



Assessment Policy

I. Our principles for assessment for Primary Curriculum 2014

At our school assessment:

- means continually evaluating children's knowledge, skills and understanding, establishing what children can do and what their next learning steps should be.
- is at the heart of the learning process. It provides valuable evidence to guide and improve teaching and learning. Alongside this it offers an opportunity for children to demonstrate and review their progress.
- is an integral part of our ambitious, high expectations culture.

We are committed to:

- Seeking and interpreting evidence for use by children and their teachers to decide where learners currently are in their learning, where they need to go next and how best to get there.
- Using assessment, day-to-day, in the classroom to raise children's achievement and their aspirations. We believe 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 (or close any gap).
- Providing children with clear, precise and easily comprehensible feedback, in oral and written forms, that will support their learning. We will always expect children to engage with this feedback and frequently we will ask them to respond to it. The quality and value of teachers' feedback will be evaluated by how great an impact it has on pupils' future progress.
- Involving children at all times in an ongoing self-improvement process and assisting them to understand that the continual quest to improve oneself is a crucial life skill. Assessment feedback should inspire ever greater effort and a belief that, through commitment, hard work and practice more can be achieved.
- The regular review of what has been learnt by children being built into our lesson structure and our programmes of study.
- Assessment drawing upon a wide range of evidence that establishes a full picture of what a child can do.
- Continually tracking the performance of children and using this information in four ways
 - to ensure that all children are suitably challenged
 - to provide additional challenge for those who are ready for this
 - to provide additional learning support for those who are currently finding learning more difficult
 - to ensure that every child really does matter and nobody is ever overlooked.

- Giving reliable, meaningful and regular information to parents about how their child is performing and how our school is performing. At all times this information will be clear, transparent and easily understood. It will be communicated in a format that parents can understand and it should assist them in supporting their child's future learning.
- Avoiding any tendency to judge, label or categorise children, but instead show a never ending commitment to the notion that all children can and will succeed. For this reason we will not use self-fulfilling terminology like '*more able*' and '*less able*'. In all we do and say we will communicate the message to children that they can and will succeed.
- The regular moderation of assessment judgements by professionals working within and beyond our school being used as a mechanism for refining the accuracy of those judgements.
- Avoiding the tendency to continually test children, as we know that testing itself does not improve children's performance.
- Assessment providing information that is of value and justifies the time teachers spend on it.

Our principles for providing feedback to pupils

- Two readily identified fallacies – views commonly held by teachers:
 - people learn more when they receive praise
 - people need continued praise to establish and maintain feelings of self-worth

We will not confuse praise with the process of providing feedback!

- Feedback refers to the process of securing information to enable change through adjustment, or calibration of efforts, in order to bring a person closer to a well-defined goal.
- Teachers should aim to increase the amount of information feedback.
- Feedback should be continual, ongoing: drip-drip-drip! The most effective feedback is oral, at the point of learning, so teachers should constantly be providing feedback within lessons.
- Pupils want feedback that provides the information they need to achieve their goals – where to next? How to get there?
- Feedback works when the goal is known and accurately, precisely defined through realistic assessment.
- A good deal of feedback that teachers provide (seemingly valuable and sensible from their viewpoint) is not received, understood, or acted upon by the learner. The process of providing and receiving feedback should be a dynamic one: teachers should provide pupils with opportunities to act on feedback.
- Pupils want to know how to improve their work so that they can do better next time. Pupils tend to be 'future focused'.
- Often what a teacher intends as helpful critical feedback turns to personal ego evaluation in the eyes of the receiver. It is important to focus on how feedback is received, not just how it is given.

- Within the classroom social comparison is rife: pupils continually compare themselves with their peers. They have a tendency to categorise themselves and others, formulating unhelpful and restrictive beliefs, and even self-fulfilling prophecies (*I'll never be good at maths; He is always going to be the best speller!*) Teachers need to be aware of this, setting up a growth mindset culture where pupils are not competing with others, but with themselves, trying to improve on their previous personal best.
- Teachers need to show pupils the various ways they will be successful or tell them how they know they will have been successful.
- Pupils need to be told, regularly, that experiencing difficulty is a perfectly normal and expected part of the learning process. All the great thinkers in the world were 'stuck' at some point!
- We are motivated by perceivable and closable learning gaps (but turned off by learning chasms!).
- Teachers need to provide ample, quality time for pupils to consider written feedback and review what they have learnt and what they need to do to secure further improvements.
- Different types of feedback work better depending on the individual's phase of learning – corrective feedback is suited for novices, process feedback is needed as the learner becomes proficient and elaborated conceptual feedback becomes effective with highly competent learners

2. The move away from Levels to Key Performance Indicators

Levels were phased out because:

- they were a summary that missed the richness of a more rounded description of achievement: the narrative behind the headline number was lost through over-simplification.
- It was not clear if the pupil was consistently achieving that level, achieving it most of the time or just achieving it in some aspects
- for some teachers levels capped their expectations for pupils. A performance ceiling could have been created
- they were a common language for the profession, but an enigma to many parents who did not understand what the levels meant and what their child's strengths and weaknesses were
- there was a lack of 'trust' in teacher assessment.
- secondary schools argued that they needed to test pupils on arrival because primary assessments, including national tests, could not be relied upon. Valuable time was wasted!
- EYFS assessments and NC assessments use a different system and there has never been a true alignment

3. Different types of assessment

- **Day-to-day assessment for learning:** this is formative assessment - an integral part of teaching and learning: the interactions between learners and teachers within lessons that shape the next steps for improvement. This is continual and ongoing, with assessments informing future lesson planning

- **Periodic review: a profile of pupils' learning using key performance indicators.** This helps teachers to track pupils' progress, outside of lessons, by using precise criteria to discover the standards they are reaching and what needs to be planned for next to secure further improvement.
- **Transitional assessment – this is the use of summative (or summary) tests and tasks** that formally recognise pupil achievement and are shared with pupils and their parents.

4. Pupil progress, attainment and achievement

The school is firmly committed to ensuring that all pupils make very good progress from their respective starting points when they join the school. Their performance is tracked, or followed, carefully throughout their time here. The purpose of tracking pupil performance is to:

- monitor academic standards
- ensure that teachers always know the point that a pupil has reached in their learning
- use this information to plan future learning that is pitched at an appropriate level of challenge
- know which pupils require additional support (and intervene accordingly)
- know which pupils require additional challenge (and provide this)
- be aware of pupils' rates of progress and evaluate the reasons for this.

Most pupils join our school in the reception class. Once they have settled, and within their first half-term here, on-entry assessment is undertaken using the Early Excellence Model. This is the initial starting point for measuring pupil progress.

An accurate baseline against which to measure future progress needs to be established by teachers for those pupils who join the school after the reception year. Every year new pupils join at the start of, or within, an academic year. It is the responsibility of the teacher to quickly ascertain what point these children have reached in their learning. Previous school records can be analysed to ascertain pupils' respective starting points. Subsequently, suitably ambitious pupil performance targets should be set for the academic year.

Attainment and achievement

There is an important distinction between these two terms:

Attainment refers to the standards a pupil has reached. This is a measure of relative performance against the average performance for a child of a similar age. Attainment is measured in relation to national average standards and is judged in comparison to all schools.

Achievement is a relative measure that refers to how much progress a pupil has made from their initial starting point. It refers to the difference between where a pupil started from and where they have reached. Achievement can be measured over different time frames: a term; an academic year; a Key Stage or the whole of a pupil's time at the school.

It is quite possible for:

- a high attaining pupil to have low achievement. This means that an intelligent pupil, who is still performing at high standards, has secured little progress. This pupil is underachieving.
- a low performing pupil to have high achievement. This means that the pupil concerned is still performing below the national average for their age, but they are making good progress from their starting point: they are doing well and, almost certainly, trying very hard. A small number of pupils with significant learning difficulties may never attain at a high level when compared to their peers, but their achievement might be outstanding.

As a school we aim to create a **high achievement culture** and expect every pupil to reach the highest possible attainment that they are capable of. The mark of an outstanding teacher is that every pupil in their charge surpasses the progress they were expected to make based on past performance.

5. Targets and target setting - pupil performance targets

Teachers set provisional performance targets for the class they have taught for a whole academic year at the end of the Summer Term in discussion with their phase leader and Senior Leadership Team (SLT). Subsequently, the new teacher of the class will firm up these targets towards the end of the first half of the Autumn Term in discussion with their phase leader and SLT, after they have had an opportunity to familiarise themselves with the pupils in their new class.

Targets should be both aspirational and ambitious. The teacher's level of expectation for pupils should be very high. **High expectations** have been described as a '*crucial characteristic of virtually all unusually effective schools*'. Extensive research demonstrates clearly that it is a teacher's ambition for a pupil which raises that pupil's expectations and leads to higher standards being achieved.

A working definition of the term '**target**' is:

Expected pupil attainment, based upon their previous performance, plus significant challenge (aspiration, or bonus).

The progress pupils have made towards the performance targets set will be one of the topics for discussion in teachers' performance management review meetings, which will take place during Autumn 1. All teaching staff are accountable for the value that is added to each child's learning during the year that they taught that class.

6. Tracking pupil performance using Target Tracker

A record of every pupil's academic performance will be kept on the school's **computerised tracking system – Target Tracker**. Teachers can access their classes assessment data by logging onto the web-based software. They can see how individual pupils have performed since the point when they first joined the school. A picture of a pupil's progress over time, and their rate of progress during a particular year, can be established. The tracker will be used alongside teachers' day-to-day assessments of pupils during September to guide them when they set pupil performance targets.

In addition, Target Tracker will assist school leaders to:

- monitor academic standards
- analyse the performance of individuals and different groups of pupils
- ascertain individuals, groups, classes or cohorts that require additional support
- allocate additional support to pupils in an equitable way, on a needs related basis
- hold informed discussions with parents and carers regarding the progress being made by an individual pupil.

Tracking Attainment and Progress using Steps (Years 1-6)

Pupils' attainment is tracked using a system of steps (see Appendix 3). This performs the function of communicating progression and attainment in a simple format that may be aggregated to produce reports of overall and average progress.

The terminology has been selected for consistency and clarity but also to avoid any suggested judgement when describing the attainment of pupils working below the expected band for their year group.

Each year band has been broken down into six steps: beginning (b); beginning+ (b+); working within (w); working within+ (w+); secure (s); secure+ (s+)

The three broader sections may be thought of in these terms-

Beginning – Pupil learning is chiefly focused on the criteria for the band. There may be some elements of the previous band still to gain complete confidence in.

Working Within – Pupil learning is fully focused on the criteria for the band. This is a teacher best fit decision but could be informed by statement assessments between around 70% achieved.

Secure – Confidence in all of the criteria for the band. There may be pupil learning still focused on gaining thorough confidence in some minimal elements but the broad expectations for the band have been met.

Where the sections have been broken down into steps this is designed to allow the teacher to represent and report progress for a pupil where they may not feel that the best fit is within the next section. For example, a pupil may be assessed as Band2 Beginning in the Autumn term in Year2. The next time the teacher records a summative assessment they may not feel that the pupil has progressed to Working Within, but the pupil has made some progress. An assessment of Beginning+ allows that progress to be represented and will feed through to overall class and key stage reporting.

At termly intervals (**December, Easter, July**), teachers select a step to show where each pupil is working. Teachers **must** assess steps in core subjects and may choose to for foundation subjects.

To allow for the tracking and analysis of progress in a statistical context we have adopted a one-point scale. The numbers below each step reference the equivalent scale point.

Therefore it is easy to monitor pupil attainment in the context of age-related expectation and progress over time to help children reach the new secondary ready standard.

For children to be working at age-related expectation, they would need to reach the secure (s) step at the end of the appropriate year. Secure+ (s+) effectively represents the consolidation of the band and, while pupils will still need to pass through it in the following year, it allows settings to identify pupils who, while still operating at age related expectations, have attained a more thorough and wide ranging grasp of the content and concepts. Secure+ (s+) demonstrates the foundation from which a pupil may proceed onto the criteria in the following band.

Although the 2014 National Curriculum gives flexibility to introduce content earlier or later than set out in the programme of study, it is important for children to have opportunities to apply their understanding in a range of challenging real life contexts, and to demonstrate their mastery of a particular skill at a deep and thorough level before moving on. We would expect children who are secure (s) in the band of statements they are working on to have these experiences, and therefore be working at the Secure+ (s+) step before being assessed against the following year band statements.

Setting targets for progress using Target Tracker

Target setting is an emotive and, potentially, controversial method when misused. When taken as another part of the holistic 'tool box' of assessment practice it can help identify and focus learning for pupils falling behind or showing potential for accelerated progress. The DfE refer to 'sufficient progress' as a way to represent progress over the key stage or Primary phase. While this has yet to be clarified it may be assumed that the equivalent progress to the content for a single academic year would be considered sufficient.

To meet age-related expectations, children should reach the Secure (s) step by the end of the appropriate year. To move from Secure (s) in one year band to the next is 6 steps over 6 half-terms. This equates to 1 step or 1 point of progress each half term. Any pupil target needs to be reviewed by the class teacher to ensure it is appropriate and may be changed where necessary.

Pupil Progress Meetings

We value many approaches to assessment and appreciate that, although tests provide an easily calculated score, we should not only value that which can easily be measured and personal knowledge by the teacher of each child is key.

A pupil's progress is considered during each lesson, with colleagues during Planning, Preparation, Assessment time on a weekly basis and on a half termly basis as part of the phase with the SLT and finally the class teacher meets with the leadership team once a term individually.

The progress of individuals and specific groups of children is discussed in relation to assessment data that teachers have prepared. As a result of these meetings, targets may be revised and intervention groups planned. Trends across cohorts, vulnerable groups, key stages and subject areas are collated and actioned as necessary.

The use of 'Target Tracker' allows all staff to monitor, analyse and plan for individuals and groups of children. Features of this web-based software include the monitoring of different groups of pupils. It also provides functions such as graphing trends, pathways and predictions which support pupil progress meeting discussions, parent consultations and subject leaders.

7. Summative assessments

Start of the year

At the beginning of each year pupils from Y1-6 will complete baseline tests for Spelling, Reading and Mathematics to establish standardized scores. This will allow end of year data to be reconciled with the start of year data.

Termly assessments

It is essential that the progress pupils make is closely monitored within a school year, as well as at the end of it. This is because assessments enable a termly analysis of pupil performance data and allow speedy action to take place. So, for example, it is simply too late to provide additional support for a pupil at the end of the Summer Term. An opportunity has been lost and valuable time has been wasted. Key Stage 1 and Key Stage 2 teachers are requested to fill in a performance level for each pupil on Target Tracker.

Key Stage 1 carry out termly assessments in reading, writing, mathematics and phonics in Autumn 1, Spring 1 and Summer 2

Key Stage 2 carry out termly assessments in reading, writing, mathematics and GPS in Autumn 1, Spring 1 and Summer 2

EYFS – see section 12

End of year assessments

Towards the end of the academic year all pupils in Key Stages 1 and 2 undertake summative assessment tests or tasks. In addition, teachers make a teacher assessment judgement of each pupil's performance in reading, writing, grammar, punctuation and spelling, and mathematics.

These **summary assessments** are organised as follows:

Year 1	Teacher assessment is used to reach a judgement on pupils' attainment and informed by tasks in reading, writing, and maths using NFER/Rising Stars The Phonics Screening Test assesses how secure pupils' phonic knowledge is
Year 2	Teachers will 'build a picture of what a pupil can do' using a wide portfolio of evidence. One source of evidence will be the End of Key Stage 1 National Curriculum Standardised Tests (SATS). These tests result will carry no more 'weight' than the teacher assessments.
Year 3	Year 3 NFER: reading, writing and mathematics Teacher assessment at year end of performance in reading, writing, mathematics

Year 4	Year 4 NFER: reading, writing and mathematics Teacher assessment at year end of performance in reading, writing, mathematics
Year 5	Year 5 NFER: reading, writing and mathematics Teacher assessment at year end of performance in reading, writing, mathematics and GPS
Year 6	Teachers will 'build a picture of what a pupil can do' using a wide portfolio of evidence. One source of evidence will be the End of Key Stage 2 National Curriculum Standardised Tests (SATS). These tests result will carry no more 'weight' than the teacher assessments. Test and Teacher assessments will be carried out in Reading, Writing, Mathematics, Grammar, Punctuation and Spelling

End of Year tests (Years 1, 3, 4, 5)

- These tests will be scheduled each year in June. Scheduling will be staggered to ensure the manageability of the process.
- The test papers will be kept secure so that the pupils do not have an idea of the questions that will come up.
- It is extremely important that there is assessment data on **all** pupils. Pupils who are absent for any test during the week will take the test during the following week or at the earliest opportunity after this
- The assessment information gleaned will be one of the SLT as follows:
 - boys/girls
 - pupils on free school meals/pupils not on free school meals
 - disadvantaged pupils (FSM Ever6 and LAC)/non-disadvantaged pupils
 - pupils who speak English as an additional language/English first language speakers
 - younger pupils born in the summer months/old pupils born in the Autumn or Spring
 - pupils who have arrived at the school late/pupils who joined the school in reception
 - pupils from a particular ethnic group (e.g. Turkish/all other pupils)
 - looked after children and adopted pupils/all other pupils

Pupils in Key Stages 1 and 2 working below test levels designed for their age

A very small number of pupils – normally pupils with an Education Health Care Plan – will not be working at a sufficiently high enough level to access the tests designed for their age group. These pupils may take a test they are able to access that is designed for younger aged pupils. This arrangement is only possible with the permission of the Headteacher and SENCO. A tiny number of pupils may not be working at a level that allows them to access any test. For these pupils teacher assessment should be used as the sole measure of their progress.

8.5 The 'P' scales

Key Stage 2 teachers should use these assessment materials for a tiny number of pupils who are performing below ARE of the National Curriculum. Use of the old W grade (working towards) is prohibited for any assessment. The P scales are differentiated performance criteria designed for children over 7 who have significant learning difficulties. They outline attainment for pupils working below the national curriculum and describe some of the important skills, knowledge and understanding that pupils may gain from the programmes of study and the national curriculum. They range from P1 to P8 and can be found at:

<https://www.gov.uk/government/publications/p-scales-attainment-targets-for-pupils-with-sen>

8. Pupil improvement targets and how review is used to secure improvement

Pupil improvement targets

Each term teachers provide children with three or four improvement targets:

- **Reading**
- **Writing**
- **Mathematics**
- **General – this may be a target for behavior – learning and/or social**

These should be reviewed on a termly basis, with new targets being set following the review. Some teachers may give a group of pupils the same improvement target. Others may decide that everyone has individual targets. Pupils need to be aware of exactly what their targets are. As far as possible, pupils should be involved in this review process.

Reminding pupils, parents and teachers of a pupil's termly target

When parents engage with their children's education, achievement levels rise. If there was any doubt, recent research has shown that parental engagement is a decisive factor in determining learner achievement at any age, but the younger the children are the more impact this has. What really matters is that learners feel their parents are paying attention, engaged in the child's learning and care about their performance.

In order to keep parents informed about what their child needs to work on next, and to encourage them to secure improvement, every pupil's targets must be known and accessible. Teachers can choose how to ensure that this is the case, but they might decide to:

- stick target sheets onto the inside of the front cover or the inside of the back cover of pupils' workbooks
- using separate target books

Pupils are given the following message:

Your job is to put as much effort as you can into reaching your target. Remember: if you practice hard and believe that you can get better you are likely to succeed. If you reach your target your effort will have been worth it because you will have managed to improve your skills.

Parents are given this message:

- *Your child's targets will be shared with you at the Autumn parents' evening, in mid-year report; end of year report*
- *When you look through your child's learning books please have a look at their targets and consider ways in which you can support your child with his/her learning.*
- *Please speak with your child's classteacher if you are unsure how to support your child with his/her targets.*

To make the pupil improvement targets system a manageable process for teachers, a sustainable approach with colleagues is discussed in Phase meetings. So, for example, some teachers may wish to provide shared targets for a group of learners, rather than providing very specific individual targets. The purpose of the exercise must not be lost: to assist pupils to focus on areas for improvement that will secure significant personal progress.

Communicating information about pupils' progress to parents

It is of paramount importance that the school provides regular opportunities for parents to keep abreast of the progress their son/daughter is making. Mindful of this the school will ensure the following happens each year:

- November Parents' Evenings – targets discussed as well as how child is settling into the new school year
- Parents of Year R children able to access Tapestry on line
- Mid-year reports sent home in February followed by parents' evening to further discuss targets and look at children's work
- Offering additional, informal meetings, by appointment on the request of parents/carers
- Issuing an annual school report during the second half of the Summer Term. In this report teachers should stipulate very clearly whether pupils are performing:
 - broadly at the national expectation for their age
 - above the national expectation for their age
 - below the national expectation for their age
- Parents want to know:
 - How well is my child doing?
 - Does the school understand my child?
 - Is my child able to work as hard as they can?
 - Is my child being adequately supported/challenged?
 - Does my child have a say in what goes on?

Parents of children on the SEND register are formally invited into school every term to review progress against the individualised targets on their child's Support Plan. The Support Plans are updated at these meetings, and the children concerned are part of this process.

Parents are encouraged to meet with the class teachers at any time, should they have any concerns.

Pupil conferencing

Each term classteachers are given out of class to meet with a selection of individual pupils to engage in a discussion about the progress they have made. This is an opportunity for **periodic review**. The focus of the conversation should be on:

- reviewing targets
- evaluating progress
- listening to the pupil's view
- making it clear what the pupil needs to do to improve
- setting new targets
- jointly agreeing ways of overcoming any obstacles or barriers to a pupil's learning
- the pupil learning about the self-improvement process

Due to the constraints of teacher cover, it is unlikely to be possible for a teacher to meet more than ten pupils each term. Teachers should choose those pupils who, in their professional judgement, would benefit most from the conferencing process.

9. Assessment for learning (AfL)

The features of assessment for learning are at the core of the pedagogic approach that results in very high standards being achieved. In brief, the key elements of effective AfL are:

- assessment being done with pupils, rather than being done to them
- a clear, specific lesson objective being communicated to pupils
- the use of success criteria as a checklist, or steps to follow, to assist pupils to achieve the learning objective
- the teacher using effective questioning strategies, such as asking a significant number of open ended questions
- participatory learning, with pupils having frequent opportunities to speak and make sense of what they are learning
- ‘dialogic talk’ - this involves extended pupil talk, with the teacher asking probing, supplementary questions and *‘the talk not always returning to the teacher’*. Instead, the pupil voice is prominent and there are opportunities for pupils to comment on the contributions of their peers. In this way the talk is ‘more evenly distributed around the classroom’
- self-assessment and peer assessment against the success criteria established
- the teacher providing constant ‘drip, drip’ feedback on pupils’ performance and how individuals can improve. This takes the form of in class oral feedback and diagnostic written feedback that acknowledges success whilst also pointing out the next steps a pupil needs to take to improve
- mid-session and end of lesson learning reflection time (LRT) being used to review what has been learnt and develop pupils’ understanding of the learning process and how it is possible for them to improve.

10 The self-improvement process (learning about learning)

Learning in primary schools should not be exclusively about content. Effective teachers provide children with opportunities to engage in a dialogue about the learning process, or meta-learning. They create regular opportunities that help children to understand how they learn new things. LRT and the final part of the school day/week are good times for this. The following questions can be used to assist children to reflect on the learning process:

- What have we learnt about today?
- What was the most important thing you found out today?
- How many new things did you learn?
- What are the things you have to remember to do if you want to be a good learner?
- What was our learning objective?
- Did we choose the right success criteria?
- Why have we been learning about this?
- What was the most interesting thing you found out?
- Have you learnt anything about the way you learn?
- What helped you to learn?
- Was there anything that made it difficult for you to learn?
- How can you use what you have learnt?
- How could you use what you have learnt in . . . ?
- What are the important words that we have used in this session?
- How will you be able to remember what you have learnt?

- What is the connection between this learning and the work we did in . . . ?
- How can you improve on what you have achieved in this session?
- Was there anything you found hard?
- Did you encounter any problems? How did you overcome them?
- What would happen if . . . ?
- When your mum asks you what you learnt at school today what will you tell her?
- WWW/EBI

I I Moderation: establishing consistency in assessments

Greater accuracy and consistency in assessment judgements develops when teachers engage in joint assessment within a moderation framework. The discussion, debate and difference in view that transpire are helpful in establishing consistency in understanding. So, quality time will be scheduled for the following cyclical moderation processes:

- moderation ‘trial agreements’ within Phase meetings
- moderation ‘trial agreements’ as a regular feature in the school’s continuing professional development programme
- cross school moderation ‘trial agreements’ with local schools within our Locality (cluster of local schools)

I 2 Assessment and the Early Years Foundation Stage (EYFS)

On entry assessment establishes pupils’ starting points using the Early Excellence Baseline program. These first baseline, assessments focus upon attainment in the three **prime areas of learning**:

- communication and language
- physical development
- personal, social and emotional development

The specific areas of learning:

- literacy
- mathematics
- understanding the world
- expressive arts and design

In addition, comments are made about how the pupil demonstrates **characteristics of effective learning**:

- playing and exploring
- active learning
- creating and thinking critically

Assessments are based primarily on observation of daily activities and events. Teacher should note in particular the learning which a child demonstrates spontaneously, independently and consistently in a range of contexts. Accurate assessment will take account of a range of perspectives including those of the child, parents and other adults who have significant interactions with the child.

For each Early Learning Goal, practitioners must judge whether a child is meeting the level of development expected at the end of the Reception year (expected), exceeding this level (exceeding), or not yet reaching this level (emerging).

The completed EYFS Profile must include a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning. This will support future curriculum planning and will provide the Year 1 teacher with important information about each child's approach to learning.

All EYFS staff are responsible for assessing pupils on an ongoing basis, throughout the year, ensuring that 80% of their assessments relate to findings from observing independent, child initiated activities, with the other 20% taking place in more structured teacher lead activities. Over time they build up a picture of what pupils can do.

All observation assessment information is kept in electronic Pupil Profiles using Tapestry. These contain evidence of pupils' achievements across the six areas of learning. Parents and carers also contribute to their child's profile.

A good level of development (GLD)

Children will be defined as having reached a good level of development at the end of the EYFS if they achieve at least the expected level in:

- the early learning goals in the prime areas of learning (personal, social and emotional development; physical development; and communication and language) and;
- the early learning goals in the specific areas of mathematics and literacy.

As Dame Clare Tickell's review of the EYFS made clear, the prime areas of learning are essential for children's healthy development. The Government also believes that a good foundation in mathematics and literacy is crucial for later success, particularly in terms of children's readiness for school. However, all areas of learning within the EYFS are important and the GLD measure will be supported by a measure of the average of the cohort's total point score across all the early learning goals in order to also help to promote the attainment of all children across all the early learning goals.

Assessing progress in foundation subjects and religious education

School leaders are committed to teachers working within a manageable and sustainable assessment framework. Therefore, there are no formal expectations of teachers to provide the SLT with assessment levels for pupils in:

- art
- computing
- French
- geography
- history
- music
- personal, health, citizenship and social education
- physical education
- religious education

There is, however, a clear stipulation that teachers will use effective assessment for learning practices, including self and peer assessment, as a vehicle to enable strong progress and continual self-improvement.

Roles and Responsibilities

The school governors are responsible for:

- Ensuring that statutory assessment arrangements are carried out.
- Satisfying themselves that the Headteacher is promoting nationally acceptable assessment standards within the school.
- Supporting the Headteacher and teachers in fulfilling their responsibilities.
- Becoming familiar with national assessment standards.

The Headteacher is responsible for:

- Implementing the assessment and reporting arrangements at the school.
- Ensuring a workable and coherent model is in place.
- Ensuring all teachers are kept updated regarding assessment practice and legislation.
- Reviewing and updating the school's assessment recording and reporting policy at regular intervals.

All teachers are required to:

- Carry out all statutory assessment and reporting arrangements.
- Carry out all assessment, record-keeping and reporting arrangements within the timeframe required by the Headteacher and the school's policy.
- Attend appropriate in-service training, agreement trialling and moderation sessions.
- Enter data into Target Tracker and prepare for the half-termly and termly pupil progress discussions.

Monitoring and Evaluation of this policy

The Standards Committee will, in consultation with the Headteacher/Deputy Headteacher, monitor and evaluate the implementation of this policy.

It will be reviewed at least every 2 years to ensure it reflects current practice.

Member of staff with Lead Responsibility for this policy:	Mrs Gwynne Kynaston
Governing Body responsibility:	Standards Committee
Approved by Governing Body on:	To be approved 08.03.16
Policy due to be refreshed by:	Spring 2018

Appendix I Glossary of terms used

Term	Definition
achievement	The amount of progress a pupil has made from her starting point at the beginning of the year
assessment focuses	Government produced broad areas of learning within a subject
assessment for learning	An approach to teaching that maximises the impact of assessment on learner progress
Assessing Pupil's Progress	Government produced criteria to support precision in assessment practice
attainment	The standards a pupil has reached (as measured by the national average)
average point scores	The average attainment of a class measured numerically
Target Tracker	A web-based program that tracks the progress of all children and enables analysis of groups
e-profile - Tapestry	An electronic program for recording the performance of pupils in the EYFS
formative assessment	Day-to-day assessment. Forming an impression of how well pupils are doing by reflecting on their written and oral performance
good level of development	A term used for pupils at the end of the reception year that refers to them attaining the national standards: the Early Learning Goals
high achievement culture	An organisational approach that aims for every pupil to make high levels of progress
key performance indicators	Key areas of learning related to the statutory requirements of the 2014 Primary Curriculum
national average	The performance of all pupils in the country averaged out
on entry assessment	The assessment of pupils when they first join the school
parent consultation meetings	A teacher-parent discussion about the attainment and achievement of pupils
peer assessment	pupil assessing each other's work
periodic review	Review of attainment & achievement after a period of time
pupil conferencing	A one-to-one meeting between the teacher and a pupil
pupil improvement target	A skill or attribute that the pupil wants to get better at
pupil performance target	The academic attainment level the teacher aims to assist the pupil to reach
pupil profile	A picture of the significant achievements of a reception or nursery aged pupil over a year
P scales	Assessment scales used for Key Stage 2 pupils who are not yet achieving Level 1C
reading conference	A one-to-one interview about a child's reading habits
self-assessment	Pupil assessing their own work using specific criteria

sub level	The performance of a pupil within a level
summative assessment	A summary of what a child has attained that is completed after a period of time has elapsed (usually a test)
termly assessments	A leveled summary assessment of a child's performance at the end of a term
tracking	Checking on how pupils are doing, identifying need and putting in place support to meet that need
trial agreements	Joint assessment of a pupils' work to develop consistency in practice across a school
value added	A measurement of how much a child has improved over a defined period of time.

Appendix 2 Peer assessment: guidelines for teachers and rules for children

Guidelines for teachers

- Both partners should be roughly the same ability, or just one jump ahead or behind, rather than a wide gap.
- The roles of both parties need to be clearly defined.
- Children need to be reminded that the focus of their task is the learning intention.
- The pupil needs time to reflect on and check his or her writing before a response partner sees it.
- The response partner needs time to take in the child's work, so it is best for the author to read the work out first. This also established ownership of the piece.
- The response partner should ask for clarification rather than jump to conclusions.
- The response partner should begin with a positive comment about the work.
- Children need to be trained in the success and improvement process, or whatever is being used, so that they are confident with the steps involved.
- Children must both agree the part to be changed.
- The author should make the marks on his or her work, as a result of the paired discussion.
- The improvement suggestions should be verbal and not written down. The only writing necessary would be the identification of successes and the improvement itself.
- It would be useful to role play response partners in front of the class, showing them the wrong way and the right way to proceed.

Rules for children

We decided that there are some rules we all needed to keep. When we become marking partners we all agree to . . .

- **respect** our partner's work because they have done their best and so their work should be valued.
- **try and see** how they have tackled the learning intention and only try to improve things that are to do with the learning intention.
- **tell** our partner the good things we see in their work.
- **listen** to our partner's advice because we are trying to help each other do better work.
- **look for** a way to help our partner to achieve the learning intention better by giving them a 'closing the gap' activity to do.
- try to make our suggestions as **clear** as possible.
- try to make our suggestions **positive**.
- get our partner to **talk about** what they have tried to achieve in their work.
- **be fair** to our partner. We will not talk about their work behind their backs because we wouldn't like them to do it to us and it wouldn't be fair.