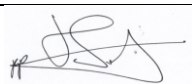




# Assessment for Learning Policy

Policy Originator	Campsbourne School
Committee Responsible	Curriculum and Standards Committee
Status	Not Statutory
Last reviewed	Summer 2023
Ratified on	13.07.2023
Review period	Annually
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**

We use Tapestry to record assessments and monitor progress. Tapestry is a secure online Learning Journal to record photos, observations and comments, in line with the Early Years Foundation Stage curriculum, to build up a record of your child's experiences during their time with us. Within 6 weeks of a child starting Nursery or Reception teachers use their professional judgement to assess the children in all areas of learning. This assessment is known as the baseline assessment and is used to measure progress within the Early Years.

### **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 three 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.

## **Assessment in Key Stage 1 (Years 1 and 2) and Key Stage 2 (Years 3 to 6)**

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 Reading**

Children are continuously assessed each week during reading sessions. In Year 1 and 2 staff report to the class teachers about children's progress to decide whether they need to move on from the sound/book level they are focusing on.

When children finish DSR in Year 2, they begin Destination Reader Sessions. From this point to Year 6, teachers make judgments against the reading strategies as they read with them. They can record their judgments in their mark book and use these to inform planning.

#### **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. Children are assessed as either not meeting, meeting or mastering the objective. 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 or a bookmark, 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 complete a 'hot task' which is similar to the cold task and shows the improvements made in their writing. Less experienced teachers update the writing assessment spreadsheet regularly, which shows how well children are progressing towards meeting end of year objectives and to inform future planning.

#### **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 Thursdays and ensure that gaps in learning are addressed without delay.

At the end of each unit teachers use their professional judgement to assess whether children have met the objectives and can record their judgements in their mark books. Teachers in years 3-6 use the White Rose Maths end of unit assessments to support them in making their judgements. Children are assessed as either not meeting, meeting or mastering the objectives. This information is used to inform subsequent planning and who may need to receive additional maths support e.g. 1<sup>st</sup> Class Number.

### **Summative Assessment**

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

Test materials are used to support teachers with making accurate teacher assessment judgements. These assessments are carried out towards the end of the Autumn, Spring and Summer term (three 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 Phonics**

In Reception, children are tested on their knowledge of sounds and decodable words at the end of every unit (every 2-3 weeks). These assessments are carried out one to one with the information used to identify children for additional provision. In Year 1, practise phonics screen tests are carried out at the end of every half term to determine which children are on track and which children will need intervention.

### **Summative Assessment in Reading**

Children in Year 2 begin taking written tests from spring onwards. Children in years 3 to 6 are assessed at the end of the Autumn, Spring and Summer term using written papers.

The results of these papers and their teacher judgment against the End of Year Expectations are used to provide an overall judgment.

- Working Below (WB)
- Working Towards (WT)
- Meeting (M)
- Mastering (Ma)

### **Summative Assessment in Writing**

At the end of each Talk for Writing unit teachers may update their writing document 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.

At the end of each term teacher's use their professional opinion to make an overall judgment against the End of Year Expectations. The judgement is based on whether children are on track to meet End of Year Expectations i.e. a child could be judged overall to be 'mastering' in the autumn term even though they may not have covered all end of year objectives.

- Working Below (WB)
- Working Towards (WT)
- Meeting (M)
- Mastering (Ma)

### **Summative Assessment in Maths**

At the end of each term teachers use their professional judgment to assess whether children are:

- Working Below (WB)
- Working Towards (WT)
- Meeting (M)
- Mastering (Ma)

Children in Year 2 begin taking written tests from spring onwards. Children in years 3 to 6 are assessed at the end of the Autumn, Spring and Summer term using written papers.

The results of these papers and their teacher judgment against the End of Year Expectations are used to provide an overall judgment.

- Working Below (WB)
- Working Towards (WT)

- Meeting (M)
- Mastering (Ma)

### **Analysis of Summative Assessment Data**

Assessment data from Autumn and Summer assessments are uploaded onto our Management Information System (Integris) and analysed using Hello Data. This analysis enables the school to identify priorities for the school to include in the School Development Plan.

### **Pupil Progress and Pastoral Review Meetings**

Teachers meet with senior leaders each half term to discuss children's progress. Teachers bring with them assessment reports from Integris for all core subjects with data from the EYFS upwards to those meetings. During these meetings discussions take place and strategies are agreed which the class teacher can implement in class to support the learner. Depending on capacity additional interventions outside of class may also be agreed.

### **Phonics (Rec)**

Autumn 2 – Phonics Progress (1<sup>st</sup> Week)  
 Autumn 2 – Phonics Progress (Last Week)  
 Spring 1 – Phonics Progress (Last Week)  
 Spring 2 – Phonics Progress (Last Week)  
 Summer 1 – Phonics Progress (Last Week)  
 Summer 2 – Phonics Progress (Last Week)

### **Phonics (Y1)**

Autumn 2 – Phonics Progress (Last Week)  
 Spring 2 – Phonics Progress (Last Week)

### **Reception**

Autumn 2 – SEND/Pastoral Meetings (1<sup>st</sup> Week)  
 Autumn 2 – Pupil Progress Meetings to Review Baseline Data (2<sup>nd</sup> Week)  
 Spring 2 – Pastoral Meetings (1<sup>st</sup> Week)  
 Spring 2 – Pupil Progress Meetings  
 Summer 2 – Pupil Progress (with Phase Leader)  
 Summer 2 – SEND Meetings (Hand Over Meeting with New Teacher)

### **Year 6**

Autumn 1 – Pastoral Meetings (1<sup>st</sup> Week)  
 Autumn 1 – Pupil Progress Meetings to Review Summer Data (2<sup>nd</sup> Week)  
 Spring 1 – Pastoral Meetings (1<sup>st</sup> Week)  
 Spring 1 – Pupil Progress Meetings (2<sup>nd</sup> Week Autumn Data)  
 Spring 2 – Pupil Progress Meetings (SATs Paper)

### **Year 1 to 5**

Autumn 1 – Pastoral Meetings (1<sup>st</sup> Week)  
 Autumn 1 – Pupil Progress Meetings to Review Summer Data (2<sup>nd</sup> Week)  
 Spring 1 – Pastoral Meetings (1<sup>st</sup> Week)  
 Spring 1 – Pupil Progress Meetings (2<sup>nd</sup> Week Autumn Data)  
 Summer 1 – Pupil Progress (Spring Assessments)  
 Summer 2 – SEND Meetings (Hand Over Meeting with New Teacher)

### **Foundation Subjects**

Teachers assess formatively in the foundation subjects through quizzing – checking children's knowledge with 3/4 questions at the beginning of each lesson. Teachers will be able to use this information to assess whether the children are learning the knowledge required for that unit. This is then recorded in markbooks and used to help make a judgement at the end of the unit.

Teachers assess children at the end of units in all foundation subjects. Teachers assess children against the objectives within the units and give an overall judgement.

- Working Below (WB)
- Working Toward (WT)
- Meeting (M)

### **Analysis of Assessment Data**

#### **Assessment Criteria**

Children are given an overall judgment for reading, writing and maths. These are:

- Working Below (WB)
- Working Towards (WT)
- Meeting (M)
- Mastered (Ma)

#### **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. This information is then used to inform planning and also allocation of children to interventions.

#### **Target Setting**

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

#### **Foundation Subjects**

At the end of each year Curriculum Leads analyse assessment data to look for specific strengths and weaknesses. This information is used to inform possible changes to the curriculum and planned professional development.

### **National Assessments**

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

- **Reception Baseline Assessment**

The RBA is a short, interactive and practical assessment of a child's early literacy, communication, language and mathematics skills when they begin school, using materials that most children will be familiar with. It became statutory for all schools from September 2021.

- **EYFS Learning Goals**

Children are assessed against the EYFS Learning Goals in the summer term. These assessments are based on observations and evidence in the children's Tapestry online learning journal.

- **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 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 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 (WB)

Working Towards (WT)

Meeting (M)

Mastered (Ma)

## **Marking/Feedback**

Please refer to the Feedback Policy

## **Home Learning**

Please refer to the Home Work Policy