



**MELLERS PRIMARY SCHOOL
ASSESSMENT FOR LEARNING POLICY
MARCH 2018**

Belief Statement

Assessment is a continuous process, which is integral to teaching and learning, allowing children to achieve their true potential.

‘The new national curriculum really does focus on fewer things in greater depth. It emphasises key concepts, key ideas and is full of skills. It includes wide reading, practical work in science and application of maths. The shift in ideas about ability and in assessment practice means that teachers will have to become experts in assessment in a way they have not had to before. They need to think hard about questions they put to children both through question and answer and on paper. They need to really probe pupils’ understanding. Assessment should focus on whether children have understood key concepts rather than achieved a particular level.’

Tim Oates, Group Director of Assessment Research and Development at Cambridge Assessment, May 2014

Aims

- To gather information about the performance of individual children, groups and cohorts in order to inform target setting and monitor progress
- To provide information to inform the school’s strategic planning
- To gather information to inform teachers’ planning
- To use assessments to support any requests for agency support/additional funding for support
- To track individual, group and cohort progress
- To allow children to be involved in their own learning
- To inform the governing body of the school’s standards and achievement
- To ensure that the positive achievements of a child are recognised and the next steps planned
- To identify learning difficulties/differences more quickly and give appropriate help
- To record systematically the overall achievements of the child
- To monitor the school and child’s achievements
- To meet the legal requirements for record keeping, assessing and reporting

Effective Assessment

At Mellers Primary School we believe that effective assessment:

- Offers all children an opportunity to show what they know, understand and can do to improve
- Enables teachers to plan more effectively
- Helps parents be involved in their children’s progress
- Provides the school with information to evaluate work and set suitable targets

Co-ordination of Assessment

The Deputy Head teacher and Headteacher work closely with all teachers and teaching assistants to set targets and ensure attainment and progress is monitored closely throughout the school. Pupil progress meetings and data returns are completed every half term. The assessment co-ordinator, Laura Patel monitors and updates assessment policies and practices, keeping up to date with standards and testing agency changes. Reports are presented to the governors to highlight pupil progress. The nominated governor for pupil progress is Mrs Lesley Lyon, chair of governors. She monitors data and pupil progress with senior leaders at least twice a year.

Key Features of Assessment at Mellers Primary School

Day to day Assessment for Learning (AFL)

Assessment for learning (AFL) focuses on how children learn and is central to classroom practice and planning. Learning outcomes are shared with pupils and teachers discuss with pupils how these can be achieved. AFL takes place on a daily basis and is integral to teaching and learning. Peer and self-assessment is encouraged throughout the school. This is detailed in the feedback to children policy. This formative assessment is an analysis FOR learning to influence the content of what is to be learned. It is the ongoing assessment carried out by teachers and teaching assistants both formally and informally during a unit of work. The results of formative assessments have a direct impact on the teaching materials and strategies employed immediately following the assessment. In particular, the use of instant interventions. Results and observations are kept in teacher's own records books, or the children's books.

Periodic – Learning Ladders/Foundation Stage Profile

This gives a broader view of progress for the teacher and learner using national standards and expectations. Teacher judgments are tightly linked to the National Curriculum and the Early Years Foundation Stage objectives. They are updated as and when it is appropriate but it is expected that progress and achievement be recorded by the end of each half term. These diagnostic assessments are used to determine individual/group and cohort strengths and weaknesses in order to plan an appropriate response. They provide more detailed data e.g. miscue analysis, gap analysis.

Transitional

This is the formal recognition of achievement:

- On entry baseline
- Completion of Foundation Stage Profile
- Key Stage 1 and 2 SATs
- End of year completed Learning Ladders

This summative assessment is of what HAS BEEN learned overall and specific strengths and weaknesses measured over a given period of time. These occur at defined periods of the academic year such as SATs tests or tests at the end of a unit of work. Summative tests help teachers in making end of key stage assessments and are also of use in determining the overall subject judgement for the yearly tracker and pupil records.

Management Information Systems

At Mellers Primary School, we use Assessment Manager to record and track attainment. Teacher assessments are recorded at the end of each half term, using teacher judgement on whether children are emerging, developing, secure or greater depth for their year group. In the early years, age bands from the Development Matters document are recorded and stored in the same way. Pupil progress is monitored half termly term via pupil progress meetings. Teachers complete grids prior to the meeting highlighting interventions and areas of concern and this ensures accountability. All pupils' progress is tracked, with vulnerable groups closely monitored: pupil premium, children with EAL, SEND, white British and more able pupils. End of year targets for attainment and progress are set at the beginning of each academic year, for each year group. Interventions are tracked by the adult leading the teaching, and monitored by the inclusion co-ordinator.

Targets

Attainment and progress targets for the next academic year are set during the transition programme, ready for the beginning of the school year in September. Vulnerable learners and interventions are established at the same time. Targets are based on national expectations and personalised according to internal data. This information is used to inform long-term targets and school development priorities.

End of...	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Below average	1 (40-60 secure)	1 emerging or developing	2 emerging or developing	3 emerging or developing	4 emerging or developing	5 emerging or developing	6 emerging or developing
Average	2 (Early learning goal 40-60+)	1 secure	2 secure	3 secure	4 secure	5 secure	6 secure
Above Average	3 (Exceeding)	1 greater depth	2 greater depth	3 greater depth	4 greater depth	5 greater depth	6 greater depth

Standardisation / Moderation

The process of moderation is an essential part of the assessment system to ensure consistency. Teachers are involved in the moderation process to ensure agreement on criteria for levels in the following ways:

- With teaching staff in school
- With teaching staff from other schools within the Central Learning Partnership and Transform Teaching School Alliance
- By attending local authority sessions to ensure our judgements are in line with other schools
- By using the standard exemplification materials

Data analysis

Senior leaders analyse key stage results using:

- DAISI – local authority data (Data analysis and insight for school improvement)
- Fischer Family Trust Data
- Analyse School Performance (ASP, formerly Raise Online)
- Assessment Manager data
- Learning Ladders data
- Pupil progress data

Findings are incorporated into the School Development Plan and reported to staff and governors.

Assessment within Curriculum Subject Areas

Although pupils are not formally assessed in other subject areas, we believe it is vital for to know how they are doing in order to make progress. National curriculum objectives are planned for and assessed against in marking. Teachers apply the same feedback policy for all subject areas to show pupils which objective they have achieved. They then identify a small step target for them to work towards. This also helps identify gaps in learning and they adapt their planning accordingly.

Summary

What are we using to assess?

Teachers assess against the early years and national curriculum objectives, recording achievement on the Learning Ladders system. Teachers use the evidence from Learning Ladders to make a judgement if the child is achieving their year group.

How is progress measured?

Learning Ladders provides a score measure for progress. Tracking of teacher judgements in SIMS evidences progress towards/of achieving the year group. It is acknowledged that progress is not linear and children should be achieving their year group objectives towards the end of the academic year, as this is when the curriculum has been taught in its entirety.