the skills to engage with assessment, promoting independent learning.
- To allow teachers to shape the curriculum and their teaching to respond quickly to the learning needs of each pupil.
- To allow teachers to respond quickly to children who are in need of additional support and those whose learning could be deepened.
- To allow school leaders to gather information about the performance of individual children, groups of children and cohorts.
- To provide regular information for parents that enables them to support their children’s learning.

- To provide school leaders including governors with information that allows them to make judgements about the effectiveness of teaching and learning to inform strategic direction.

We use the National Curriculum as a starting point for all of the teaching and learning experiences that we provide for our children.

Legislation and guidance

Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment.

This policy refers to the recommendations in the *Final Report of the Commission on Assessment without Levels*.

It also refers to statutory reporting requirements set out in *the Education (Pupil Information) (England) Regulations 2005: schedule 1*.

Our processes:

We use three main forms of assessment; in-school formative, in-school summative, and national standardised summative assessment.

In-school formative assessment (Assessment for Learning)

Ongoing teacher assessment is central to pupils making good progress. Assessment for Learning focuses on how children learn and is central to classroom practice and learning. Learning outcomes are shared with pupils and teachers discuss with pupils how learning outcomes can be achieved. AfL takes place on a daily basis and is integral to teaching and learning. We plan our lessons with learning objectives and provide steps to success to support pupils in English and Maths. Marking of work, discussions and observations inform the ongoing assessments of pupils.

During lessons:

Within lessons, teachers regularly use the following formative (on-going) assessment strategies to check learning and monitor progress:

- Rich question and answer sessions during lessons to evaluate pupil understanding, identify gaps or misconceptions and deepen children's learning
- Ongoing observation
- Opportunities for pupils to make their learning visible for example on mini-whiteboards
- Discussions between staff working with groups of pupils
- Verbal and written feedback
- A review of prior learning
- Self-assessment against the steps to success
- Pupil response to marking and feedback to close gaps in learning

- Linked learning interventions – adult led focus group work in class to respond to the needs of groups of learners
- Plenaries are used to ensure that children reflect on their learning and to ascertain if objectives have been met.

Before lessons:

Teachers use the schools medium term plans (based on the National Curriculum) and progression documents to plan effectively for whole class, groups of learners and individuals. Teachers review their plans daily to take into account misconceptions and gaps in learning from previous lessons. This will help develop questioning, differentiation and steps to success.

After lessons:

At the end of each lesson, teachers' complete a marking and feedback booklet based on the whether children have met or not met specific learning objectives set for that lesson. They will also use their teacher knowledge about children's participation. This booklet is then shared with teaching assistants to ensure everyone has responsibility for closing gaps in children's learning prior to the next lesson. Year groups regularly evaluate the effectiveness of their provision prior to planning the following week's lessons. This is done through discussing marking children's work and moderation during end of day reviews of teaching and learning. It enables teachers to be very clear on the content that children have learnt and where further practice and consolidation is needed.

In school – Summative Assessment

Every term teachers make summative judgments about each child's learning. In Years 1 – 6 we have adopted a system developed by Hertfordshire's Local Authority - Herts for Learning for recording assessment data on SIMs termly. We use the following terms to describe the children's attainment: below, working towards, secure and above age related expectations.

The expectations for learning are divided into key phases:

Phase A (A0,A1,A2,A3,A4,A5,A6)= based on the new expectations for children in Years 1-2

Phase B (B0,B1,B2,B3,B4,B5,B6)= based on the new expectations for children in Years 3-4

Phase C (C0,C1,C2,C3,C4,C5,C6) = based on the new expectations for children in Years 5-6

There are steps of progress within each phase, with the expectation to progress 3 steps of throughout the year. (see age related expectations chart)

Along with on-going teacher assessments, more formal assessments are carried out each term. All subject areas have a set of objectives (based on the National Curriculum), which represent the key learning in that year group. Teachers use a combination of these tests, assessments and learning in class (based on teacher knowledge) to make a judgement as to what level the children are at ie A0, A1, A2. This gives a broader view of progress for the teacher and learner using national standards and expectations.

Teacher assessments are entered on to the schools tracking system where progress and attainment can be tracked, Data is recorded using SIMs.

Years 1-6

These

Age Related Expectations													
	Autumn			Spring				Summer					
Year 1	40/60	ELG	A0	A1	ELG	A0	A1	A2	A0	A1	A2	A3	
Year 2	A1	A2	A3	A4	A2	A3	A4	A5	A3	A4	A5	A6	A+
Year 3	A4	A5	A6	B1	A5	A6	B1	B2	A6	B1	B2	B3	
Year 4	B1	B2	B3	B4	B2	B3	B4	B5	B3	B4	B5	B6	B+
Year 5	B4	B5	B6	C1	B5	B6	C1	C2	B6	C1	C2	C3	
Year 6	C1	C2	C3	C4	C2	C3	C4	C5	C3	C4	C5	C6	C+

Below	Broadly in line	Secure	Beyond	Mastering
-------	-----------------	--------	--------	-----------

Summative judgments are used in conjunction with the above table to support teachers' judgments. They allow teachers to gain consistency within and across year groups and make comparisons between the work of individuals and groups of learners.

Reading – expectations

At the end of each term the children in Years 1-6 complete reading assessments. This together with the children's reading levels, PM benchmarking for years 1 and 2, Accelerated Reader for year 2-6 and teacher assessment's made in weekly guided reading sessions informs teacher's judgements. Teachers use the above to obtain a 'HFL' key phase level.

Writing – expectations

As part of our two week writing cycle all children in Years 1-6 complete an independent 'long write'. Teachers then mark this piece of writing once it has been edited independently by the children. When marking teachers must use the writing checklists for their year group, these consist of age related objectives from the National Curriculum. Teachers must tick the objectives when there is evidence in each piece of writing.

At the end of each term teachers assess children's writing by using at least 6 pieces of independent writing. At this time teachers then need to make a judgement to obtain a 'HFL' key phase level. Moderation is an essential part of this process and will take place, as a year group with a member of SLT at the end of term. In addition staff are expected to hold one to one writing conferencing sessions with all children on a regular basis.

Following recent government guidelines writing is independent if children have been taught something and apply that learning themselves. Therefore staff are encouraged not to set a 'cold' task, but plan a guided piece of writing as in normal teaching. Teachers are asked when modelling, not to model the exact task the children will be completing, but model within the same genre. All input before the writing is acceptable, as is use of steps to success. Children can (and should be encouraged) to use dictionaries and word banks. Children should be given time to edit this piece of work including correcting spellings.

Clarification on evidence for writing that is allowed as ‘working independently’ – from standards and teaching agency:

‘If writing evidence has been redrafted by the pupil, this is acceptable as independent work. The redrafted work may be in response to self, peer, or group evaluation, or after discussion with the teacher. Pupils can also independently use classroom resources such as dictionaries, thesauruses, word banks, classroom displays, books or websites. It would not be independent if the work was modelled or heavily scaffolded, copied or paraphrased or where the teacher has directed the pupil to change specific words or punctuation.’

Writing is not considered to be independent if it is a result of:

- Slow writing;
- Over detailed steps to success;
- Direct feedback. For example, if a teacher had said to a child “have a think about the adjectives you have used” and the child went on to identify some areas to improve that would be acceptable. But “change the word ‘nice’ to something more interesting” would be too direct.
- Spellcheck is enabled on digital devices.

Maths – expectations

Throughout the term Maths is assessed continually and used to inform planning and teaching. Teachers use regular AFL strategies and marking as well as end of unit tests to adapt planning and support individuals and groups of learners. Teachers complete individual spreadsheets outlining the National Curriculum objectives for that year group. These are dated (at least three times) when children have shown sufficient evidence for completing this objective.

Teacher’s complete White Rose Maths Hub tests at the end of every term, there are two papers – arithmetic and reasoning. Data is then entered onto spreadsheets saved on the school’s shared drive. Teachers must use these scores and individual dated spreadsheets alongside teacher judgment to obtain a ‘HFL’ key phase level.

Early Years

Nursery and Reception track their children using Development Matters (DM) statements in line with the EYFS Curriculum. Evidence is collected through observation and discussion and these are recorded in pupils learning journeys, Maths books and English books. Photographic evidence is also collected along with pupil quotations. Along with any written work, these form the basis of on-going teacher assessments in line with national expectations.

Within 2 weeks of the children starting a ‘baseline’ assessment is carried out. On entry to Nursery and Reception staff will use their professional judgement to assess the age band the children are working ‘within’ across the EYFS 17 areas of learning.

In the final term of the EYFS practitioners must review information from all sources to make a judgement for each child, for each ELG. The judgement must say whether the child’s learning and development is:

- best described by the level of development expected at the end of the EYFS (expected)
- not yet at the level of development expected at the end of the EYFS (emerging)

- beyond the level of development expected at the end of the EYFS (exceeding)

Practitioners must refer to the exemplification materials. These illustrate the standard expected for each ELG at the end of the EYFS.

Practitioners must also comments on general progress including the characteristics of effective learning.

<i>Age and Stage of Learning</i>	<i>Age Related Expectations</i>	<i>Steps through each Band</i>
Early Years – Nursery	30 - 50 months band	beginning (B) within (W) secure (S)
Early Years – Reception	40 - 60 months band	beginning (B) within (W) secure (S)

Assessment within the Foundation Subject Areas

On-going teacher assessment at the beginning, during lessons and at the end of each unit are used to assess pupil attainment. This is against the national curriculum objectives using ‘Key Assessment Criteria’ developed by subject leaders. Teachers make termly assessments against these year group criteria for each topic covered.

Science: teachers use a combination of teacher knowledge and formal assessments to obtain a ‘HFL’ key phase level for science at the end of every term. Teachers will use tests to assess scientific knowledge and update the Science assessment grids at the end of each topic for every pupil.

National standardised summative assessment

Nationally standardised assessments are used to provide information on how children are performing in comparison to children nationally. All teachers working in the year groups where standardised assessments take place have a clear understanding of the national expectations. These assessments provide the school, governors and parents with information on how the school is performing in comparison to schools nationally.

Assessment Schedule

<i>KeyStage/ Year Group</i>	<i>Subject/ Area</i>	<i>Performance descriptors</i>	<i>Form of testing/ assessment</i>
	Baseline Assessment on entry to the school	All aspects are measured using development matters stages at either: 22-36 months, 30-50 months, 40-60 months, Early Learning Goals	Teacher assessment plus moderation with local schools
	End of Early Years assessment in all aspects of learning Prime Areas:	All aspects are measured using development matters stages at either: 22-36 months, 30-50	

Early Years	<ul style="list-style-type: none"> • communication and language • physical development • personal development Specific Areas: <ul style="list-style-type: none"> • Literacy • Mathematics • Understanding the World • Expressive Arts and Design 	months, 40-60 months, Early Learning Goals	Teacher assessment plus moderation with local schools Local Authority moderates 25% of schools each year
	Good Level of Development: Children must attain Early Learning Goals in all prime areas plus Early Learning Goals in literacy and mathematics	All aspects are measured using: Emerging, Expected, Exceeding. To achieve a Good Level of Development (to be ready for the KS1 curriculum) children must be work at the expected or exceeding stage of the Early Learning Goals.	
<i>Key Stage/ Year Group</i>	<i>Subject/ Area</i>	<i>Performance descriptors</i>	<i>Form of testing/ assessment</i>
Year 1 Phonics Screening (with retake if required in Year 2)	Phonics reading Screening Test	Children are judged to be: At age related expectation (achieved the pass mark) Or Working towards age related expectation (below the pass mark). They will have to re-sit the screening test in Year 2.	Read a list of phonetic words accurately.
Key Stage 1 (End of Year 2)	Reading Writing Grammar, Punctuation and Spelling Mathematics Science	In Reading, Writing and mathematics, children will be judged to be: Working towards the expected standard Working at the expected standard Working at greater depth In Science children will be judged to be: Working at the expected standard or not having met the expected standard.	Children sit tests for Reading, and Maths (grammar, punctuation and spelling is optional). These are used to inform teacher assessment. Local Authority moderates 25% of schools each year Writing and Science are based on teacher assessments.
<i>Key Stage/ Year Group</i>	<i>Subject/ Area</i>	<i>Performance descriptors</i>	<i>Form of testing/ assessment</i>
Key Stage 2 (end of Year 4)	Maths – multiplication tables check assessment	Children will be tested on their ability to fluently recall their multiplication tables.	There will be a 3 week window in June where children will complete the test on a screen –

		There is no confirmed pass mark at the time of writing.	laptop, desktop or tablet.
Key Stage 2 (End of Year 6)	Reading Writing Grammar, Punctuation and Spelling Mathematics Science	In Reading, Writing and Mathematics, children will be judged to be: Working towards the expected standard Working at the expected standard Working at greater depth In Science children will be judged to be: Working at the expected standard or not having met the expected standard.	Children sit tests for Reading, Grammar Punctuation and Spelling and Maths. Teacher assessment of Writing will be submitted. Local Authority moderates 25% of schools each year for Writing judgements.

Moderation

Moderation is used to help ensure consistency and accuracy of assessment judgements.

We ensure consistency in teacher assessments by:

- Ensuring all year groups follow given objectives and guidelines
- Discussing consistency in planning sessions
- Moderating within and across year groups using progression documents
- Moderating as a whole school
- Joining local authority moderation activities

Both teacher assessments and formal assessments are moderated by Senior Leaders and Subject Leaders to ensure consistency every term.

Inclusion

Assessing at an early stage is essential to ensure children are effectively supported to overcome difficulties.

The Graduated Approach is the template for our system of identifying children with SEND and addressing their needs and forms part of our whole school system of monitoring and evaluating the progress and attainment of all pupils.

Where children are identified as not making sufficient progress regardless of high quality teaching and differentiated learning, the school will seek to remove barriers to learning and put effective additional or different educational provision in place. This begins the cycle of 'Assess, Plan, Do, Review' with the child at the centre of the process.

See appendix for 'Four Part Cycle'

Progress for all children identified as 'School Support' will be monitored regularly against their personal targets.

Careful consideration must be given when administering tests for children working below age related expectations. Specific access arrangements will be applied depending on the complex needs of the individual child; these may include; one to one support, reader where allowed, rest breaks, scribe, manipulatives where allowed.

Additional time can be considered for children with an EHCP or specific diagnosed learning difficulties.

Tracking

All children from Nursery through to Yr6 are tracked using data collected within school. We regularly evaluate the effectiveness of teaching, learning and assessment by collecting data on the number of children working within age related expectations. This assessment information is used by subject leaders and year leaders to identify pupils who are falling behind and those who need additional support so that teaching can be adjusted and where appropriate, additional provision can be made. Where teacher assessment highlights children who grasp concepts rapidly, teachers work to develop deeper learning through application and problem solving as opposed to accelerating them up through the bands.

SLT are responsible for ensuring that consistent and regular assessment takes place and that teachers are given guidance and support in delivering them. Assessment information is used to evaluate provision and improve practice through feedback and advice.

Assessment data informs performance management targets to ensure pupil progress is at the heart of whole school improvement. SLT review data to prioritise focus groups termly/annually.

Pupil Progress Meetings

Pupil Progress Meetings take place at the end of every term. Teacher's complete grids prior to the meeting: highlighting interventions and areas of concern. They are an opportunity to discuss individual pupils' progress with SLT, ensuring accountability. Following assessment, data is analysed by the DHT and Pupil Progress Meetings are held with all staff to identify pupils who may require further intervention and support. The monitoring cycle, including lesson observations ensures that these pupils are a focus, ensuring they make accelerated progress and are addressed during teaching.

Marking

We use formative marking to develop a dialogue for learning between the teacher and pupil. (see marking policy)

Communication with parents

Parents/ Guardians are kept informed about 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.

At termly learning consultation meetings, teachers discuss with parents the children's academic achievements, the progress that children have made and their next steps in learning. The annual report to parents is used to report children's achievements in each area of learning, their personal development and behaviour and to report progress and attainment. Details of pupils' achievements in the National Tests in Years 2 and 6 are sent to parents with each pupil's annual report.

Growth mindset

Children learn through making mistakes. When providing feedback and when marking we give praise for persistence, effort and resilience, rather than for being 'clever'. Wherever possible, praise highlights the effort, skill, process or attitude, rather than the person.

At Sinai, we aim to keep groupings flexible. Children often work collaboratively in mixed attainment pairings and small groups. In this way, we have found that children learn from each other and challenge themselves more. They understand that being able to explain learning to a peer will, in fact, enhance their own learning. They place fewer limits on their learning and have higher expectations of what they can achieve. This, consequently, has improved the attainment of all our pupils.

In some year groups we use setting to teach the children at a varied pace and level.

Children new to the school.

Diagnostic assessments in English; Reading, Writing and phonics as well as Maths are used to ascertain the levels of children who start school mid-way through the year.

Training

After joining the school, all teachers will be provided with a copy of this policy and it will form part of the induction program. In all staff meetings and training, there will be an emphasis on teachers having a good understanding of assessment and assessment practice. The Assessment Leader will ensure that best practice is shared and endeavour to keep up to date with latest research.

Review

This Assessment Policy will be reviewed by the senior leadership team every 3 years.

Ratified by Curriculum Committee:

Signed

Date for next review of this document:

Appendix

The four part cycle:



Assess: We will ensure that both formative and summative assessments are carried out rigorously to ensure that the child's needs are met and that each child's progress and development is carefully tracked compared to their peers and national expectations. We will listen to the views and experience of parents/carers and the pupil. In Reading and Maths some children may need to be tested on lower year group tests for Reading and Maths to allow correct judgement and obtain a 'HFL' key phase level. In some cases we will draw on assessments and guidance from other education professionals e.g. Educational Psychologists, health and social services.

Plan: Where SEND Support is required the teacher and Inclusion Leader/SENDSCO will put together a plan outlining the adjustments, interventions and support that will be put in place for the pupil, including a date when this will be reviewed. Individual Targets (these are known as Personal Learning Goals PLG) for the pupil will be shared with her/him using child friendly language and with parents/carers. If the PLG's have not been met staff and parents will meet to put a plan in action (school provision map or an individual support plan) this will be evaluated termly.

Do: The class teacher is responsible for working with the pupil on a daily basis. She/he will also liaise closely with TAs or specialists who provide support set out in the plan and monitor the progress being made. The SENCO will provide support, guidance and advice for the teacher.

Review: The plan, including the impact of the support and interventions, will be reviewed each term by the teacher and Inclusion Leader, as well as involving the parent/carer and the pupil. This will inform the planning of next steps for a further period or where successful the removal of the pupil from SEND Support.

This four part cycle, known as the graduated response enables earlier decisions and actions to be revisited and refined with a growing understanding of the pupil's needs and what supports the pupil in making good progress. It draws on more detailed approaches and more specialist expertise in successive cycles.

Glossary

Baseline - A baseline assessment is a collection of data that correlates a child's needs, abilities and potential. It highlights strengths and areas for improvement so teachers are aware of every individual's requirements. It takes place within a couple of weeks of a child entering a new setting or year group.

Cold task – a task that children will be asked to complete with no prior learning, support or modelling

DHT – Deputy Head Teacher

EHCP – (Education, health and care plan) It is a document which sets out the education, healthcare and social care needs of a child or young person for whom extra support is needed in school, beyond that which the school can provide.

ELG – (Early Learning Goal) Each area of the Early Years Foundation Stage (EYFS) curriculum has an Early Learning Goal, which is the standard that a child is expected to achieve by the end of their reception year. They cover all of the 7 areas of learning as specified in the Early Years Foundation Stage Curriculum.

HfL – Herts for Learning

Modelling - Modelled writing is a guided class activity in which a teacher writes a passage and talks the class through how to correctly use narrative features. The teacher will 'think aloud' as they write the story, explaining their choice of vocabulary and punctuation and how to use them effectively.

PLG – Personal Learning Goal

SEND – (Special Educational Needs & Disability), When pupils have special educational needs if they have a learning difficulty which calls for special educational provision.

School support

SIMs - Schools Information and Management system. A computer package to assist schools to manage their information on pupils, staff and resources

SLT – Senior Leadership Team

Long write –

Scaffolded - Providing support for children to practise and consolidate a particular skill, perhaps by providing a writing frame, word bank or structured task sheet.

White Rose Maths Hub