

Revised

2016

Assessment Policy



Torriano Primary School

Aims and objectives

At Torriano we believe that assessment provides the basis of informed and effective teaching. It is also the means by which pupils understand what they have achieved and what they need to do to improve.

The aims and objectives of this policy are to:

- raise the standards of achievement throughout the school
- maintain accurate records of the progress and attainment of individual children and cohorts
- to ensure consistency in assessing achievement and identifying achievable and challenging targets for each child
- to enable to active involvement of pupils in their own learning
- to enable teachers and other professionals to use assessment judgements to plan work that accurately reflects the needs of individual pupils
- to provide regular information for parents that enables them to support their children's learning
- to provide the information that allows school leaders and governors to make judgements about the effectiveness of the school and to evaluate the school's performance against its own previous attainment over time and against national standards

Why do we assess?

Assessment at Torriano is viewed by all professionals as a crucial way to 'know' the children and further understand their learning journey. We strive to make high levels of data accessible to teaching staff. Data, in the form of individualised, custom reports, created by leaders at Torriano are used by staff to continually assess the provision that we offer children. We use formative assessment on a daily basis to inform the next steps for children. Our assessments inform our immediate and long term planning. A mixture of summative assessment supported by records of formative assessment help us to reach a judgement on where the child is at key assessment points.

Our assessment gives:

- **Learners** - an understanding of where they are secure, what it is they need to do to rectify any gaps and the next steps needed to extend their learning through our targeted response marking and feedback policy.
- **Teachers** - the detailed knowledge of their pupils' achievements, which they can use to inform future learning, their planning and their teaching.
- **Parents and carers** - regular reports on their child's progress in meeting expectations and ensures that teachers, pupils and parents can work together to secure learning and raise standards for all children.
- **School leaders and governors** - information that they can analyse and use to make decisions about future actions to improve standards, learning and teaching in the school.
- **External agencies and partners** - the evidence that the school knows its pupils well and sets and maintains high standards in learning and teaching as part of the school's public accountability to its pupils' future.

What are schools and settings statutorily required to assess?

Teachers carry out day to day assessments and checks on pupils' understanding and progress as part of their day to day teaching. Statutory, formal assessment procedures and examinations also exist to measure attainment against national standards. Our pupils' achievements are compared nationally with all those pupils of the same age and against schools in the local authority and in England. These formal assessments include:

- An end of **Early Years Foundation Stage** assessment
 - We monitor how well pupils are achieving and the extent to which they are meeting identified expectations in the Early Years Foundation Stage Profile which helps to identify those who are achieving or exceeding a good level of development and those who we need to receive additional help.
- The **Phonics Screening Test** at the end of Year 1
 - This assesses pupils' phonic skills as part of early reading. If children do not reach expected standards in phonics in year 1, they will be re-tested in year 2.
- End of **Key Stage 1**
 - We use a combination of teacher assessments and national tests to help us to assess whether pupils are making progress and are achieving national expectations in reading, writing, spelling, punctuation and grammar and mathematics. These tests will be marked internally and used in conjunction with teacher assessment to give a broader picture of their attainment. Our teachers also assess pupils' achievements in speaking and listening and science.
 - Children will be assessed to show whether they are working at the expected standard for their age group using the following terms:
 - Working below age-related expectation
 - Working towards age related expectations
 - Working at age related expectations
 - Working at greater depth within age related expectations
- End of **Key Stage 2**
 - Pupils take statutory national tests that assess whether they have achieved national expectations set in reading, writing, spelling, punctuation and grammar and mathematics. We also assess pupils' progress over the key stage. These tests will be both set and marked externally, and the results will be used to measure the school's performance (for example, through reporting to Ofsted and published league tables). Your child's marks will be used in conjunction with teacher assessment to give a broader picture of their attainment.
 - - Children will be assessed to show whether they are working at the expected standard for their age group using the following terms:
 - Working below age-related expectation
 - Working towards age related expectations
 - Working at age related expectations
 - Working at greater depth within age related expectations

P-scales

P-scales are statutory performance descriptors which are used when submitting attainment for pupils with special educational needs and disabilities (SEND) who cannot access the national curriculum. P-scales indicate the emergence of skills, knowledge and understanding in each subject giving children the opportunity to demonstrate what they have achieved at school and ensure that parents receive meaningful information about the progress of their children over time.

How we assess

Torriano school is dedicated to giving all pupils purposeful and targeted feedback about their work, and ways that they could improve it using our meta-languages as the building blocks of that feedback and as a way to analyse progress in order to react quickly to refocus teaching and learning. From this informal dialogue, systems for self and peer assessment are implemented throughout units of study where pupils can reflect on their learning and the learning of their peers. With the meta-languages as a guide, staff and pupils are able to readily converse about learning – this can be heard throughout the school and seen in work books in KS1 and KS2 where children comment on and think about their learning in highly effective ways. We will provide periodic summaries of attainment and progress through teacher assessments in the EYFS, KS1 and KS2 and additionally through in-class tests, teacher assessment and the formal externally set tests in KS1 and KS2.

To help teachers get a stronger picture of pupils' learning, their achievements and barriers to success, we will provide time for focused observation of learning through the local authority's lesson study programmes of professional development. The more we can observe learning the better we will be at defining and assessing the learning outcomes. This professional development will help us embed the new National Curriculum and life without the historical levels we have been using for so many years.

Through our Joint Practice Development (JPD) model, we have investigated assessment in this transition year. Assessment is one of the core objectives in all JPD groups and will continue to be so in subsequent years. The groups agree a research focus and have planning and development time to observe and evaluate their teaching. There is a clear expectation that the group formulate a JPD plan which outlines the relevant academic research reading, CPD required to support the group and then a plan of collaborative enquiry and evaluation sessions that will be needed. The group also agree how the outcome of their work will inform school policy or be distilled into a teaching and learning resource for colleagues and shared through INSET.

What are the key features of our assessment procedures?

We use both formative and summative assessments to form a picture of what children can do.

Formative assessment is a powerful way of raising pupils' achievement by monitoring children's day-to-day learning to provide on-going feedback that can be used by teachers to improve their teaching and by pupils to make the most of every learning opportunity. Formative assessments aim to:

- Identify children's strengths and gaps in their skills/knowledge
- Identify next steps for learning
- Inform future planning
- Enable effective teaching strategies
- Enable the setting of appropriate targets
- Track the progress of individuals and groups of children
- Facilitate an evaluation of the effectiveness of teaching and learning
- Identify individuals and groups for intervention support

Formative assessment creates a positive, reciprocal relationship between the children and their teacher.

We use the following formative assessment methods:

- High-quality, regular marking and feedback on children's work
- Observations of children's learning
- Verbal questioning and feedback during teaching
- Peer and self-assessment
- Self-directed tasks (where children choose their own level of difficulty in their work)
- Regular moderation of writing, reading and mathematics is carried out with all staff
- Termly pupil progress reviews are used to identify

Summative assessment evaluates children's learning at the end of a unit of teaching and is used alongside formative assessment to form an overall picture of what a child can do. We use summative assessments to inform whole school target setting and create suitable targets for individuals and groups of children.

Summative assessments are delivered in the form of a test that is set against age-related expectations.

We use the following summative assessment methods:

- Foundation Stage Profiles which are internally assessed
- Key Stage 1 SATs which are set externally and marked internally
- Key Stage 2 SATs which are set and marked externally
- Pre and post assessment tasks for the beginning and end of each unit
- PIRA and PUMA tests which are delivered at regular intervals throughout the year

Our assessment procedures will continue to give attention to helping pupils to meet or exceed national expectations and achieve the highest standards they can over each stage of their learning.

For children in the EYFS Development Matters and the Early Learning Goals describe age expected development through nursery to the end of reception. This includes assessing children in relation to the Characteristics of Effective learning. To support effective development our assessment procedures will:

- Observations of children's independent learning
 - Help staff identify what the children are interested in doing
 - Identify what the children can achieve consistently across a range of opportunities
 - Indicate how effective the children are at learning
 - Support teachers and other staff to identify and plan for children's next steps
 - Share children's learning with parents
 - Ensure parents are effective partners in supporting their child's learning
 - Record evidence of children's learning to support planning, moderation and discussion with parents

Focused activities

- Make certain children's next steps are identified
- Provide opportunity for feedback to support children's early understanding of what they can do to move their own learning on
- Support children to achieve next steps
- Ensure samples of children's work are kept to support planning, moderation and discussions with children and their parents.

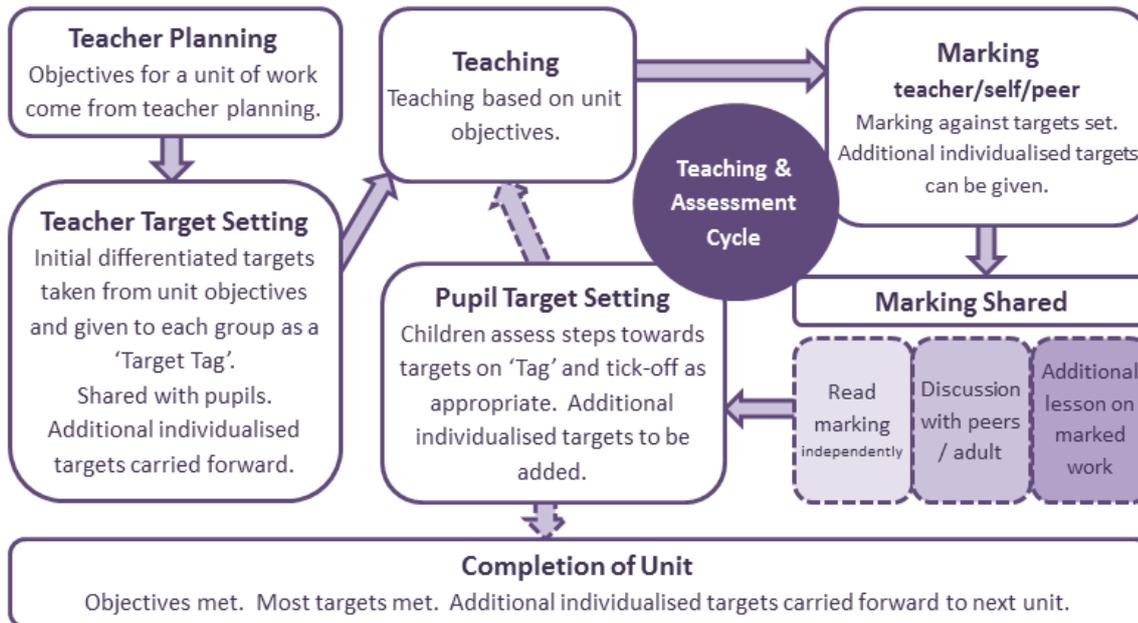
Writing Books

- Ensure samples of children's writing and mark making are collected to support planning, moderation and working with parents
- Help ensure the children to take pride in their work
- Support discussion with the children about their learning journeys

Home visits

- Help key workers identify and plan to meet the initial needs of the children to ensure children quickly settle at school
- Ensure important information is shared between school and parents/carers
- Assessments are shared from previous settings to support planning and school baseline assessments.

Planning is an integral part of the Teaching and Assessment Cycle.



Aims for planning

All plans should be realistic, relevant and adaptable and most importantly *informed by assessment of the children*.

The aims of planning at Torriano are to:

- Provide a broad and balanced curriculum;
- Provide for progression, continuity and differentiation between pupils;
- Inform and make use of available resources;
- Help staff to monitor that all areas of the National Curriculum are being met
- Help plan time effectively
- Help focus on classroom organisation and groupings

Long Term Plans

We are passionate at Torriano about our innovative approach to the curriculum. At its core are the Rights Respecting School ethos and the global citizenship dimension. We believe in a curriculum which promotes participation by the children. They are encouraged to question, reflect, imagine, investigate, explore and communicate their learning in a host of different ways.

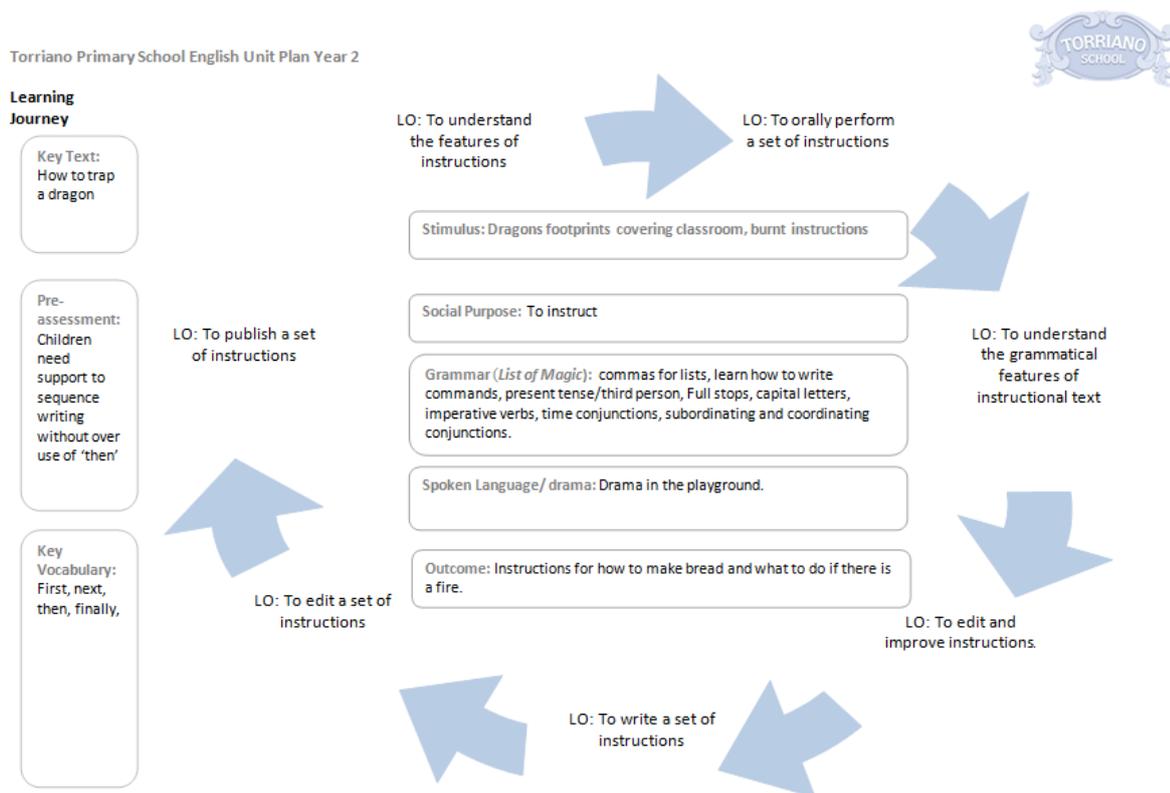
Each year the whole school curriculum overview is reviewed by staff and updated by our Curriculum Development Leader. This long term plan maps out the National Curriculum work that needs to be covered by each year group; ensuring for progression across the Key Stages. This document is then published on the school website. The National Curriculum outlines the curriculum for English and Maths.

Subject leaders complete and regularly update their curriculum overviews in collaboration with class teachers. This is informed by the Whole School Overview. A staff meeting will be set aside towards the end of the previous term to allow staff to discuss and share ideas for the next term’s topic. The curriculum Development Leader will then collate and produce the Year Group overviews.

Learning journeys and unit planning

At the beginning of each topic teachers will use the Whole School Overview and their year group overviews to inform their foundation, English and Maths planning.

Learning journeys for English and Maths should be the first step in planning. Once outcomes are identified, a series of lessons teaching the skills leading up to this should be devised, taken directly from the National Curriculum. Teachers are always encouraged and supported to look for exciting and innovative ways to link subjects to their topics where possible, e.g. Year 2 instruction writing linked to topic on The Great Fire of London.



Education field trips are a vital stimulus to the children’s learning and engagement. School visits should be carefully planned to tie in with classroom based learning. Teachers aim for 3 visits or visitors per term.

Resources for planning

The 2014 National Curriculum
Whole School Curriculum Map
Real Steps to Grammar
NCETM Mastery Documents
Medium Term Maths Plans
Mastery at Torriano document
Maths- No Problem
Curriculum development documents

Planning expectations

Class teachers complete and save on the system:

- English and Maths learning journeys and unit plans
- Termly Foundation subject plans

Subject leaders complete and save on the system:

- Subject curriculum overviews

In KS1 and KS2 the National Curriculum sets out what our pupils are to learn but we decide how we are to assess our pupils' attainment and progress over the key stage. Our assessment procedures will:

- Response marking and high quality teacher feedback
 - Provide immediate oral feedback that helps pupils to identify mistakes, correct errors and take the next steps needed to move their learning on
 - Share success criteria and use that as a guide for response marking and targets
 - Acknowledge successes through the school structures such as Arthur's Brilliant books
 - Ensure response marking is constructive and identifies what a child has done well, what needs to be done to improve, and guidance on how to achieve this
 - Identify response points for individual pupils and, where appropriate, for groups who can collaborate on a common approach to improvement or progress
- Arthur's Brilliant Books
 - Set out the attitudes and behaviours we expect of pupils when in the classroom
 - Show them how work is to be presented in their books and establish that any unacceptable work is to be done again to the standard required by the school
 - Tell pupils that they will succeed and acknowledge how and when they are becoming successful learners to establish self-confidence and good learning behaviours
 - Display examples of pupils' work-in-progress as part of a working wall
- Learning maps and Target Tags
 - Share learning objectives at the beginning of a phase of learning – a module, a week or a lesson as appropriate, and highlight them during the lesson and in plenaries, using language that pupils understand
 - Use these objectives as the basis for questioning and feedback during the learning activities as well as in plenaries
 - Use this ongoing assessment to inform planning and to make any adjustments to the learning objectives for the week and future weeks
 - Refer pupils back to earlier learning objectives to demonstrate and review progress over time
 - Use the success criteria as a focus for response marking and next steps

- Self-assessment and peer-assessment
 - Provide time for pupils to read teacher's feedback and assess how successfully they carried out the tasks set
 - Give pupils opportunities to talk in pairs or small groups about what they have learned, what they have found difficult and what they might do differently to improve
 - Ask pupils to explain the steps in their thinking and justify their decisions and reasoning
 - Model with pupils the language of assessment that they can use to review their own and their peer's learning and to identify next steps in learning
 - Establish a classroom ethos that enables a critical review of work to be undertaken that is seen as positive and not taken as any personal criticism
 - Engage the pupils in feedback through their responses to teacher's comments and giving pupils a short additional challenge to carry out that highlights what they have learned or what they need to correct

- Involve teachers and pupils in reviewing and reflecting on assessment information
 - Identify carefully progressed steps in learning through the learning outcomes and success criteria to enable pupils to see their progress, thus building confidence and self-esteem
 - Use appropriate tasks that will provide us with quality assessment information through by showing pupils' thinking as well as the answer
 - Provide time for pupils and teachers to reflect on what they have learned and understood, and to identify where they still have difficulties
 - In the light of our assessments evaluate teaching effectiveness and deployment of resources, learning tasks and organisation of learners, and make any adjustments to improve learning and raise standards

What procedures will be in place to ensure assessment is rigorous?

We will moderate and scrutinise work drawing on expertise from within the school, as well as through our partnerships across Camden. We will implement monitoring and evaluation procedures and maintain a continuing overview of the whole in-school assessment through:

- Book conferencing
 - Provide time for subject or phase/year group leaders to carry out regular scrutiny of work to monitor pitch and expectations, coverage, marking and feedback in books and to review pupils' progress with their teachers (See also pupil progress meetings below)
 - Senior leaders will carry out learning walks and lesson observations, review books and interview pupils about their learning and steps to improve
 - Senior leaders will quality assure the strengths and weaknesses identified by staff following their own and subject or phase leaders analyses of progress and standards in learning

- Moderation across year groups and phases of learning
 - Provide time for key staff to carry out regular moderation of assessment and standards within and across key stages
 - All teachers follow the response marking policy, monitored through book moderation

- Through writing moderation we have developed a standards file for writing that highlights standards, common mistakes and effective assessment and feedback that staff can refer to when undertaking moderation exercises
 - The leadership staff will take part in half termly book conferencing with selected children from across the school, using the OFSTED Work Scrutiny guideline (May 2014) as a guide. This will help the leadership of the school ensure that judgements made are accurate and match with the work taking place in the classroom.
- Formal testing
 - We use the Progress in Reading Assessment (PIRA) and the Progress in Maths Assessment (PUMA), both of which are linked to the 2015 National Curriculum, to provide an independent check on how well pupils are doing and to compare outcomes against judgements made using a range of other assessment evidence
 - Use item analyses of these tests to find out where there are areas of overall strength and weakness in pupils' knowledge in order to inform how we organise and teach this in future
 - The PIRA and PUMA are shared with children and reflected on in supportive small groups or 1:1 to help the children identify where they need support in testing
 - When children join us in Year 3 we ensure that a baseline assessment is carried out as well as the *Single Word Spelling Test*.
 - For further analysis some children will receive the diagnostic testing through *the Diagnostic Test of Word Reading Processes* and *The York Assessment of Reading for Comprehension*.
 - At Torriano there is on-going science assessment of subject knowledge across the 3 main topics set by the national curriculum. Teachers assess working scientifically skills through practical investigations and enquiries as part of end of unit tests.
- Pupil progress meetings
 - Senior and middle leaders, teachers and, if appropriate, teaching assistants together carry out a review of pupils' progress in each year group and class and identify the extent to which pupils are meeting expectations
 - Analyse on-going and past performance data against expectations to review and if necessary set new or revised targets for pupils to achieve and evaluate the effectiveness of intervention and assessment strategies
 - Use the outcomes of the meeting to target intervention for groups and to review the provision map for pupils across the ability spectrum

- Professional development and support
 - Key staff attend local and national meetings to learn more about assessment and reporting arrangements
 - Cross-schools moderation events provide an opportunity to ensure expectations are set at the right level and pitch
 - We work closely with the *Camden Schools led Partnership* and the *Camden Primary Partnership* to share schemes that highlight the key learning in core subjects and sharing models for assessment
 - We have worked closely with the *Camden Literacy Assessment Steering Group* to develop progression tables to be shared across Camden schools
 - All schools publish examples of pupils' progress in their school on the new Schools Led Partnership Best Practice website; these are annotated to show how the pupils progressed

- Parents' evenings , meetings and workshops
 - Provide opportunities for parents/carers to discuss their child's progress and to highlight any key issues that are affecting the child's learning
 - Update parents on changes to the curriculum and assessment arrangements, and identify ways in which they can support their child's learning
 - Discuss the assessments and comments in pupils' books and statutory reports to parents
 - Through regular English and Maths workshops we keep parents updated on our assessment systems and how these are developing in line with national changes
 - Parent Target Tags are provided each term at parents evening, these outline their child's main goals for that term

As further guidance is issued by the DfE we will amend our practices if required and keep parents informed of any changes that involve their children.

Review Date: January 2018