Seabridge Primary School

Assessment Policy

Every child deserves a champion – an adult who will never give up on them, who understands the power of connection and insists they become the best that they can possibly be. – Rita Pierson

PRINCIPLES OF ASSESSMENT AT SEABRIDGE PRIMARY:

1. *Assessment is at the heart of teaching and learning.*
    a. Assessment provides evidence to guide teaching and learning;
    b. Assessment provides the opportunity for pupils to demonstrate and review their progress.
2. *Assessment is fair.*
    a. Assessment is inclusive of all abilities;
    b. Assessment is free from bias towards factors that are not relevant to what the assessment intends to address.
3. *Assessment is honest.*
    a. Assessment outcomes are used in ways that minimize undesirable effects;
    b. Assessment outcomes are conveyed in open, honest and transparent ways to assist pupils with their learning;
    c. Assessment judgments are moderated by experienced professionals to ensure their accuracy.
4. *Assessment is ambitious.*
    a. Assessment places achievement in context against nationally standardized criteria and expected standards;
    b. Assessment embodies a pathway of progress and development for every child;
    c. Assessments set high expectations for learners.
5. *Assessment is appropriate.*
    a. The purpose of any assessment process should be clear.

References to other policies:
- Feedback and Marking policy

PLEASE REFER TO APPENDIX FOR FURTHER DETAIL ABOUT HOW PUPILS ARE JUDGED USING GRADES WITHIN EACH YEAR GROUP.

1 Introduction

1.1 We believe that effective assessment provides information to improve teaching and learning and allows us to support all pupils to ensure they reach their full potential academically and to raise confidence and self-esteem. To do this in our school, we undertake two different but complementary types of assessment: assessment for learning and assessment of learning.

1.2 Assessment for learning (formative assessment) involves the use of assessment in the classroom to raise pupil achievement. It is based on the idea 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 this aim (i.e. to close the gap in their knowledge).

1.3 Assessment of learning (summative assessment) involves judging pupils' performance against national standards. Teachers make these judgements during at 3 key points during the year and the end of a key stage, but these are informed by ongoing formative assessment and the results of any testing. These judgements are in the form of grades matched to each year group (see appendix)

1.4 We give our children and their parents regular feedback on pupils learning so that they understand what it is that they need to do better. Research has shown that their involvement in the review process raises standards, and that it empowers pupils to take action towards improving their performance.

2 Objectives

2.1 The objectives of assessment in our school are:

- to enable our children to demonstrate what they know, understand and can do in their work;
- to help our children recognise the standards to aim for, and to understand what they need to do next to improve their work;
- to allow teachers to plan work that accurately reflects the needs of each child;
- to provide regular information for parents that enables them to support their child's learning;
- to provide the headteacher, senior leaders and governors with information that allows them to make judgements about the effectiveness of the school.

3 Planning for assessment

3.1 We use our school's curriculum overview to guide our teaching. In this overview we give details of what is to be taught to each year group. In our weekly planning session, we also identify opportunities for assessment to be completed by the teacher and teaching assistant. This information then informs the use of teacher assessment, which in turn informs overall judgements for attainment.

3.2 We plan our lessons with clear learning objectives in the form of an 'I can...' statement to provide ownership for the child. We base these upon the teacher's detailed knowledge of each child and the statutory guidance of the National Curriculum. We strive to ensure that all tasks set are appropriate to each child's ability and offer a level of challenge to ensure progression. Our plans make clear the expected outcomes for each lesson.

3.3 Teachers always share the lesson's learning objective with the children as the lesson begins. They also indicate the way in which the activity is linked to the learning objective, and the criteria against which the work will be judged. This may be in the form of a success criteria, a scoring matrix, or the 'I can...' statement.

3.4   Teachers and TAs ask well phrased questions and analyse pupils' responses to find out what they know, understand and can do, and to reveal their misconceptions. These will be dealt with throughout the lesson as well as via future lesson planning.

3.5   As part of our lesson evaluations we make a note of those individual children who do not achieve at the expected level for the lesson and those who exceed it, and we use this information when planning for the next lesson. Teachers and TAs discus each lesson to ensure a full understanding of all pupils is considered.

4   Target-setting

4.1   We set targets in Maths and English for all our children, during each academic year based on prior attainment and our knowledge of individual pupils. These are presented as a grade.

4.2   We use target maps to provide general expectations of each year group for pupils and parents, and use these to support short-term individual target-setting with pupils. Other short term target-setting is based on individual/group need as identified through teaching and learning activities.

5   Recording

5.1   We recognise various methods of assessing a child's learning. The type of assessment that we make varies from subject to subject. We find it unnecessary to keep a formal record of all these assessments; we record only the information that affects future learning.

5.2   We take the objectives for individual lessons from the broad learning objectives and key skills within the National Curriculum and our school curriculum. Our teachers record the progress of each child against these broad objectives using Classroom Monitor – a secure, internet based tracking and analysis system. This enables them to build a picture of progress to inform a judgement about the attainment of each child in relation to the National Curriculum and end of year expectations, including the Interim Teacher Assessment Frameworks. This is done for all National Curriculum Subjects. This allows us to monitor the progress of each child and for leaders to be able to analyse the progress and attainment for pupils, including identified groups. This information forms the basis of Pupil Progress meetings and allows the triangulation of evidence during scrutinies and moderations. Each teacher passes this information on to the next teacher at the end of each year.

6   Reporting to parents

6.1   We have a range of strategies that keep parents fully informed of their child's progress in school. We encourage parents to contact their child's class teacher if they have concerns about any aspect of their child's work, and parents are able to meet with a member of the senior leadership team to pursue any concerns if needed. To support parents with the new approach to assessment as the higher expectations of the 2014 National curriculum, we held an information evening, the notes for which are available on the school website. There are also references to year group expectations for the curriculum on each year group page, with an overview on the main curriculum tab.

6.2   Each term, we offer parents the opportunity to meet their child's teacher. Prior to these meetings, we provide a written report detailing the child's progress, attainment in relation to end of year group expectations and effort for pupils in Years 1 to 6. During the

Autumn and Spring terms, these focus on English and Mathematics, with a general overview comment, and in the Summer term we report on all National Curriculum subjects and Religious Education. Pupils are invited to attend these meetings with their parents.

6.3   In reports for pupils in EY, Year 1, 2 and 6 we also provide details of the outcomes of the relevant statutory assessments and tests.

6.4   At the start of each new topic, each of our teachers gives parents a written update that identifies the main areas of study for that particular class. This is also made available on our website. In this update, the teacher identifies how parents can support any elements of the work. A weekly update for English and Mathematics is made available on each year group's web page to inform parents of what has been covered during the week.

7   Feedback to pupils

7.1   We believe that feedback to pupils is very important, as it tells them how well they have done, and what they need to do next in order to improve their work. We have an agreed code for marking, as this ensures that we all mark in the same way, and the children learn to understand it.

7.2   We give children verbal feedback on their work whenever possible. We usually do this when the children are working during the lesson, although we sometimes give feedback on a particular lesson at the beginning of the next one. When lesson time does not allow for verbal feedback, we write comments on the children's work during marking. We give written comments to children of all ages, and make use of a code/pictoral system to ensure children can fully understand the comment. At times, we may write something that is useful to both parents and teachers.

7.3   When we give written feedback to a child, we relate this to the 'I can…' statement for the lesson. We make clear whether the statement has been met, and we produce evidence to support our judgement. If we consider that the objective has not been met, we make it clear why we think so. In either case, we identify what the child needs to do in order to produce (even) better work in the future.

7.4   Teachers give pupils feedback which confirms they are on the right track, and which encourages them to make an improvement. Teachers give pupils suggestions as guidance but they recognise that pupils gain most when they think things through for themselves.

7.5   Having children assess their own or each other's work can be very effective, because it enables them to clarify their ideas on progressing to the next step, but this must be carefully managed, to avoid unhelpful comparisons and to ensure a clear focus. Teachers always mark the work themselves afterwards.

7.6   We allow time at the beginning of each lesson for the children to absorb any comments written on their work, to answer any questions written on it by the teacher, and also to ask any questions of their own. There may also be improvements they can work on during this time. We start the lesson in this way in order to ensure that the time our teachers spend on marking really has an impact. We believe that learning is maximised when children enter into a dialogue about their work.

8   Inclusion and assessment for learning

8.1   Our school is an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils.

8.2   We achieve educational inclusion by continually reviewing what we do, by monitoring data, and through asking ourselves questions about the performance of these individuals and groups of pupils. In this way, we make judgements about how successful we are being at promoting racial and gender equality, and including pupils with disabilities or special educational needs.

9   Moderation of standards

9.1   All subject leaders study examples of children's work within their subject area. We moderate termly as part of our internal monitoring programme, and conduct termly joint moderations with a local school with whom we have developed our assessment procedures. This ensures common expectations in each subject and allows us to develop an exemplification bank as a point of reference. By doing this, we ensure that we make consistent and accurate judgements about standards in our school based on a range of high quality evidence.

9.2   It is each subject leader's responsibility to ensure that the samples that they keep of children's work reflect the full range of ability within each subject.

10   Monitoring and review

10.1   Our assessment leader is responsible for monitoring the implementation of this policy.

10.2   This policy will be reviewed every two years, or earlier if necessary.

Signed (Headteacher):   **Date:**

Signed (Governor):   **Date:**

APPENDIX

The Seabridge approach to assessment

We use a wide range of information to inform the judgements we make about our pupils, including formative and summative assessments. These assessments inform our day to day planning and therefore the teaching and learning opportunities we provide. Periodically, these judgements are inputted into a secure internet-based tracking and analysis system called Classroom Monitor. We have been using this system for a number of years to support the analysis of attainment and progress of individual pupils and groups of pupils, particularly those identified as being in a vulnerable grouping. This is not an assessment system – the formation of judgements and identification of next steps remains the responsibility of the class teacher.

Classroom Monitor provides access to a range of commercial assessment systems but also allows schools to develop their own approaches for assessment. We initially trialled the 'Rising Stars' approach for all subjects, but have since worked collaboratively with a local school to redevelop this to suit the statutory requirements of the 2014 National Curriculum and to meet the needs of our Values and Aims.

Data is analysed by the Assessment Leader (whole school, gender, term of birth), the SENCO (SEND pupils) and the Inclusion Leader (Disadvantaged pupils including Pupil Premium, Ever 6, EAL, Gifted and Able). Subject leaders for all National Curriculum subjects and Religious Education also analyse the data. All analysis is fed back to the SLT and Governing body.

Our approach to assessment is reviewed annually, with refinements made accordingly.

Through our chosen approach, we formally judge a pupil's attainment as follows:

Year Group	School Approach
1	Stage 1 DEVELOPING – all pupils, other than those identified with SEN or as gifted learners begin the year at this grade. SEN and gifted pupils will begin at the stage and grade as agreed with the SENCO and Assessment Leader.
	Stage 1 SECURING – pupils are securing their knowledge, skills and understanding of the subject and year group relevant content, but have not yet mastered the content. They are not yet working at the identified standard for the year group.
	Stage 1 MASTERED – pupils have mastered the content and are working at the identified standard for the year group. It is the aim that the vast majority of pupils will achieve this grade by the end of the academic year.
	Stage 1 ENHANCING – pupils are working at greater depth within the identified standard for the year group. These pupils are our able pupils.
2	Stage 2 DEVELOPING – all pupils, other than those identified with SEN or as gifted learners begin the year at this grade. SEN and gifted pupils will begin at the stage and grade as agreed with the SENCO and Assessment Leader.
	Stage 2 SECURING – pupils are securing their knowledge, skills and understanding of the subject and year group relevant content, but have not yet mastered the content. They are not yet working at the national standard for the year group.
	Stage 2 MASTERED – pupils have mastered the content and are working at the national standard for the year group. It is the aim that the vast majority of pupils will achieve this grade by the end of the academic year.
	Stage 2 ENHANCING – pupils are working at greater depth within the national standard for the year group. These pupils are our able pupils.

3	Stage 3 DEVELOPING – all pupils, other than those identified with SEN or as gifted learners begin the year at this grade. SEN and gifted pupils will begin at the stage and grade as agreed with the SENCO and Assessment Leader.
	Stage 3 SECURING – pupils are securing their knowledge, skills and understanding of the subject and year group relevant content, but have not yet mastered the content. They are not yet working at the identified standard for the year group.
	Stage 3 MASTERED – pupils have mastered the content and are working at the identified standard for the year group. It is the aim that the vast majority of pupils will achieve this grade by the end of the academic year.
	Stage 3 ENHANCING – pupils are working at greater depth within the identified standard for the year group. These pupils are our able pupils.
4	Stage 4 DEVELOPING – all pupils, other than those identified with SEN or as gifted learners begin the year at this grade. SEN and gifted pupils will begin at the stage and grade as agreed with the SENCO and Assessment Leader.
	Stage 4 SECURING – pupils are securing their knowledge, skills and understanding of the subject and year group relevant content, but have not yet mastered the content. They are not yet working at the identified standard for the year group.
	Stage 4 MASTERED – pupils have mastered the content and are working at the identified standard for the year group. It is the aim that the vast majority of pupils will achieve this grade by the end of the academic year.
	Stage 4 ENHANCING – pupils are working at greater depth within the identified standard for the year group. These pupils are our able pupils.
5	Stage 5 DEVELOPING – all pupils, other than those identified with SEN or as gifted learners begin the year at this grade. SEN and gifted pupils will begin at the stage and grade as agreed with the SENCO and Assessment Leader.
	Stage 5 SECURING – pupils are securing their knowledge, skills and understanding of the subject and year group relevant content, but have not yet mastered the content. They are not yet working at the identified standard for the year group.
	Stage 5 MASTERED – pupils have mastered the content and are working at the identified standard for the year group. It is the aim that the vast majority of pupils will achieve this grade by the end of the academic year.
	Stage 5 ENHANCING – pupils are working at greater depth within the identified standard for the year group. These pupils are our able pupils.
6	Stage 6 DEVELOPING – all pupils, other than those identified with SEN or as gifted learners begin the year at this grade. SEN and gifted pupils will begin at the stage and grade as agreed with the SENCO and Assessment Leader.
	Stage 1 SECURING – pupils are securing their knowledge, skills and understanding of the subject and year group relevant content, but have not yet mastered the content. They are not yet working at the national standard for the year group.
	Stage 6 MASTERED – pupils have mastered the content and are working at the national standard for the year group. It is the aim that the vast majority of pupils will achieve this grade by the end of the academic year.
	Stage 6 ENHANCING – pupils are working at greater depth within the national standard for the year group. These pupils are our able pupils.