

Carrdus School

Assessment Policy

Introduction

We believe that effective assessment provides information to improve teaching and learning. We give our children regular feedback on their learning so that they understand what it is that they need to do better. This allows us to adjust our teaching and to base our lesson plans on a detailed knowledge of each pupil. We believe that every child needs to be involved in their own learning and needs to be able to assess themselves to understand how to improve. We recognise that both motivation and self-esteem, crucial for effective learning and progress, can be increased by effective assessment techniques. We use two main techniques to assess our children: formative and summative assessment. We give parents regular reports on their child's progress so that teachers, children and parents are all working together to raise standards for all our children.

Aims and objectives

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

- Enable our children to demonstrate what they know and understand;
- Help our children understand what they need to do next to improve their work;
- Allow teachers to plan work that accurately reflects the needs of each child;
- Provide regular information for parents that enables them to support their child's learning;
- Provide the head, governors and inspectors with information that allows them to make judgements about the effectiveness of the school.

Formative assessment

Formative assessment is an ongoing process based on the idea 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. We use the term Assessment for Learning (AfL) to describe formative assessment.

AfL main strategies:

- Learning objectives: Sharing with children clear learning objectives that are separated from their context;
- Success criteria: Involving children in generating success criteria, helping them to know and recognise the standards to aim for;
- Questioning: Effective questioning that furthers and deepens learning;
- Self and peer assessment: Children learning self and peer assessment techniques;
- Feedback: Specific verbal and written feedback, focused on learning objective and improvement against success criteria, that helps children to identify and understand how to improve (Appendix 2: Effective Feedback);
- Time: Provision of time to make improvements.
- Assessment Criteria: On going use of assessment criteria throughout term to track progress of children and to support termly teacher assessment.
- Assessment Points: Teachers use assessment criteria throughout the term to inform judgements at the two bi-annual Assessment Points to ensure formative assessment is reinforcing final teacher assessment scores.

AfL principles of feedback:

- How children's work is received, and the nature of verbal and written feedback given to them, will have a direct bearing on every child's learning; all feedback needs to be consistently applied by all staff throughout the school;

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- Clear in its purpose to move learning on, rather than correction;
- Manageable; feedback away from children has less value than incorporating in lessons modelling of quality and specific improvements;
- Accessible. Using annually agreed codes enables feedback to be more easily understood;
- Given to children in class when appropriate, not always written after lesson finished. When work can be assessed together as a group for certain closed (right/wrong etc) activities eg Maths and sentence/grammar, answers can be quickly improved;
- Focused on the learning objective's success criteria and not on handwriting, presentation, basic punctuation and spellings (unless those are the learning objectives) and with clear strategies for improvement;
- Where appropriate, linked directly to children's improvement targets in reading, writing and maths;
- Sensitive to the children's work and their feelings about it; comments should be a positive balance of what has been successful and what needs to be done to improve the next piece of work;
- Personal and private; use of a child's name in a written comment personalises it;
- Standalone and free from external rewards, which only encourage children to focus on the reward rather than the achievement, masking the real success of improvement. So ... 'you have written your first sentence, fantastic';
- Followed up with time at beginning of a following session to make improvements.

Afl purpose of feedback:

- Recognise and encourage children's effort and achievement and celebrate success;
- Improve a child's confidence in reviewing their own work and targets by indicating the next steps in learning. Self-esteem is the most significant factor in being a successful learner;
- Indicate how a piece of work could be improved against success criteria;
- Help pupils develop an awareness of age-related standards;
- Help identify children who need additional support/more challenge and to identify the nature of the additional support/challenge needed;
- Involve parents more directly in reviewing their child's progress and to help in reporting to parents.
- Aid curriculum planning.

Summative assessments

Summative assessments are periodic procedures that measure the extent of our children's learning across the curriculum. They give us levels of attainment at one moment in time and they allow us to track the progress of each individual child.

Types of summative assessment

We use three types of summative assessment: termly assessments, age-standardised tests and teacher assessments over the course of the academic year and in line with our assessment schedule. See Appendix 1: Assessment Schedule and 2: Writing Standards.

1. Termly assessments

Children in Years 1 – 6 sit termly assessments in narrative writing (termly) and maths (twice termly).

2. Age standardised tests

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Children, according to their year group, complete regular age standardised tests in reading comprehension (NGRT), spelling (NGST) and cognition (CAT).

3. Teacher assessments

We make overall teacher assessment judgements in reading, writing and maths biannually at Assessment Point 1 (Autumn) and Assessment Point 2 (Summer). These are overarching professional judgments that take into account a child's current standard of work in class, any current age standardised tests and termly assessments. Teacher assessments in reading, writing and maths are reported as either an emergent, secure or advanced standard for their age and form part of a written report shared with parents at the end of the Autumn and Summer Terms.

Responsibility

Class teachers, along with the Head, are responsible for ensuring the completion of termly assessments and age standardised tests in line with our agreed assessment schedule (Appendix 1: Assessment Test Schedule).

Moderation

To ensure we make consistent judgements about the academic standards in our school, we dedicate two weeks of moderation following both Assessment Point 1 and Assessment Point 2 to moderate the work of a few pupils before final judgements have been made.

Recording

Class teachers are responsible for recording summative assessment data on the individual and cohort assessment records following any assessment.

Targets

We set targets to help us identify specific and measurable goals that help to improve the standards achieved by all our children. The targets that we set are challenging but realistic and take into account each child's starting point for learning. We set two types of target at Carrdus: improvement targets and end of year targets.

Improvement targets

Class teachers set short term, next step written improvement targets for children in Year 1-6 in reading, writing and maths using reading, writing and maths assessment criteria to support immediate progress. These are displayed prominently for the individual child to understand eg stuck to the inside front cover of the exercise books. We regularly take account of these targets, review progress against them and provide written improvement feedback against them.

End of year targets

The Head and class teachers together set longer term, end of current year teacher assessment targets for children in Year 1-6 based on their end of previous year teacher assessments. We use these targets to track individual and cohort progress. These targets are set with the expectation that every child will progress to at least the same standard year on year eg Secure in Year 1 to Secure in Year 2 and with challenge, where appropriate, will move to a higher standard year on year eg Secure in Year 1 to Advanced in Year 2.

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Analysing and tracking progress

We use assessment data to track progress of children in two main ways:

- Termly. Each term, class teachers use the assessment criteria in reading, writing and maths to track and identify any child who is at risk of underachievement and any child who is perceived as working at a greater depth within the curriculum and to draft next step improvement targets;
- End of year. At the end of the year, the Head and class teachers together analyse the progress of every child in reading, writing and maths by comparing their end of current year teacher assessments against their end of year previous year teacher assessments. This helps identify individuals or cohorts at risk of underachievement; enabling class teachers to put in place strategies at an individual or cohort level to ensure they catch up.

Reporting to parents

We hold two Parent's Evenings throughout the academic year, during the Autumn and Summer terms. During this meeting, class teachers will provide feedback detailing how a child has performed within class across the curriculum, their successes and also their next step improvement targets. We provide a formal written report to parents at the end of the Autumn and Summer terms.

Early Years Foundation Stage statutory assessments

EYFS Profile

We are required by law to complete an EYFS profile for each child in the final term of Reception. The main purpose is to provide an accurate assessment of each child at the end of the EYFS. The profile describes each child's attainment against 17 early learning goals, together with a short narrative about their learning characteristics. We share these profiles with parents, future schools and the Department for Education. The end of year EYFS profile scores may be externally moderated. The Head will electronically report, by the published deadline, EYFS Profile scores to the Department for Education.

Learning and development requirements

The EYFS profile describes each child's progress against the EYFS Learning and Development Requirements. It is based on ongoing observation, predominantly from children's self-initiated activities, in seven areas of learning and development, namely:

- Communication and language
- Physical development
- Personal, social and emotional development
- Literacy
- Mathematics
- Understanding of the world
- Expressive arts and design creative development.

Assessment policy monitoring and review

This assessment policy is reviewed annually by the Head.

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Appendix 1: Assessment Schedule 2022/22

Type of Assessment	Autumn 1 st half	Autumn 2 nd half	Spring 1 st half	Spring 2 nd half	Summer 1 st half	Summer 2 nd half
Maths Arithmetic and Problem Solving Abacus Assessment Percentage score Twice termly Class teacher	✓	✓	✓	✓	✓	✓
Maths Maths assessment criteria Teacher Assessed (E/S/A) Bi-annual Class Teacher		✓				✓
Maths Number and problem solving Progress in Maths (PIM) Age standardised Once a year Head of Computing						✓
Reading Reading comprehension New Group Reading Test (NGRT) Age Standardised Once a year Head of Computing						✓
Reading Reading assessment criteria Teacher Assessed (E/S/A) Class teacher		✓				✓
Writing Spelling New Group Spelling Test (NGST) Age Standardised Once a year Head of Computing						✓
Writing Writing assessment criteria Teacher Assessed (E/S/A) Class teacher		✓				✓
Cognitive Ability Reasoning	✓					

This policy refers to all sections of Carrdus including EYFS

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Cognitive Ability Test (CAT) Age Standardised Once a year in Year 4 only Head of Computing						
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Appendix 2: Effective Feedback

Effective feedback:

- Should focus on the session's learning objective and success criteria of task
- May be verbal or written
- May be given on a group or individual basis
- Should be a positive balance of what has been successful and what needs to be done to improve the work and 'close the gap' rather than a general comment of success eg 'well done'
- Must be as immediate as possible; research has shown that immediate feedback against success criteria is the most effective form and is therefore more likely to be VERBAL than WRITTEN
- Verbal needs time in same session to reflect on verbal comments made against success criteria. Use FB code.
- Written feedback needs to be legible, succinct, clear in meaning and related to success criteria for that piece of work.
- Time needs to be built into next session for children to reflect on written feedback and to respond to it. This may even be an interactive/questioning guided writing session as part of a small group
- Should be modelled for children to help them become effective self and peer assessors

Appendix 3: Feedback Code

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Code	Meaning
Green highlighter	Teachers highlight places where a child has written the best aspects against the success criteria, not learning objective.
Pink pen	Teachers underline aspects of a child's work to show where improvements can be made to spellings, words, phrases, sentences or blocks of text. Teachers also use pink pen for written feedback.
Purple pen (children)	Children make improvements to their work using purple pen where appropriate.
FB	Teachers and teaching assistants use this to indicate where verbal feedback given and they will give time for a child to make the necessary improvements. This style of feedback works well during the session, not at the end when there is no time left to make any improvements.
Initial	Teachers and teaching assistants use this to indicate where closer support has been given eg in a group context. This is written at the end of the session by the relevant adult.
Sp	Teachers use this to indicate a spelling that needs to be improved.
I	Teachers use this to indicate where a child has worked independently and away from any adult support. yes