



Assessment Policy

Introduction

Assessment is the means by which the progress of pupils is monitored and accelerated. It is an integral part of the National Curriculum Statutory procedures. This policy outlines the purpose, nature and management of assessment in our school. The policy is closely linked with the policies on Marking, Teaching and Learning, and Curriculum. The implementation and ownership of this policy is the responsibility of all staff.

The Purpose of Assessment

Assessment is a tool to inform curriculum planning and learning programmes and as such it serves several purposes:

- Formative i.e. that assessment should be an important part of the curriculum planning and used to identify next steps
- Diagnostic i.e. provides a detailed picture
- Summative i.e. provides a picture in time of a child's development.

Planning

Each member of staff should be familiar with the programmes of study. The effective planning of the curriculum is entirely linked to the effective assessment of pupils. Assessment information is used to inform plans at each of the 3 main planning stages:

- Long-term planning. (Yearly) This allows for the national attainment targets to be addressed.
- Medium term planning. (Termly) Teachers produce termly plans identifying programmes of study and curriculum coverage. At this stage of planning, the broad level of learning intention is determined.
- Short term planning. (Weekly and Daily) This is where teachers can articulate their judgements about children's performance and make decisions about children's future learning. Lessons planned at the short term planning stages will be constructed using assessment outcomes from previous lessons.

Statutory Assessment Requirements

At the end of Key Stages 1 and 2, a teacher assessment (TA) must be made at the level achieved in each of the three core subjects of English, Maths and Science. Standard testing in the three core subjects must be administered in accordance with the instructions issued by the relevant Body concerning statutory assessment. Results will be recorded no later than 2 weeks before the end of the summer term. At the end of Key Stage 2, tests must be despatched for external marking. Pupils who move to a new school during a Key Stage will take with them their latest TA levels for the three core subjects and any ongoing targets. Year One pupils will be tested in the summer term using the Phonics Screening materials and results will be reported to parents by the end of the summer term.

Poplar Farm School **Assessment Policy**

Entitlement

In addition to the statutory requirements, the following formal assessments will also be carried out:

| <u>Year Group</u> | <u>Autumn Term</u> | <u>Spring Term</u> | <u>Summer Term</u> |
|-------------------|---|---|--|
| YR | EYFS Profile Writing Assessment (Level) Reading Book Stage | EYFS Profile Writing Assessment (Level) Reading Book Stage | EYFS Profile Writing Assessment (Level) Reading Book Stage |
| Y1 | Reading (SS and Level), Mental Maths (SS), Written Maths (SS and Level), Writing Assessment (Level), Reading Book Stage | Reading (SS and Level), Mental Maths (SS), Written Maths (SS and Level), Writing Assessment (Level), Reading Book Stage | Reading (SS and Level), Mental Maths (SS), Written Maths (SS and Level), Writing Assessment (Level), Reading Book Stage Phonics Screen |
| Y2 | Reading (SS and Level), Mental Maths (SS), Written Maths (SS and Level), Writing Assessment (Level), Reading Book Stage | Reading (SS and Level), Mental Maths (SS), Written Maths (SS and Level), Writing Assessment (Level), Reading Book Stage | SATs Reading (Level), Mental Maths (SS), SATs Written Maths (Level), SATs Writing (Level), Speaking and Listening (Level), Science (Level), Reading Book Stage |
| Y3 | Reading (SS and Level), Mental Maths (SS), Written Maths (SS and Level), Writing Assessment (Level), Reading Book Stage | Reading (SS and Level), Mental Maths (SS), Written Maths (SS and Level), Writing Assessment (Level), Reading Book Stage | <u>Optional SATs</u> Reading (SS and Level), Mental Maths (SS), Written Maths (SS and Level), Writing Assessment (Level), Reading Book Stage, Y6 SPAG Test |
| Y4 | Reading (SS and Level), Mental Maths (SS), Written Maths (SS and Level), Writing Assessment (Level), Reading Book Stage | Reading (SS and Level), Mental Maths (SS), Written Maths (SS and Level), Writing Assessment (Level), Reading Book Stage | <u>Optional SATs</u> Reading (SS and Level), Mental Maths (SS), Written Maths (SS and Level), Writing Assessment (Level), Reading Book Stage, Y6 SPAG Test |
| Y5 | Reading (SS and Level), Mental Maths (SS), Written Maths (SS and Level), Writing Assessment (Level), Reading Book Stage | Reading (SS and Level), Mental Maths (SS), Written Maths (SS and Level), Writing Assessment (Level), Reading Book Stage | SATs Reading (Level), Mental Maths (SS), SATs Written Maths (Level), Writing (Level), Reading Book Stage, SATs SPAG Test |
| Y6 | Reading (SS and Level), Mental Maths (SS), Written Maths (SS and Level), Writing Assessment (Level), Reading Book Stage | Reading (SS and Level), Mental Maths (SS), Written Maths (SS and Level), Writing Assessment (Level), Reading Book Stage | SATs Reading (Level), Mental Maths (SS), SATs Written Maths (Level), Writing (Level), Reading Book Stage, SATs SPAG Test |

Pupils in the Reception Class will be assessed as part of an ongoing process using the Early Years Framework and Development Matters.

In addition, targeted assessment of selected children (predominantly children in years Reception to 2 inclusive) will be undertaken to inform Ruth Miskin literacy groups. This will be via RML screening materials and Reading Age analysis.

Poplar Farm School **Assessment Policy**

Teacher Assessment and Record Keeping

Teacher assessments should:

- Aid teachers in planning work, identifying problems and helping children make progress.
- Be ongoing throughout the year and inform future teaching.
- Be carried out in the context of the classroom, during usual planned activities.
- Allow children to demonstrate what they know.
- Allow for differentiated work, show a variety of assessment techniques and be both formal and informal.
- Help develop children's self-esteem through positive and constructive feedback and should lead to effective target setting.

Teacher assessments are made for all subjects, using National Curriculum end of year expectations, and recorded using the academy's tracking system. A selection of objectives within each subject are selected and assessed by the teacher during termly assessment weeks. These assessments are recorded by the teacher. At the end of the year, an overall level is reached by taking account of standards attained by each pupil throughout the course of the year.

The number of children working at age-related expectation will be recorded by the Leadership Team and by Subject Leaders. The purpose of this is to provide initial information regarding pupil progress and standards of attainment within each subject. This information is then used by subject leaders to determine improvement priorities within subjects and/or specific phases within the school.

Teachers may also keep additional assessment information as necessary to support judgements about standards of pupil attainment and rates of pupil achievement.

To support teachers in the accurate assessment of subjects, exemplification of standards documents have been produced to demonstrate pupil outcomes expected at each particular age group.

Assessment for Learning

In essence, assessment for learning is the process which ensures an accurate understanding of a child's attainment level is determined by staff, and the next steps in their learning are identified, planned for, and implemented. To focus the nature and pitch of assessment, staff are expected to use subject assessment criteria alongside National Curriculum expectations to identify appropriate levels of learning for pupils and to identify gaps in learning through the use of well-targeted assessment for learning strategies.

At Poplar Farm School, the expected strategies and some associated strengths are as follows:

| Strategy | Summary |
|---------------------------------|--|
| Teaching Groups to Remain Fluid | <u>Strong Impact When:</u> <ul style="list-style-type: none">• Groups are organised by pre-assessment information as opposed to 'general groups' within each topic being taught. Consequently, learning is pitched at the relevant level for each child from SEN to G&T• Teacher questioning is targeted to each fluid group, drawing responses from all children• Children are target taught following pre-assessment activity for each topic.• High quality guided teaching is used to target groups of pupils accurately identified as having similar learning needs• Children are made aware of the link between initial self-assessment and 'fluid groups' during independent work• Expectations are aspirationally high and planned for. E.g. – G&T |

Poplar Farm School **Assessment Policy**

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|---|--|
| | <p>children are given separate challenge during the beginning of the session to effectively assess their capability prior to main teaching input and task.</p> <ul style="list-style-type: none"> Graduated questions are provided prior to a topic being taught to determine fluid groups for each topic start. |
| <p>Pupil Self-Assessment:</p> <p>Graduated Questioning at Start and End of Session</p> | <p><u>Strong Impact When:</u></p> <ul style="list-style-type: none"> Children are very clear of content of and reason for using differentiated WILF sheets Teacher intervention facilitates pupil reflection on learning The classroom climate allows children to self-assess within their own confidence levels using graduated questions. Children are used to the system, thus allowing swift deployment to task when initial assessment is complete. Adults create opportunities for pupils to reflect on the progress they are making within a lesson. Children's perception is this approach is of benefit as they feel they have ownership over their learning. Adults use end of session self-assessment to ask children to self-assess by pupils placing themselves on a continuum identifying how well they think they have achieved. Adults spot check some children. Teacher records outcomes to use as the initial assessment for the next lesson. This strategy is used periodically by teachers. More able children are given periodic opportunities to self-assess and then mark own work from given mark schemes, thus giving maximum self-reflection time for the most able learners Classroom climate allows children to discuss their learning in a focused way Systems exist to manage the self-assessment process |
| Pre and post Topic Mind Maps (Medium Term Strategy) | <p><u>Strong Impact When:</u></p> <ul style="list-style-type: none"> Mind maps used to recap previous sessions and add next stages of learning Displayed and used interactively within the classroom |
| Weekly session to allocate time to assess understanding of next topic prior to implementation | <p><u>Strong Impact When:</u></p> <ul style="list-style-type: none"> This strategy is used to identify broad operational levels of children (most effective within mathematics) |
| Use of peer assessment to motivate and encourage reflective learning | <p><u>Strong Impact When:</u></p> <ul style="list-style-type: none"> Children are given time to discuss what is being looked for within the lesson. This causes the children to be very focused on the session purpose and associated outcomes. Children are given opportunities to assess partner and self against WILF sheets, identifying topic and personal targets Morning work is used to introduce or reinforce the learning target Post it notes are used to record targets for their partner |
| Purposeful plenary sessions implemented | <p><u>Strong Impact When:</u></p> <ul style="list-style-type: none"> The plenary is to be used to review the <u>extent</u> to which children have acquired new skills, knowledge or understanding The 'next steps' in the learning sequence are established and briefly discussed (where appropriate within the learning sequence) |
| Marking | <p><u>Strong Impact When:</u></p> <ul style="list-style-type: none"> Comments are provided which give: <ul style="list-style-type: none"> praise summary of main successes in relation of learning target a follow-up question/task which children are able to respond to before the next session is implemented to deepen their learning |

Poplar Farm School **Assessment Policy**

Target Setting

The Leadership Team will analyse assessment data.

Strategic Targets

- Future targets for school improvement will be set in relation to the performance of children in National Curriculum assessments following Leadership Team analysis of National and school-based data.
- Overall percentages will be reported to Governors and Parents

Class/Group Targets

- Cohort Targets will be set and used as part of the academy Performance Management process
- Targets will be driven by the developmental needs of each cohort of children, and will generally be set for English and mathematics in line with units of work being studied

Individual Targets

- Targets will be realistic and achievable, and will be set as follows:

Reading

- Reading targets shared with groups orally in guided reading sessions. Targets are taken for each group from the relevant descriptors
- Early Years Foundation Stage (EYFS) profile scores shared with parents at Autumn and Spring Parents' Evenings as appropriate

Writing

- Examples of expected outcomes for writing to be displayed in classrooms for each unit of writing pitched at an aspirational standard. Staff to list required examples of such writing and share amongst the team to support the sourcing of such examples
- Personalised Targets - via 'WILF' method linked to:
 - unit of writing studied
 - generic, ongoing writing needs
- In FS/KS1, generic target reminders are given to children orally. In KS2 (Y3 as appropriate), children will add Personalised Targets to WILF sheets after reviewing marking comments on previous pieces of work

Maths

- Maths targets to link to oral/mental skills development. Common class focus, differentiated to meet needs of groups. As with writing, targets should be aspirational for all groups
- Targets to be visible in each classroom
- Ongoing targets to be given via written feedback from marking, linking to assessment for learning strategies

General

- Target reviews to be part of discussion within Parent's Evening discussions
- A common approach to language targets:
 - Learning Objective (LO) to be replaced by Learning Target (LT) when sharing purpose of lesson. Sessions will have one Learning Target for Curriculum, and one Learning Target to incorporate the relevant Life Skills focus
 - Targets on WILF sheets are classed as Personalised Targets
- 'Target setting' to be implemented at teacher level via children being targeted to specific NC sublevels
- Individual Pupil Targets are set and reviewed termly in line with Parents' Evening discussions. The system is as follows:
 - All children other than those identified with SEN or to be AG&T, will have one literacy, one numeracy and one personal target.

Poplar Farm School **Assessment Policy**

- SEN pupils are to have their individual plan (IEP), or equivalent targets recorded as their termly areas of focus.
- AG&T pupils are to have their individual plan (ICP), or equivalent targets recorded as their termly areas of focus, along with personal targets as appropriate
- In YR, targets are shared with parents at each Parents Evening and are recorded for parents to take away with them
- In KS1, targets are recorded on target cards and also on the cover of the 'Ongoing Work' Folder
- In KS2, targets are recorded on the inside cover of all main books/folders being used by the child.
- Targets are to be referred to during guided sessions and reference made to remind children to be aware of their targets in general

Pupil Tracking

The high achievement and effective progress of our pupils is of paramount importance to our school. As such, all pupil data is analysed to ensure children are on track to meet or exceed expectations based on prior attainment.

Pupil tracking is formally undertaken at the midpoint and the end of each academic year and is used to coincide with the Performance Management Cycle. In addition, Pastoral Forum meetings are held each term in which pupil progress is reviewed along with any other pastoral needs of pupils.

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