MANDEVILLE PRIMARY SCHOOL

Assessment Policy

Assessment should use evidence of achievement to adapt what happens in classrooms to meet pupils' needs. The removal of National Curriculum Levels of attainment presented the school with an opportunity to bring assessment back to where it belongs – at the heart of good teaching and learning.

This policy outlines ways in which staff at Mandeville will use professional judgement supported by pupil voice, work in books and summative data to judge whether a child is working at, below or above age related expectations in core subjects - See Attainment at Mandeville (Appendix 1). This will ensure feedback to pupils contributes to improved learning and is focused on specific and tangible objectives. Progress will be judged against end of key stage assessments supported by a range of evidence – See Progress at Mandeville (Appendix 2)

Principles of high quality assessment

- Assessment should always promote and support learning.
- Progress should be clearly evident in outcomes.
- A carefully considered and holistic strategy for assessment is essential.
- Assessment should be without labels as far as is realistically possible.
- Assessment should be a vehicle for taking learning forward

ASSESSMENT STRATEGY

"In reality it is through classroom assessment that attitudes, skills, knowledge and thinking are fostered, nurtured and accelerated" (Hynes, 1991).

There are three strands of assessment at Mandeville.

Diagnostic

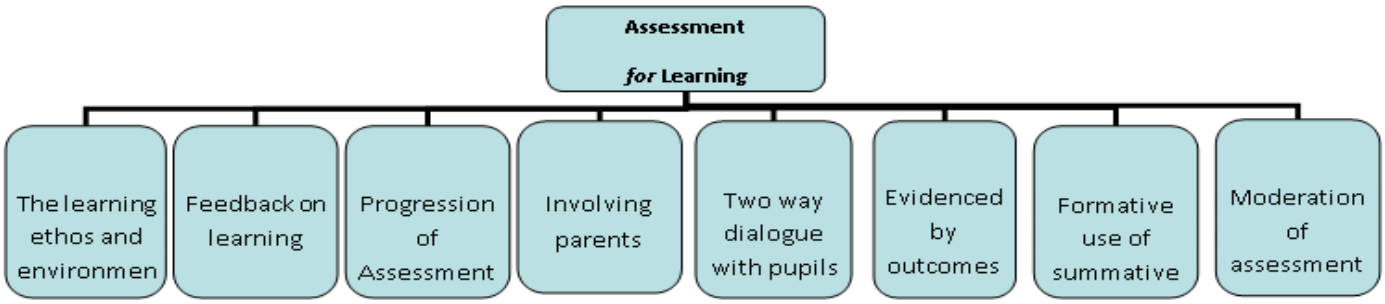
Continuous assessment for learning with immediate feedback and next steps. It is a two way dialogue with pupils that is recorded and informs planning. It is filled with rich question and answer sessions that deepen thinking.

Gap analysis

Narrow statements within topics or units which can be assessed with a yes/no decision for each pupil. The results of this will inform planning and identify targeted groups.

Summative

This summarises where learners are at a given point, to provide a snapshot of attainment.



The learning ethos and environment
All staff members create an environment in which children enjoy learning and there is a conscious concern to understand how individual pupils learn. The learning process is explained to children and objectives are shared. Displays are regularly used to support the learning process and achievements are celebrated.

Feedback and marking
Feedback to children, whether verbal or written, should be meaningful, manageable and motivating. It is an interaction between teacher and pupil: a way of acknowledging pupils' work, checking the outcomes and making decisions about what teachers and pupils need to do next, with the primary aim of driving pupil progress. This can often be achieved without extensive written dialogue or comments. Feedback can take the form of spoken or written marking, peer marking and self-assessment.

We acknowledge that the most meaningful feedback is immediate feedback, either delivered verbally or written in the moment in the presence of the child. We refer to this as "over the shoulder" marking (OTS).

However, we also acknowledge that there is value in providing some, more detailed, written feedback, which is likely to be written after the lesson and without the child being present.

Any feedback must always be for the benefit of the child. It must enable the child to understand what they are doing well and how they can improve. These functions are of equal importance. If feedback does not benefit the child, it is without purpose.

While the child is at the centre of our feedback practice, we acknowledge other audiences for whom written feedback provides a purpose:

1. <u>The teaching team.</u> Written evidence of feedback provides opportunities for the adults to track back easily to ascertain if progress has been made and maintained in specific areas. It should be used for assessment purposes.
2. <u>Quality assurance by subject and senior leaders.</u> Written evidence of feedback provides leaders with an understanding of how children are being supported and to track progress. It also serve as an example of the quality of feedback which is given verbally.

Principles of Feedback at Mandeville
All feedback, whether verbal or written MUST benefit the child. 'In the moment' verbal feedback should be given in all lessons when appropriate. Visualisers may be used to enhance 'in the moment' feedback to the whole class.

Not all pieces of work require written feedback. To support teachers in finding a balance between the needs of the child and their own workload, the following guidelines for written feedback in KS1 and KS2 have been set:

Subject	Minimum expectation
English and Maths	2 x over the shoulder written feedback per week by the class teacher. Additional OTS marking is likely to be done by the TA when appropriate.
Writing	In addition to the above expectation, extended written feedback must be given for the final written outcome of each English unit of work (see teaching sequence for writing).
Theme subjects	Written feedback, either OTS or after the lesson at least once per week

Children must use purple pens to edit, correct or respond to verbal or written feedback.

Adults will only use green pen and highlighter to write in children's books.

Scaffolding, conceptual or specific, individual modelling will be given to children on post-it notes which are stuck into the children's books. These should be moved forwards to current work as a reminder of the feedback as necessary.

Teachers and TAs use an assessment clipboard for English and Maths to write assessment notes in the moment. These inform the next steps for the sequence of learning for the whole class and for individual children (targets) and provide prompts for regular, specific verbal feedback.

1:1 pupil conferencing takes place with targeted children when possible.

Guided self and/or peer-assessment will be used increasingly throughout the key stages including assessment against the success criteria, quizzes, check-it stations, use of mark schemes, spelling mats and knowledge organisers.

Feedback in EYFS
All of the above principles apply to feedback to EYFS children with an emphasis on in the moment feedback. Towards the end of Foundation Stage, some written feedback may be appropriate for some children.

Children with SEND
The strategies suggested above should be used where appropriate, or adapted to meet the needs of individual pupils.

Repetition of feedback should be used to secure learning.

Where pupils have a personalised curriculum, this should reflect strategies for feedback that are tailored to their needs.

Evaluating the impact of feedback

- Regular reflection on the skills and knowledge gained will enable teachers to identify the effectiveness of feedback and what impact this has had on attainment.
- This reflection may include assessment against previous feedback given and tracking over time.
- Key stage meetings should allow time for peer discussion and moderation as well as sharing of good practice.

On-going formative assessments will be effective when teachers:

- provide feedback to their pupils promptly and regularly
- ensure that pupils know what they are learning by communicating the desired learning outcomes and focus their feedback on these learning objectives
- ensure pupils understand their achievements and know what to do next to make progress
- embed routines and systems for pupils to review their work and respond to feedback

- regularly provide pupils with the opportunity to think and talk about their learning and progress against objectives
- ensure that pupils know how to demonstrate their learning
- are clear what pupils know, understand and can do in all areas of learning
- use assessment information to inform or adjust short term plans

Progression of Assessment

Every lesson – Assessment for learning is happening continuously in every lesson through observing pupils, listening to pupil responses to questioning, working with groups and marking pupils' outcomes. This should lead to immediate feedback and next steps. This will also include pupil and peer assessment.

Weekly – Key areas such as mental maths and spellings should be tested regularly and in a variety of ways to show understanding. This should be age appropriate and consistent throughout the school.

End of unit assessments – At the end of each unit teachers will assess the children's learning against our school curriculum KPI's. This may be in the form of a written test, a group task or oral feedback.

Termly reports – A termly report in which teachers use a broad variety of assessment strategies to inform a judgement on each child's progress, attainment and attitude to learning in maths, reading, writing, speaking & listening and science.

Annual summative tests – Use of NFER standardised test scores in maths, reading, spelling and grammar to support and moderate teacher assessments and provide a snapshot of attainment at the beginning and end of each year from year2-6**.**

End of key stage tests
In the Foundation Stage Development Matters and Foundation Stage Profile are the summative assessment tools.

At the end of Key Stage 1 and Key Stage 2 the school administers the SATs. These are carried out in the Summer Term. These pupils are also assessed by their class teachers (Teacher Assessment) in accordance with national requirements.

These results are submitted to the LA & DfE. Analysis is discussed with Governors and LA advisers each autumn term.

Sharing information with parents and colleagues

Written reports.
Written reports to parents are provided termly and are discussed by parents and teachers at parent consultation meetings each term.

These reports include:
- information about the pupils' attainment, progress and attitude to learning across all subjects
- Comments and next steps for learning.
- a record of attendance (unauthorised and authorised absence);

The results of the Key Stage 1 and Key Stage 2 Standard Attainment Tests and comparative information about attainment of pupils of the same age in the school and nationally are sent to Y2 & Y6 parents
Parent evenings and meetings

SEN support plans for pupils with SEN will be discussed with the parents at arranged meetings and parental input and comments are recorded. The teacher will discuss with parents any ongoing interventions that pupils are receiving in addition to first quality teaching.

Parents are always welcome to speak to the Head Teacher or Class Teacher. The Head Teacher is usually available at any time. Class teachers are available before and after school; appointments are required for longer meetings.

Pupil Focus Consultations
Key Stage leaders hold Pupil Focus Consultations termly with the class teachers, learning mentors and teaching assistant when possible. These meetings review the progress made by individual children in each area of the curriculum, address any social or emotional issues and agree strategies to accelerate progress within the cohort.

Analysis and evaluation of data

The data collected is used to inform the future direction of teaching and learning. The focus of analysis includes;

- School level data (eg. bench mark information)
- Pupil level data (eg value added and year on year trends, asking questions about performance of different groups - such as gender, ethnic groups, pupils with Special Educational Needs, additional language learners)
- Question level data (asking questions about performance in different subjects)

This information is shared with staff at inset sessions and summarised in the school development plan.

Moderation of Assessment
All staff members take part in regular moderation, including reference to external advice, Key Stage moderation cluster groups, LA and school-based agreement trialling.

Special Education Needs
Additional assessments may be carried out on pupils considered to be experiencing difficulty accessing the curriculum at the expected level for their age. This will be used to inform Individual Action Plans as stated in the Inclusion Policy. External professionals (eg Education Psychologists & Speech Therapists) will contribute to the assessment process for SEN children.

Reports To Secondary School
Where requested a report will be sent to the secondary school that the child will be attending. Towards the end of the term other school records for the child, teacher's assessments and KS2 SATs results will be forwarded on.

There is also a meeting with teachers of Year 7 in the appropriate schools, to discuss the children in more detail.

Transfer Between Schools
When a child transfers to another school during their school career all available records will be sent on within 2 weeks (14 days) of request. This will include the Common transfer form (CTF), pupil records file, SEN records & Child Protection records.

Transfer Between Classes
There will be liaison meetings between class teachers when pupils change classes and all pupils' records will be transferred to their new class.

Implementing And Monitoring The Policy

All members of senior management team collaborate with the head to monitor the policy. The Head Teacher has ultimate responsibility for monitoring the policy, which will be reviewed annually.

Date of review: September 2021

Attainment at Mandeville – Appendix 1

Attainment is seen as how well a child is *currently* performing in relation to the expected standard of a child in that year group. At Mandeville judgements are made by teachers as to whether a child attainment is at age related or not with the support of pupil voice, observations, completed work and summative test data. These judgements run alongside very detailed information about what a child can and cannot do in relation to a large number of specific learning objectives.

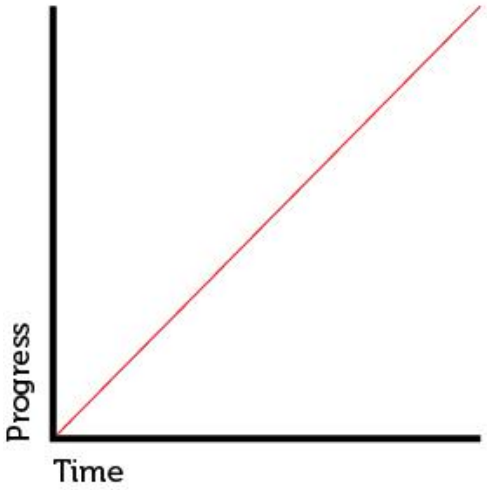
Teachers use acronyms to record pupil's current attainment. At the end of key stages in Year 2 and Year 6 attainment is also recorded as a scaled score based on nationally set tests.

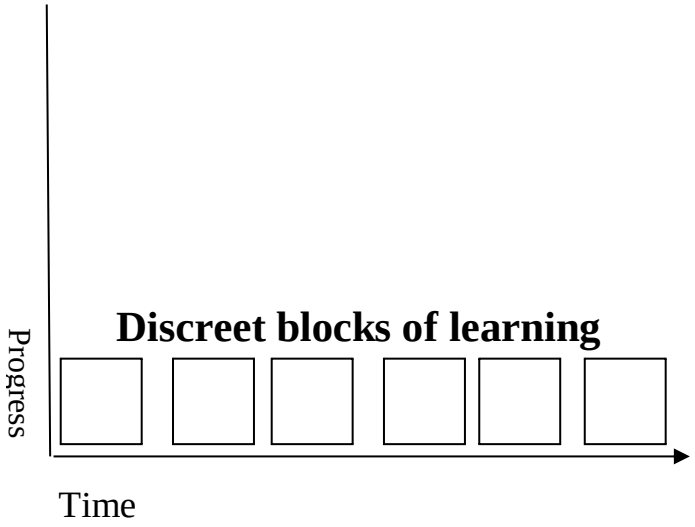
Acronym	Definition
ARE--	Children are working significantly below age related expectations. They will struggle to access any of their year groups' curriculum and will need to revisit learning from previous years with support.
ARE-	Children are working below age related expectations. They are able to access some of the appropriate curriculum independently but will regularly need support and adult intervention to access age related learning.
ARE	Children are working at age related expectations. They are able to access the vast majority of learning and will get the majority of tasks correct independently. They will be able to explain and apply the key concepts for their year groups' curriculum.
ARE+	Children are working above age related expectations. They are able to access all learning independently and are able to apply that learning to a variety of situations. Understanding the key concepts in greater depth the will see links between a variety of learning.
ARE++	Children are working significantly above age related expectations. They will need to access a different curriculum in order to be challenged at an appropriate level.

Information about a child's attainment is recorded at the end of each term in order for the teacher and key stage leader to regularly identify children who may be falling behind. This information feeds into whole school data, Pupil focus conferences and drives school-wide and classroom practice.

Progress at Mandeville – Appendix 2

Progress can be looked at in two different ways. It can be seen as the development of skills improving over time, a journey. It can also be seen as an accumulation of learning, acquiring discreet blocks of knowledge or skills. To make good progress we have to see a mixture of both of these.





Evidencing the Progress.

If progress is a combination of development and acquisition of new learning how can we evidence these to be confident that progress is being made?

Summative data

The results of summative, end of unit and year tests are a clear indicator of progress. It is important we look deeper than just scores however. Are children approaching problems in a more logical and appropriate manner? Are their responses becoming more thoughtful and do they show a deeper understanding. Beware the child who just completed more of the test than before and their score improved. This just shows progress in a very small test taking skill.

Pupil Voice

Pupils making progress will be able to identify new learning and improvements they have made in previous skills. They will be able to explain new concepts or apply known concepts to new situations. They should begin to identify new learning, or lack of it, in their own or other children's work.

In Books

Maths: Pupils will independently solve age related problems as new learning is acquired. Next steps work will be completed and then applied in future work. Layout and approach to problems will become more logical or sophisticated and pupils will increasingly solve problems in the most efficient manner. There will be a sustained and fluent application of core concepts; number facts and arithmetic calculations will be increasingly complex and error free.

Writing: Pupils will develop a writer's voice and consider their reader with increasing skill and sophistication over time. Basic punctuation is applied accurately and advanced punctuation appears in plausible positions to support the reader. The application of new skills and concepts is evident. Vocabulary improves and is selected more and more appropriately. Sentence structure is increasingly varied and appropriate for the text type. Over time style can be maintained from sentence to paragraph to whole pieces of writing.

Reading

They decode accurately and vocabulary develops as pupils engage with a broad range of increasingly complex texts. Pupils will read with increasing fluency and expression. They use evidence from the text to make reasonable predictions and to justify opinions of character and storyline. They will find, use and

organise information in non-fiction texts. Pupils will read with increasing speed and accuracy including skimming and scanning where appropriate.

Science: Pupils will make increasingly detailed observation of the world around them and of specific scientific enquiries. They will be increasingly more accurate in the practical application of skills such as measuring and drawing. They will use scientific vocabulary to describe their observations and to discuss their predictions and conclusions. Pupils will formulate scientifically valid questions and plan reasonable enquiries to try to answer them. They will build up a bank of knowledge based on concepts but containing facts learnt.