



Assessment Policy

The school policy for assessment was developed and agreed by the whole staff and has the full agreement of the Governing Body. The policy was approved and ratified by the Governing Body during the Autumn Term 2015. The implementation of this policy is the responsibility of all staff.

Introduction

There are three main forms of assessment:

- in-school formative assessment which is used by teachers to evaluate pupils' knowledge and understanding on a day to day basis and to tailor teaching accordingly;
- in-school summative assessment which enables teachers to ascertain how much a pupil has learnt at the end of a teaching period;
- National, standardised, summative assessment which is used by the government to hold schools to account.

Teachers and teaching assistants at Ambleside Primary school understand that good teaching is dependent upon good assessment. Good formative assessment ranges from the probing question put to a pupil as they think something through; quick recap questions at the opening of a lesson; scrutiny of pupils' work; right through to formal tests. Pupils are involved in the assessment and target setting process and are given regular feedback, both orally and through accurate marking.

Formative and summative assessment is used to secure pupils' progress. Summative assessment data is regularly collected by the school and used to monitor pupils' progress, set targets and plan the use of resources in school. The school ensures assessment is used to plan and make provision to meet the needs of pupils with special educational needs and disabilities.

Ambleside Primary school complies with guidance issued by the Secretary of State in relation to assessments and teacher assessments of pupil's performance as set out in the Assessment and Reporting Arrangements (ARA).

Information about pupil's levels of attainment is reported annually to parents but can be accessed at all points during the school year by contacting the pupil's class teacher.

Early Years Foundation Stage

Teachers carry out baseline assessments for each pupil using the Early Years Outcomes (formerly Development Matters) within four weeks of each pupil entering Nursery / Foundation 1 (F1). Age-bands are used to record pupils' typical learning in each of the 17 areas then related to their actual age to make judgements about their attainment and needs, and plan appropriate provision.

Pupils who start school in Reception / Foundation 2 (F2) also have an initial assessment within four weeks.

Summative assessments of the 17 areas of learning are then carried out and recorded on the school's data management system- SIMs mark sheets- termly. In the Early Years Foundation Stage, formative assessment is captured using 2Simple software which tracks pupils' achievement in all areas of learning, and by the pupils' Learning Journeys (maths and English). This in turn informs provision.

Pupils' attainment in phonics is recorded termly on the Ambleside Primary school phonics tracker which sequences letter sets and blending skills with reference to the Letters and Sounds phonic phases.

At the end of F2, teachers carry out summative assessments for each pupil against 17 early learning goals (ELGs) to generate their Early Years Foundation Stage profile. Profile judgements are based upon cumulative observational evidence recorded over the year. Practitioners use their judgement to decide whether pupils have met each ELG or whether their level of attainment is above or below the level described by the ELGs. This results in a judgement of expected, emerging or exceeding, for each pupil. An EYFS profile is completed for all eligible pupils and data is quality assured. This data is reported to the DfE and the Local Authority and passed to Year 1 teachers to support transition.

Key Stage 1

At the end of Year 1, pupils' ability to recognise letter and sounds and decode words is assessed using the Phonic Screening Check. Numbers of pupils meeting the threshold are reported to the DfE and to Nottingham City Local Authority.

Schools have access to their school-level results via the RAISE online website so that they can analyse their own performance. Ofsted also has access to school-level results for use in inspections. Ofsted will use the phonics screening check results in context alongside other information about a school's teaching when considering a school's performance. National results will be used to track standards over time.

Pupils' attainment in phonics is recorded termly on the Ambleside Primary school phonics tracker which sequences letter sets and blending skills with reference to the Letters and Sounds phonic phases.

A 'mock' Phonics Screening Check is carried out mid-year.

Throughout Key Stage 1, the programmes of study for reading, writing and mathematics are used to judge a pupil's attainment in relation to end of year expectations. In this way, teachers assess what they have taught and judge how securely each pupil is able to apply the objectives within different contexts. The stages of summative assessment are: entering, developing, securing, secure at end of year expectations followed by exceeding and exceeded for those pupils who can demonstrate mastery of the taught curriculum across a range of contexts, and may be beginning to access the subsequent year group's objectives. A teacher assesses that a pupil is secure because he/she meets all of the end of year expectations.

These summative teacher assessments are carried out and recorded on the school's data management system - Virtual Data Manager (VDM) - for each pupil, in reading, writing and maths. This data is used to measure pupil progress and inform whether additional intervention is required. Following the publication of the Final report of the Commission on Assessment without Levels, summative assessment is carried out and recorded on the school's tracking system three times a year from the academic year 2016/2017.

Any pupil who starts at Ambleside Primary school during KS1 is assessed by the teacher within four weeks. These summative assessment judgements of the pupils' attainment in reading, writing and maths are recorded on the VDM mark sheet at the subsequent data collection point.

At the end of Year 2, a range of evidence drawn from pupils' school work and National Curriculum Tests are used to assess each pupil's overall attainment in reading, writing, grammar, punctuation and spelling and mathematics. Teacher assessments are also carried out in science. Teacher assessment is the main focus for end of Key Stage 1 assessment and reporting. It is carried out as part of teaching and learning.

The statutory national curriculum tests are administered to all eligible pupils and a judgement reported for each pupil at the end of Key Stage 1.

Pupils' levels of attainment are reported to the DfE and to the Local Authority.

Year 2 pupils who did not meet the threshold retake the Phonic Screening Check in June along with Year 1 pupils.

Pupils in Year 2 are assessed using the revised Salford Reading Test in September and March.

Key Stage 2

Throughout Key Stage 2, the programmes of study for reading, writing and mathematics are used to judge a pupil's attainment in relation to end of year expectations. In this way, teachers assess what they have taught and judge how securely each pupil is able to apply the objectives within different contexts. The stages of summative assessment are: entering, developing, securing, secure at end of year expectations followed by exceeding and exceeded for those pupils who can demonstrate mastery of the taught curriculum across a range of contexts, and may be beginning to access the subsequent year group's objectives. A teacher assesses that a pupil is secure because he/she meets all of the end of year expectations.

These summative teacher assessments are carried out and recorded on the school's data management system - Virtual Data Manager (VDM) - for each pupil, in reading, writing and maths. This data is used to measure pupil progress and inform whether additional intervention is required. Following the publication of the Final report of the Commission on Assessment without Levels, summative assessment is carried out and recorded on the school's tracking system three times a year, starting in the academic year 2016/2017.

Any pupil who starts at Ambleside Primary school during KS2 is assessed by the teacher within four weeks. These summative assessment judgements of the pupils' attainment in reading, writing and maths are recorded on the VDM mark sheet at the subsequent data collection point.

Within year groups, pupils also have the opportunity to complete test papers with results used to inform teachers' judgements. Assessments which reflect the taught curriculum are currently being trialled by the school.

At the end of Key Stage 2, Year 6 pupils take National Curriculum Tests in: English reading; English grammar, punctuation and spelling, and mathematics. Pupils' levels of attainment are reported to the DfE and to Nottingham City Local Authority.

Teacher assessments are also carried out in writing and science with judgements based on the National Curriculum. Teacher assessments are made using knowledge of a pupil's work over time and across a range of genres/contexts. They take into account written, practical and oral work as well as classroom work, homework and the results of any tests taken in class. Pupils are judged to

have met the required standard if they can demonstrate that they have mastered the programmes of study.

External moderation of teacher assessment of writing is statutory. It gives confidence that the schools' teacher assessment judgements are accurate and consistent with national standards. All academies receive a local authority moderation visit at least once every four years. The school carries out annual, inter-school moderation of KS2 writing with schools in the P6P partnership.

Pupils in Year 3, 4, 5, and 6 are assessed using the revised Salford Reading Test in September and March

Ambleside Primary School's Principles of Assessment are agreed as follows:

- Assessment is at the heart of good teaching
- Assessment is integral to the Teachers' Standards
- Assessment is the means of evaluating the progress which a pupil is making and diagnosing their needs
- Assessment involves pupils through accurate oral, non-verbal and written feedback which helps them fully engage in their own learning
- Assessment takes place within lessons and is also an activity of reflection outside the classroom
- Assessment ascertains what pupils have achieved in relation to end of year, or end of stage expectations
- Assessment data is used to monitor pupils' progress. It gives information about how each class, year group, pupil group and the school overall is performing
- Assessment helps parents and carers understand and participate in their child's educational journey. It gives information about how their child is performing in relation to end of year expectations, differentiating attainment between pupils of different abilities
- Assessment gives early recognition of pupils who are falling behind and those who are excelling
- Assessment includes externality and produces recordable measures which can demonstrate comparison with national standards
- Assessment outcomes are used to strategically plan the use of resources in school
- Assessment is prioritised as a necessary area of continuing professional development for all staff
- Ambleside Primary School complies with guidance issued by the Secretary of State in relation to assessment and teacher assessment of pupil's performance as set out in the ARA.

Guidance on Marking and Feedback

The Teachers' Standards state that teachers should give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback. (TS 6d)

Marking is: providing written feedback on pupils' work.

Effective marking is an essential part of the education process. It is an interaction between pupil and teacher which acknowledges pupils' work, checks the outcomes and helps decisions about what teachers and pupils should do next.

The purpose of marking is to aid and drive pupil progress. The impact of marking will be seen in the way a pupil tackles subsequent work.

Marking should be meaningful, manageable, and motivating.

Ambleside staff receive guidance on marking and feedback through in-house whole staff CPD and through individual developmental feedback following observations, book scrutiny, and learning walks.

Expectations shared are that:

- Pupils receive prompt and regular developmental feedback which enables them to reflect upon their performance and take actions to improve.
- Teachers respond to pupils' work with marking which informs pupils of their successes and indicates clearly the next steps needed to secure improvement.
- 'Bubbles' indicate that the pupil has met all or part of the learning objective, and are used to celebrate success
- 'Blocks' should give the pupil clear next steps which close a gap in their learning. They can also be used for 'now try this'; or to improve specific sentences, correct spellings etc.
- Evidence of the impact of marking should be seen within subsequent work
- All work in books should be acknowledged: usually with comments and/or next steps, but sometimes simply with a tick or initial; and sometimes with feedback from a peer or self-evaluation by the pupil.
- English, maths, and science marking should be given priority, but all pupils' work is valued
- Teachers should judge the extent of written feedback given in relation to its impact upon pupil progress
- Work is marked using red pen. Supply staff should use green pen
- Adults' comments and handwriting should reflect the high standards of presentation and grammar which we expect of pupils

Further information regarding the marking of English and maths

For extended pieces of writing we always share the objectives for the writing with the children. The bubble and block form of feedback is used. The bubble indicates the overall positive evaluative points and comments on motivation and effort. The block details of one or two targets such as for subsequent pieces of writing.

Spelling

When we choose to recognise an error we write 'Sp' beside the word and underline it. Either of the following two options may be then taken as appropriate to the work and the child's age and ability:

- Children correct using a word bank or dictionary, rewriting word or sentence.
- Teacher rewrites the word above the mistake.

It is not effective to correct every word or sentence. We try to correct common misspells and words which we know the children should be spelling correctly.

Mathematics

All work is to be acknowledged. A line under the reversed number, with the correct orientation at the side shows the number reversal to the children. In the case of computations, the correct answers are ticked. Incorrect answers have a cross at the side. The class teacher will decide if time is to be spent correcting work: depending on the concept involved. It may be more pertinent to use the bubble and block method of feedback and discuss about the mistake/s with the pupil. The bubble or block style of marking will be used.

Amending mistakes in work

Pupils should put a pencil line through the mistake, and write their correction above or alongside

Making Marking Effective

Children should always be given time to read and respond to the written feedback, and impact of the marking should be seen in subsequent pieces of work

Marking of the remaining Core and Foundation Subjects within the National Curriculum

All written work in any subject will be read and acknowledged by the teacher. A tick or comment is included according to the teacher's discretion.

Oral responses to children's work (verbal feedback)

We should always be aware that our spoken response to children's work is a powerful form of feedback. It is becoming of even greater importance as teachers and teaching assistants are able to focus on the ways in which children learn.

We need to make evaluative oral comments relating to the extent to which pupils are achieving the objectives set and how well they are tackling problems and tasks. Teachers and teaching assistants may have planned opportunities during the day when they spend time marking work alongside the child, ensuring that misconceptions and errors are identified, explained and therefore addressed immediately by the child. This time to mark with the child allows valuable discussion to take place. The child can then respond, acting on the conversation with the adult.

Rewards

To motivate children and reward them for their effort and good work, teachers may:

- Send children to the Headteacher or Deputy or Assistant Heads for commendation
- Praise the child publicly in class, or in year group assembly
- Move the child up the behaviour chart
- Use stickers or stars
- Ask if the child wants to contribute to class points
- Award Star of the Week

Reporting to Parents

Parents are always welcome to look at their child's work – usually at the end of a school day. Children's work is also made available on Parents' Evenings

Staff Roles

Governing Body

- To approve, ratify and monitor the policy.
- To ensure that they are well informed about assessment and feedback
- To be familiar with the types of information gained from marking and assessment.

Head Teacher and Deputy

- to ensure assessment and feedback is consistent throughout the school.
- to ensure that the Assessment and Marking Policy of the school is being effectively implemented
- to ensure adequate resources and training are available

- to monitor the quality of marking.
- to assess the quality of teaching, learning and assessment through marking
- to lead a whole school approach to marking and feedback and keep Governors, staff and parents well informed.

Assistant Head teachers

- to carry out agreement trialling and moderation to establish accurate and common standards throughout the school for marking.
- to sample examples of marking throughout the school and report findings to the management team and staff.
- to monitor and support teacher's marking and assessment of children's work throughout the key stage.
- to audit of staff training needs within marking.

Class Teachers.

- develop an atmosphere in which children are motivated to learn from mistakes and able to respond to targets set in marking
- challenge and support all children to do their best
- have a thorough and up-to-date knowledge of the marking policy for the school.
- use marking to reflect individual children's needs
- keep comprehensive records of children's work
- use marking and assessment data to give children clear and constructive feedback
- have the agreed marking symbols displayed in the classroom for children, parents and supply teachers to refer to

Racial & Equality Statement

All children have equal access and inclusive rights to the curriculum regardless of their age, gender, sexual orientation, race, ethnicity, religion, belief, disability or ability. We plan work that is differentiated for the performance of all groups and individuals. Ambleside Primary School is committed to creating a positive climate that will enable everyone to work free from racial intimidation and harassment and to achieve their full potential. Policies are available on each of these that expand on this further.

Accessibility of policy documents

Parents and carers are welcome to ask for further information about any policy matter. Copies of all current school policies are available for parents and carers to read. A copy of each policy is displayed in the school lobby and all policies can also be consulted online via the School website at www.amblesideprimaryschool.co.uk. The school will try to arrange for the translation or summary of a document when this is requested by a parent or carer whose first language is not English. The school will try to make a document available in an alternative format when specifically requested.

Review

Due to the current government educational changing climate with assessment, this policy will be reviewed in the autumn term 2017, before falling in line with the school policy cycle.

Related Policies

Teaching and Learning Policy

Appendix

Appendix 1 Progress steps and attainment point

Appendix 1

Progress steps and attainment points: Ambleside Primary School summative assessment tracking

		YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
	27						EXCELLING
	26						EXCEEDED
	25						EXCEEDING
	24						SECURE
	23						SECURING
	22					EXCEEDED	DEVELOPING
Y6	21					EXCEEDING	ENTERING
	20					SECURE	
	19					SECURING	
	18				EXCEEDED	DEVELOPING	
Y5	17				EXCEEDING	ENTERING	
	16				SECURE		
	15				SECURING		
	14			EXCEEDED	DEVELOPING		
Y4	13			EXCEEDING	ENTERING		
	12			SECURE			
	11			SECURING			
	10		EXCEEDED	DEVELOPING			
Y3	9		EXCEEDING	ENTERING			
	8		SECURE				
	7		SECURING				
	6	EXCEEDED	DEVELOPING				
Y2	5	EXCEEDING	ENTERING				
	4	SECURE					
	3	SECURING					
	2	DEVELOPING					
Y1	1	ENTERING					

This system demonstrates 4 steps for EXPECTED PROGRESS which is 4 steps between SECURE and SECURE, from year group to year group.

There are six steps which can be demonstrated within a year –

4 for EXPECTED progress,

5 for GOOD progress,

6 for OUTSTANDING progress.

If the pupil was secure at the end of Y4 and then secure at the end of Y5, they would have made EXPECTED progress by moving 4 steps (from 16 to 20).

The numerical value for age expectations (attainment) is marked in blue:

4 for Y1, 8 for Y2, 12 for Y3, 16 for Y4, 20 for Y5, 24 for Y6.



Ambleside Primary School is an exempt charity and a company limited by guarantee, registered in England and Wales number 8246275. It has a registered office at Minver Crescent, Aspley, Nottingham NG8 5PN.