




Assessment for Learning Policy

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Governor Responsible	Head Teacher
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Signed by Head Teacher	

Rationale

Assessment is a continuous process which is integral to teaching and learning allowing children to reach their true potential. It should be incorporated systematically into teaching strategies in order to promote better than expected progress for individuals, groups and cohorts. At Campsbourne, we use the National Curriculum as a starting point for all of the teaching and learning experiences that we provide for our children.

Aims

- Monitor and record the attainment and progress of individuals, groups and cohorts.
- Use attainment and progress information to guide teachers' planning, strategies and use of resources and plan intervention.
- Inform parents and the Governing Body about progress and attainment.
- Ensure a consistent approach to measure progress towards and against national standards.

Roles and Responsibilities

- Governing Body: Monitor whole school attainment and progress data.
- Head Teacher: Hold teaching staff to account for pupil attainment and progress through the monitoring of assessment data and performance management targets.
- Lead Practitioner: Use pupil progress meetings and data analysis effectively to monitor the performance of individuals, groups and cohorts
- Teachers: Carry out regular, accurate assessment of pupils, provide high-quality feedback and use assessment information to inform planning
- Support Staff: Support children with their learning as directed by class teachers and provide feedback on children's learning
- Parents / Carers: Support children with home learning

Early Years Assessment

Within 6 weeks of the child starting Nursery or Reception we use our professional judgement to assess the age band children are working 'within' across the 17 areas of learning with the EYFS using the age development bands. This assessment is known as the baseline assessment. Expected Standards for Early Years are;

Nursery

- 30-50 months

Reception

- 40-60 months

Observations

Assessments in the early years are almost entirely based on observations carried out by the teachers and support staff in the classroom. We aim for at least 80% of observations to be of child initiated activities with assessments recorded in the child's Special Book. Each week 3 children are identified as key children who are a focus for the observations.

Parents

Parents are included in their child's learning journey via parent drop ins. Parents are able to view their child's Learning Journey at any time. Parents have formal meetings with the class teacher each term. These meetings are scheduled according to when the children are a focus in the classroom and meetings with parents then arranged at a mutually convenient time. School reports are given out at the end of the year and parents have the opportunity to discuss them with the teachers.

Reading

Children's reading ability is assessed using PM Benchmarking. These assessments are administered one to one with the child each term. They provide vital information about the strategies that a child uses when reading and also enable the school to track a child's progress and ensure they are reading books at the correct band.

Types of Assessment

Assessment

Assessment is made up of formative and summative assessment. The majority of assessment we do is formative and informs planning to ensure we are teaching children the skills / knowledge they need most support with.

Formative

This is the ongoing, day-to-day assessment which is carried out by teachers and is key to effective classroom practice. Learning outcomes are shared with children in all lessons and play an important role through self-assessment of their own learning. Formative assessment is used by teachers to inform planning, resources and support in order for all children to progress.

Formative Assessment in Phonics

Children are tested on their knowledge of sounds and decodable words each half term. These assessments are carried out one to one with the information used to identify children for additional provision.

Formative Assessment in Reading

Children are continuously assessed each week during guided reading sessions. Guided reading sessions involve a carousel of activities which involve children formulating in depth responses to questions over a number of lessons. Written responses provide clear evidence to inform teachers' judgements about children's progress towards end of year objectives.

Formative Assessment in Writing

Children are constantly assessed against a set of 'end of year objectives' based on the writing they produce both during English lessons and also in lessons in other curriculum areas. At the start of a unit in English children complete a 'cold task'. This is a piece of writing which children write with minimal input from the teacher. This enables the teacher to clearly identify which 'end of year objectives' the child needs to work on to make further progress within that genre. Teachers write the next steps in the children's books and the children copy these on to a post it note which they keep in their literacy book. The post it note moves through the book so that the child remembers what their next steps are and can focus on them throughout the unit. At the end of the unit children do a 'hot task' which is similar to the cold task and shows the improvements made in their writing. Teachers regularly update an assessment spreadsheet which shows how well children are progressing towards meeting end of year objectives.

Formative Assessment in Maths

Children are constantly assessed during maths lessons through conversations, observations and the work they produce in their books. At the end of each lesson children are assessed against the learning objective and those who are assessed as not achieving the learning objective receive additional input from the class teacher during assembly time before the next lesson. These additional sessions take place on Monday, Tuesday, Wednesday and Thursday and ensure that gaps in learning are addressed without delay.

Teachers assess children's progress against end of unit expectations. Units build on learning from previous units so that by the end of the academic year children are meeting the end of year expectations. At the end of each unit teachers update a maths assessment spreadsheet for children who are behind age expectations so that they can see the strengths and areas for development and plan additional provision or support in class.

Summative Assessment

Children in KS1 and KS2 are assessed periodically with progress and attainment data recorded on class spreadsheets.

Test materials are used to support teachers with making accurate teacher assessment judgements. These assessments are carried out towards the end of every half term (six times per year) and are used to monitor the performance of individuals, groups and cohorts as well as identifying gaps and next steps for planning.

Summative Assessment in Reading

Children in reception and years 1 and 2 are assessed using PM Benchmarking twice a year. Ongoing assessments are carried out each week to identify the correct book band.

Children in years 3 to 6 are assessed regularly using Star Reading Tests which are administered on computers. These tests are completed on a computer which automatically generates the next question according to answers given. Questions get progressively harder until children begin getting questions consistently wrong. These tests provide teachers with detailed analysis of how strong a child is with different aspects of the national curriculum for reading and enable teachers to tailor provision to meet the specific needs of the child.

Summative Assessment in Writing

At the end of each unit teachers update their writing spreadsheet which tracks progress against the end of year objectives and reflect on the progress children have made. This information is used to inform planning and ensure provision is meeting the needs of all children in a class.

Summative Assessment in Maths

Children in years 1 and 2 are teacher assessed against the end of year objectives. Children in years 3 – 6 are assessed using Accelerated Maths with children in year 2 beginning to become familiar with it. These tests are completed on a computer which automatically generates the next question according to answers given. Questions get progressively harder until children begin getting questions consistently wrong. The children are given a standardised score which is used to track progress.

Pupil Progress Review Meetings

Teachers meet with senior leaders each half term to discuss children's progress. Information from the summative assessments is used to track children's progress and ensure that resources are deployed to meet the needs of children.

Analysis of Assessment Data

Assessment Criteria

Children are assessed against end of year expectations. Children are placed in bands to indicate how well they are doing against these end of year expectations. For reading and maths these are

Above Benchmark	116+
At Benchmark	95 - 115
On Watch	85 - 94
Intervention	77 - 84
Urgent Intervention	76 & Below

For writing they are

Mastered	4.8 to 5.0
Meeting	4.4 to 4.7
Working Towards	4.0 to 4.3 / 3.0 to 3.9
Working Below	2.0 to 2.9 / 1 to 1.9
(Previous Years Objectives)	

Key Groups and Key Children

At the end of each academic year assessment data is analysed to identify key groups who are underperforming and children who are behind age expectations. Any child who is behind age expectations is identified as a 'key child' for the following year.

Each half term progress of children within key groups is tracked to ensure that any gaps are being diminished.

Target Setting

Every child is set a target in reading, writing and maths using Fisher Family Trust Data and the teachers' knowledge of the child. These targets are used to track children's progress and ensure that the most able children are challenged.

National Assessments

At key points through primary school, children are assessed against national expectations. These are:

- **End of EYFS**

At the end of Reception children are assessed against the 17 Early Learning Goals. Children are assessed as either emerging, expected or exceeding against each Early Learning Goal.

- **End of Year 1 (Phonics Screening)**

Towards the end of Year 1 children are required to take a phonics test. The phonics test contains real word and 'alien' words which are not real. The assessment is a test of children's phonic knowledge and their ability to blend sounds.

- **End of KS1 (Year 2 SATs)**

In Year 2, children must undertake tests in maths and reading. The tests are administered in an informal, naturalised way and are marked by your child's class teacher. The results of the tests are then used to help the teacher make an overall judgement as to where your child is with their learning and understanding. The result for each subject will then be reported to you through one of the mark statements previously described.

- **End of KS2 (Year 6 SATs)**

In Year 6, SATs tests are administered in a more formal manner in accordance with strict guidance from the DfE. Children in Year 6 undertake tests in maths, reading and grammar, punctuation and spelling, but these tests are marked externally rather than by your child's class teacher.

Communication with Parents

Parent Meetings

Children's attainment and progress is discussed at Parent Meetings which take place each term. During these meetings parents are informed about how their child is progressing against end of year expectations and what their targets are both in school and for home.

Teachers are also available for informal consultation if parents wish to discuss their child's learning at other points.

End of Year Reports

End of year reports clearly show how well children have done against the end of year expectations for reading, writing and maths. For foundation subjects parents are provided with an overview which shows how well children are working in a subject and their effort

Attainment
Working Below
Working Towards
Mastered

Effort
Needs Improvement
Satisfactory
Good
Excellent

Marking/Feedback

Please refer to the Feedback Policy

Home Learning

Please refer to the Home Learning Policy