



ASSESSING WITHOUT LEVELS

Rationale

The purpose of assessment is to let pupils know what they know, to find out what they do not know and to support them, through effective feedback, to address difficulties and diminish the differences between learners. As a result of a clearly defined approach to assessment, pupils will be encouraged to aspire to excellence. The outcomes of high quality assessment will first and foremost help to shape teaching and learning and then provide information for tracking pupil progress and attainment.

Principles for Assessment

1. Assessment is at the heart of teaching and learning

- Assessment provides evidence to guide teaching and learning
- Assessment recognises and celebrates learning as a journey
- Assessment actively involves learners, engaging them in decision making, motivating them to take responsibility for their own learning, promoting self and peer evaluation and reflection

2. Assessment is appropriate

- Assessment is constructive and task-related, in order to develop learners' confidence and self-esteem and to minimise potentially negative effects
- Assessment draws on a wide range of evidence to provide a complete picture of pupil achievement
- Assessment demands no more procedures than are practically required to allow pupils, their parents and teachers to plan future learning

3. Assessment generates feedback

- Assessment provides meaningful and understandable information for pupils in developing their learning, parents in supporting their children with their learning and teachers in their planning
- Assessment provides information for school leaders and governors

4. Assessment is consistent and fair

- Assessment is inclusive and underpinned by the belief that all learners can succeed
- Judgements are formed according to common principles
- The school's results are capable of comparison with other schools, both locally and nationally



Curriculum Planning

Curriculum planning is rooted within the clearly defined aims and values embedded within Beckstone Primary School. The curriculum reflects our own school context.

The long term plan ensures that the achievement of age related standards by the majority is assured by the end of a year and end of each key stage. Key outcomes for English, Mathematics and Science are identified in the medium term planning for each unit of work. Individual teachers and/or teams plan lessons rich in assessment opportunities in the short term that progressively build towards agreed standards. A simple method for recording indicates the extent to which pupils are consistently demonstrating that they are on track to meet appropriate outcomes by the end of the academic year that will build towards age related standards by the end of each key stage.

Formative Assessment

The new curriculum sets the expectation that **all** pupils can and will eventually achieve the core intended learning. Teaching and learning sequences will:

- first, introduce pupils to new learning and give opportunities to develop their understanding
- then, formative assessment strategies will distinguish those learners who have successfully achieved the new learning, and can clearly demonstrate it, from those who need more time and support in order to do so
- finally, those pupils who have achieved the new learning will be provided with opportunities to deepen and enrich their understanding, whilst others receive support and feedback personalised to their needs, so that they too achieve the intended learning

Beckstone Primary School, recognises that when formative assessment practices are integrated into classroom activities, substantial increases in pupil achievement are possible. Assessment opportunities are specifically planned to promote effective learning.

Assessment practices at Beckstone include the following:

- Planned focused learning opportunities where pupils can clearly demonstrate their achievement of steps in their learning
- Planned learning conversations with an emphasis on quality questioning
- Planned periodic testing
- Learners evaluating their own and others' work against known criteria
- Giving feedback orally and in written form that demands thought and action of the learner



Summative Assessment

The formative assessment will provide the cumulative evidence which is then used for a summative purpose to judge attainment and progress. As assessment information accumulates, it will show for individual pupils, classes and groups and year groups their current attainment in relation to attainment at previous points in the year, at the end of previous years and at the end of previous key stages. Summative assessment will be quantified in terms of the proportion of pupils achieving, exceeding or working towards key aspects of the curriculum. This judgement is related directly to the evidence of pupils' learning in their work, teachers' annotations and records and the teachers' knowledge of the pupils. Evidence from ongoing learning will be supplemented by the periodic use of tests. For tests to make the best contribution, the outcomes will be analysed at question level.

Floor Standards for 2016

Beckstone Primary School will be above the floor standard if:

- pupils make sufficient progress at Key Stage 2 from their starting point in the reception baseline; **or**
- 85% or more pupils meet the new expected standard at the end of Key Stage 2

Tracking Systems

The tracking systems at Beckstone Primary School, enable teachers to see the journey of a pupil's learning. They help teachers to plan appropriate learning experiences to meet their pupils' needs.

The tracking systems are used to identify pupils who are making slow progress, so that action can be taken. They provide the school leadership team and governors with data about pupil attainment and progress.

Reporting to Parents and Carers

Feedback to parents and carers helps them to understand how well their children are doing in relation to expected standards and how they can improve. Clear, jargon free language is used and areas of success are shared. Realistic and achievable learning targets are set and parents/carers can understand and support them.

Twice yearly reports to parents and carers provide a rich profile of what has been achieved to date and indicate next steps. The reports indicate whether the pupil is working below, at or above his or her chronological age, or that he/she has a strong understanding of the concepts taught in the year and has been working on extension activities to deepen his/her knowledge in preparation for the next phase.



Statutory Assessments

- A short reception baseline that will sit within the assessments that teachers make during Reception
- A phonics check near the end of Year 1
- A teacher assessment at the end of Key Stage 1 in mathematics; reading; and writing, informed by pupils' scores in externally-set but internally marked tests (writing will be partly informed by the new grammar, punctuation and spelling test); and teacher assessment of speaking and listening and science
- SPAG is not currently assessed but this may change in 2018.
- National tests at the end of Key Stage 2 in: mathematics; reading; grammar, punctuation and spelling; and a teacher assessment of mathematics, reading, writing and science.

In 2017, the end of key stage tests will be expressed as a scaled score (a scaled score is a score where 100 will represent the new expected standard for that stage).



ASSESSMENT PROCEDURES 2016-2017

Mathematics

At the end of a teaching term in mathematics, children will be assessed against the objectives that have been covered. Learning conversations, where the pupil is asked probing questions, will be used to gain a deep insight into the pupil's thinking. This will inform the teacher about where the pupils are performing in their mathematics in relation to the expected standard. White Rose assessment tests will be used to support the overall judgements made and will be administered after each block of work. The following tests will be administered:

Autumn Term – Checkpoint 1 Autumn Test
Spring Term – Checkpoint 2 Spring Test
Summer Term – Checkpoint 3 Summer Test

The children who are working well below the expected standard for their year group, will be given a test within the year group in which they are performing. Where a child is working well above the expected standard in their year group, they should be given a test within the year group in which they are performing.

Excel spreadsheets will be completed for each area of maths. These spreadsheets will highlight where learning is secure and help teachers identify which areas are going to be the teaching focus for next term.

At the end of each term, an overall judgement will be made. This judgement will be based upon a broad range of evidence: the outcomes in tests, work in books, planned learning conversations and teacher judgements during lessons.

A judgement for each pupil will be entered into Scholarpack using the following codes:

Where X = Year group

E = X:1
E+ = X:2
D = X:3
D+ = X:4
S = X:5
S+ = X:6

Greater depth is denoted by X1 and X2 which follows X:6



Teachers will use this information to inform their teaching. Each teacher will discuss their class performance during a pupil progress meeting with the head teacher and deputy head. These meetings will take place at least twice per year. Where there is significant cause for concern, leaders will meet more frequently with the particular teacher(s) to discuss pupil progress.

This data will be analysed and inform the school on progress and attainment in mathematics. Leaders will use this formative and summative assessment to ensure that governors, teachers and parents know if children are achieving the expected standard or if they need to catch up.

Reading

At the end of each term, children will be assessed against the objectives that have been covered. PIRA assessments will be used to support the overall judgements made and will be administered each term.

The children who are working well below the expected standard for their year group, will be given a test within the year group in which they are performing. Where a child is working well above the expected standard in their year group, they should be given a test within the year group in which they are performing.

Accelerated Reader will also be used to inform the overall reading judgement from Years 3-6.

Guided reading records and the assessment success criteria for each year group will be used to inform any overall judgements made in reading.

Writing

The literacy books, writing in other subject areas (where appropriate) and termly assessments will inform the teacher judgements in writing. Writing will be assessed in the following strands:

- Sentence Structure and Punctuation
- Text Structure and Organisation
- Vocabulary
- Planning and drafting
- Evaluating and Editing

In order to progress through Emerging, Developing and Secure stages, children must be secure in KPIs (Key Performance Indicators). These KPIs are in the Sentence and Punctuation, Vocabulary and Planning strands



This data will be analysed and inform the school on progress and attainment in writing. Leaders will use this formative and summative assessment to ensure that governors, teachers and parents know if children are achieving the expected standard or if they need to catch up.

Science

At the end of a teaching unit in science, children will be assessed against the objectives that have been covered. Learning conversations, where the pupil is asked probing questions, will be used to gain a deep insight into the pupil's thinking. This will inform the teacher about where the pupils are performing in their science in relation to the expected standard.

Beckstone Science Passports will be completed after every teaching block and children's progress will be assessed as Emerging, Developing or Secure or GDS. These assessments will be passed on through school as the children move through each year. Children who are working at GDS will be targeted the following year in order to ensure understanding is deepened.





STRATEGIC PLAN FOR IMPLEMENTATION

It is recognised that the whole philosophy around assessment and the new procedures to be implemented will need to be part of a staged process and will take time to embed.

Stage 1

- Use the Autumn term assessments and teacher judgement to derive an end of term summative judgement
- Use staff meeting time to address any issues arising from new assessment procedures
- Analyse the information, including analysis of the tests, to inform teaching
- Identify key information from the data to complete a pupil progress meeting form
- Meet with team leaders to discuss pupil progress in relation to three key questions: Where are the pupils in relation to the expected standards? Which children are working below/above the expected standards? What do the pupils need next to make significant progress? Set appropriate interventions.
- Leaders to use the data to inform teacher performance.

Stage 2

- Teachers to be skilled in formative assessment
- Staff feedback on effectiveness of using assessments to inform teaching
- Look at developing a consistent and systematic approach to pupil self-assessment
- Assessment in the foundation subjects

Stage 3

- Developing standardisation within and between year groups
- Plan in regular moderation and explore the possibility of cross-school moderation

Stage 4

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- Analyse end of Key Stage performance descriptors – how well are we providing for our pupils to reach the expected standards at the end of Year 2 and Year 6
- Regularly evaluate, refine, re-design procedures and systems as necessary.

This policy is monitored by the SLT and will be reviewed every two years, or before if necessary.

Policy Written by: Jude Yoxall

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