

Beehive Lane Community Primary School

Releasing the Potential Within All'

Assessment Policy

Context

From September 2014, the New National Curriculum was required to be delivered in school, as directed by the Department for Education. The school community of Beehive Lane Community Primary School and have developed a new Curriculum and new Assessment in light of these changes. The main changes to assessment include *from September 2015:*

- The previous National Curriculum Levels e.g. 2A, 3C, 3B removed from Year 1-6 as directed by the D of E.
- Beehive Lane Community Primary School will use a selection of assessment tools and methods to assess what progress the children have made in the academic year based on whether the child is beginning, working within, secure or secure+ (exceeding national expectations) for their age group. This will then be reported to Parents when requested or at the end of term through end of year school reports. The system has been changed as the Department of Education believed that the system of levels was complicated and difficult to understand for parents and that it encouraged teachers to focus on a pupil's current level, rather than consider more broadly what the pupil can actually do.

Rationale:

Assessment is the means of obtaining information which allows teachers, pupils and parents to make professional judgements about pupils learning progress. Starting point for this is the Curriculum and the processes of learning and teaching.

Assessment can be divided into two types; summative and formative. Summative assessment takes place after teaching and measures progress; whereas formative assessment is the process of teaching and learning.

Shirley Clarke uses a helpful analogy to draw a distinction between summative and formative assessment:

If we think of our children as plants...summative assessment of the plants is the process of simply measuring them. The measurements might be interesting to compare and analyse, but, in themselves, they do not affect the growth of the plants. Formative assessment, on the other hand, is the garden equivalent of feeding and watering the plants – directly affecting their growth.

Shirley Clarke 2001

Formative assessment

- clarifying learning intentions at the planning stage

- sharing learning objectives and collaborative developing success criteria in lessons
- involving children in self-evaluation against learning objectives and success criteria
- empowering children to work collaboratively – peer evaluation
- focusing oral and written feedback around the learning intentions of lessons and tasks
- organising individual target setting so that children's achievement is based on previous achievement as well as aiming for the next level up
- excellent questioning by class teacher
- raising children's self-esteem via the language of the classroom and the ways in which achievement is celebrated

Summative assessment

- baseline testing on school entry
- national testing
- school and class tests / assessments created by teachers
- Published test materials in line with the new curriculum
- end of key stage tests
- Diagnostic tests

Teachers should endeavour to achieve a balance of both summative and formative assessment because they both fulfil different purposes. Understanding these purposes allows teachers to decide when and how to use summative and formative assessment effectively.

2. Aims

A variety of assessment methods should be used:

- to produce good evidence to inform decisions about next steps in learning
- to recognise achievement and progression
- to support learning and assist pupils to reach learning targets
- to provide feedback to pupils, parents and other teachers

The school will also report to Parents whether children are emerging, meeting or exceeding the national expectations in EYFS or Beginning, Working Within, Secure or Secure + in Year 1-6 with reference to the new curriculum both informally in pupil meetings and through formal end of year reports.

Assessment Tools	Curriculum Coverage	Moderation
Year 2 and 6 SATs	Reading / Writing / Maths/ Grammar, Spelling and Punctuation	Internal and external moderation (LA and local consortium)
English Consortium Devised Target Tracker	Reading, Writing, GPS and	Internal and external (local consortium)
Maths Beehive Tracker	Maths	Internal and external (local consortium)
a) EYFS Profiles b) NfER Baseline	EYFS Curriculum	Internal and external moderation (LA and local consortium)
Beehive Science skills and knowledge assessment grid (developed with local consortium of schools)	Science	Internal and external (sampling)
Beehive Foundation Subjects Assessments	Foundation Subjects (Half termly / Termly)	SLT, Subject / Middle leader moderation

3.1 Planning

Assessment should be planned for. Planning should include a clear statement of what pupils will learn in terms of knowledge, understanding or skills. Plans should take account of pupils' prior learning. The plans should also take account of national attainment outcomes and targets.

BHLCPS is Long Term, Medium and short term (weekly planning).

<u>Stage of Planning</u>	<u>Purpose</u>	<u>Content</u>
Long Term Framework	Provides progression through the levels and coverage of learning intentions	Set learning intentions and themes
Medium Term	<ul style="list-style-type: none"> Shows Coverage Provides breadth and balance 	Summary of subject content for each term per stage/ability group Broad learning intentions Summary of what will be assessed
Short term	<ul style="list-style-type: none"> Sets out details of lessons through the week Enables day to day assessment judgements to be 	Should include: <ul style="list-style-type: none"> WALT: the learning intentions (can be in child friendly language) activities/assessment methods

	recorded in order to influence further planning	<ul style="list-style-type: none"> • differentiation • provision for SEN • use of other staff • assessment notes
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3.2 Sharing learning intentions

Every key teaching lesson should identify the learning intentions. These should be displayed and referred to throughout the lesson. The use of WALT (We are learning to..) or Success Criteria is the most common way of doing this. However, in sharing the knowledge and understanding to be dealt with in Environmental Studies it may be useful to use a key question. e.g. 'When did the Romans live?' or 'What are the differences between a liquid, solid or gas?' Skills should be displayed as a WALT e.g. 'We are learning to use a line graph to record our results.'

Success criteria may be developed with the children. E.g. WILF (What I'm looking for...)

3.3 Pupil self-evaluation:

Pupils can only achieve a learning goal if they understand that goal and can assess what they need to do to reach it. So self-assessment is essential to learning.

(Sadler 1989)

Peer and self-assessment are key components of formative assessment, but is only successful when pupils are very clear of the learning intentions and understand the success criteria. It is understood that peer assessment is especially valuable as pupils are more likely to accept criticism of their work from a classmate. It also encourages dialogue in language that is more meaningful to the pupil rather than 'teacher speak'. Both peer and self-assessment are skills that take time to develop and require practice. Encouraging the capacity to self-assess develops pupils' ability to be reflective and self-managing.

3.4 Marking and Feedback:

Feedback, wherever possible, should be given during the lesson so that pupils can act upon it immediately. This picks up the pace of learning and is more meaningful for the pupil.

Marking should focus on the success criteria identified. The main purpose of the marking feedback should be to give information to children about how well they did against the learning intention and to enable the children to respond to consolidate learning, correct misconceptions or extend learning further:

Feedback, marking and targets (April 2015 revised version)

Feedback in lessons

Success Criteria

Expectation is at least once a week children should be assessing themselves against the success criteria in Mathematics and Writing. Opportunities for self and peer assessment should be provided regularly within lessons.

Year 1 and 2 – Underline elements of success criteria in the text using a sharp pencil and ruler.

Year 3 – Success Criteria to be numbered on board so children can number elements of success criteria in their work.

Year 4, 5 and 6 – Success Criteria to be written and self-assessed by children through numbering.

Children to assess against ongoing targets and establish their own next step as a result of their self-assessment.

Peer assessment and self-assessment comments to be indicated by PA: or SA: and should be completed using normal blue pen (For children with pen licence) or pencil.

Teacher marking

Teacher to highlight improvements with green highlighter, making it clear to the pupil where their next step comment is referring to. Good examples to be ticked in pink pen.

Learning objective WALT to be highlighted in pink or green to indicate success against learning objective.

Marking code

sp spelling

CL capital letter

// paragraph

^ omission

? sense

└ finger space

. full stop

PA peer assessment

SA self assessed

GW Guided

SW Supported

Verbal feedback (may include comment in margin within lesson) :

VFS Verbal feedback support

VFCh Verbal feedback challenge



a wish

Wow! or double tick for good vocabulary choice.

Next steps

All next steps need to have a response. Minimum expectation is initialled by pupils or a brief message indicating that they have read their next steps.

Colour code: Praise and stars in pink pen to include elements of success criteria.
Next step development point (s) to be in green pen and **should be in the form of an action, challenge or question.**

We encourage independence and, as children progress through the school, SA and PA will allow children to set accurate next steps for themselves and others.

Response to marking

Children will be given time at the beginning of the next lesson or a selected session to respond to the marking.

Children to complete next step response in pencil in KS1.

In KS2, children respond to marking when asked to edit work (eg adding in punctuation, capital letters) with a black pen. Responses under the teacher's green next step marking (eg writing / rewriting a sentence) to be written in normal pencil or pen used in writing.

ALL RESPONSES TO BE MARKED.

3.5 Target setting

Target setting will involve all pupils and teaching staff in the identification and creation of achievable, challenging and measurable targets, based on previous learning, aiming to raise self-esteem and fulfil learning potential.

When considering targets:

targets should be realistic, manageable and challenging

targets should be expressed in language which is accessible by the learner

- targets should be shared with pupils and termly with parents
- pupil participation is essential in the creation and meeting of targets
- new targets should be set as a continual process
- targets should be supported and met by effective teaching and learning strategies

3.6 SEN and EHC One Plans For some children with SEND needs.

Achievement is defined as something either the pupil or the teacher is proud of or thinks is significant. The pupils, parents and teachers will have responsibility for identifying the content of the One Plan in which targets set will be included. Pupils will have the opportunity to highlight pieces of work that reflect their evaluations of the targets. This evidence along with the Plan itself will be shared with parents on a regular basis.

The contents of this Plan will be shared with Parents termly through Parent/Teacher discussions and reviews with the child included and next steps will be decided that meet the Child's needs.

3.7 Summative assessment

Summative assessment plays an important role in the learning and teaching process but purely to confirm teachers' and pupils' assessments of ongoing learning. The tracking of children's attainment and progress is crucial in ensuring the children are challenged, high expectations are in place and excellent rates of progress are achieved.

Moderation

Teachers and SLT will take part in internal and external monitoring of standards. External monitoring may be with the LA and / or the local consortium of schools.

PCP COMMITTEE 8th December 2015

FGB 10th December 2015

Next review: December 2018