

Assessment Policy September 2015

“When a teacher teaches, no matter how well he or she might design a lesson, what a child learns is unpredictable. Children do not always learn what we teach. That is why the most important assessment does not happen at the end of learning – it happens during the learning, when there is still time to do something with the information.”

Dylan William, 2011

Our principles:

At Kingsbury Green we believe that effective assessment is about empowering pupils and teachers to engage actively and collaboratively in the teaching and learning process so that the quality of provision is highly effective resulting in all children achieving their full potential.

We firmly believe that assessment systems should be designed to sit alongside our curriculum and should make sense to our staff, to our children and to our parents.

We believe that an effective use of formative assessment, to inform next steps in teaching and planning, is integral to effective teaching and learning. We give our children regular feedback on their learning so that they understand what they have achieved and what it is that they need to do better. This allows us to base our teaching on a detailed knowledge of each pupil. We give parents regular information on their child’s progress so that teachers, children and parents are all working together to raise standards.

The aims and 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 understand what they need to do next to improve their work;
- to ensure our children have the skills to engage with assessment, promoting independent learning.
- to allow teachers to shape the curriculum and their teaching to respond quickly to children who are need of additional support and those whose learning could be deepened;
- to provide regular information for parents that enables them to support their children’s learning;
- to provide school leaders including governors with information that allows them to make judgements about the effectiveness of teaching and learning to inform strategic direction.

Our processes:

Before lessons:

Teachers use the school curriculum and assessment criteria (broken down in to Key Objectives from the programmes of study in the national curriculum) as well as their knowledge of the children to plan learning questions and success criteria which direct the teaching in lessons.

During lessons:

Within lessons, teachers regularly use the following formative (on-going) assessment strategies to check learning and monitor progress:

- a review of prior learning
- questioning - to tune into the learners' minds and to deepen children's learning
- self and peer assessment against the success criteria
- pupil evaluation against their targets – pupil friendly key objectives from national curriculum
- pupil response to marking and feedback to close gaps in learning
- linked learning interventions – adult led focus group work in class to respond to the needs of groups of learners

After lessons:

Year teams regularly evaluate the effectiveness of the provision by updating their assessment of children's learning against the key objectives.

This is done by discussing observations, marking children's work and moderation during end of day reviews of teaching and learning. It enables teachers to be very clear on the content that children have learned and where further practise and consolidation is needed. Three weekly, end of unit tests in maths are used diagnostically to inform teacher assessment and planning. End of unit quizzes are used to assess the gain in children's knowledge and understanding of concepts in history and geography whilst skills in these subjects are assessed through observation. Key objectives for history and geography are updated regularly.

Making judgements about children's attainment:

Every 8-10 weeks, teachers make summative judgements about each child's learning. They use the following terms to describe children attainment:

Age and Stage of Learning	Age Related Expectations	Steps through each Band
Early Years – Nursery	30 - 50 months band	beginning (B) within (W) secure (S)
Early Years – Reception	40 – 60 months band	beginning (B) within (W) secure (S)
Year 1	Band 1	beginning (B) within (W) secure (S) beginning (B+) within (W+) secure (S+)
Year 2	Band 2	beginning (B) within (W) secure (S) beginning (B+) within (W+) secure (S+)
Year 3	Band 3	beginning (B) within (W) secure (S) beginning (B+) within (W+) secure (S+)
Year 4	Band 4	beginning (B) within (W) secure (S) beginning (B+) within (W+) secure (S+)
Year 5	Band 5	beginning (B) within (W) secure (S) beginning (B+) within (W+) secure (S+)
Year 6	Band 6	beginning (B) within (W) secure (S) beginning (B+) within (W+) secure (S+)

The key objectives are directly taken from the national curriculum programmes of study for each year group. They are used in conjunction with the following tables to support teachers' judgements about in which band and at which step children are working. This has been introduced in order to gain consistency and accuracy in judgements across teams and is used **only as a guide** and not in place of teachers' strong professional knowledge about children's learning.

STEPS OF PROGRESS	READING - NUMBER OF STATEMENTS REQUIRED AT EACH STEP							
	BAND	BAND 1	BAND 2	BAND 3	BAND 4	BAND 5	BAND 6	
	NUMBER OF STATEMENTS	21	22	16	16	14	11	
Pupil learning is chiefly focused on the statements for the band. There may be minimal statements of the previous band still to gain complete confidence in.	B	15% -30%	3 - 6	3 - 6	2 - 4	2 - 4	2 - 4	2 - 3
	B+	31-44%	7 - 9	7 - 9	5 - 7	5 - 7	5 - 6	4 - 5
Pupil learning is fully focused on the statements for the band. Up to 70% of the statements are confidently achieved.	W	45-70%	10 - 14	10 - 15	8 - 11	8 - 11	7 - 9	6 - 7
	W+	71% -89%	15 - 18	16 - 19	12 - 14	12 - 14	10 - 12	8 - 9
Confidence in all statements of the band, Pupil learning may still focus on gaining thorough confidence in some minimal statements but the broad expectations for the band have been met.	S	90% -95%	19 - 20	20 - 21	15	15	13	10
	S+	96% -100%	21	22	16	16	14	11

STEPS OF PROGRESS	WRITING - NUMBER OF STATEMENTS REQUIRED AT EACH STEP							
	BAND	BAND 1	BAND 2	BAND 3	BAND 4	BAND 5	BAND 6	
	NUMBER OF STATEMENTS	31	36	35	32	36	34	
Pupil learning is chiefly focused on the statements for the band. There may be minimal statements of the previous band still to gain complete confidence in.	B	10% -30%	3 - 9	4 - 10	4 - 10	3 - 9	3 - 10	3 - 10
	B+	31-44%	10 - 14	11 - 16	11 - 15	10 - 14	11 - 16	11 - 15
Pupil learning is fully focused on the statements for the band. Up to 70% of the statements are confidently achieved.	W	45-70%	15 - 22	17 - 25	16 - 24	15 - 22	17 - 25	16 - 23
	W+	71% -89%	23 - 27	26 - 32	25 - 31	23 - 28	26 - 32	24 - 30
Confidence in all statements of the band, Pupil learning may still focus on gaining thorough confidence in some minimal statements but the broad expectations for the band have been met.	S	90% -95%	28 - 29	33 - 34	32 - 33	29 - 30	33 - 34	31 - 32
	S+	96% -100%	30 - 31	35 - 36	34 - 35	31 - 32	35 - 36	33 - 34

STEPS OF PROGRESS	MATHS - NUMBER OF STATEMENTS REQUIRED AT EACH STEP							
	BAND	BAND 1	BAND 2	BAND 3	BAND 4	BAND 5	BAND 6	
	NUMBER OF STATEMENTS	27	38	35	44	51	53	
Pupil learning is chiefly focused on the statements for the band. There may be minimal statements of the previous band still to gain complete confidence in.	B	10% -30%	3 - 8	4 - 11	4 - 10	4 - 13	5 - 15	5 - 16
	B+	31-44%	9 - 12	12 - 17	11 - 15	14 - 19	16 - 22	17 - 23
Pupil learning is fully focused on the statements for the band. Up to 70% of the statements are confidently achieved.	W	45-70%	13 - 19	18 - 27	16 - 24	20 - 31	23 - 36	24 - 37
	W+	71% -89%	20 - 24	28 - 34	25 - 31	32 - 39	37 - 45	38 - 47
Confidence in all statements of the band, Pupil learning may still focus on gaining thorough confidence in some minimal statements but the broad expectations for the band have been met.	S	90% -95%	25 - 26	35 - 36	32 - 33	40 - 42	46 - 48	48 - 50
	S+	96% -100%	27	37 - 38	34 - 35	43 - 44	49 - 51	51 - 53

Periodically, we evaluate the effectiveness of teaching, learning and assessment as well as leadership and management by collecting data on the proportions of children working in the age related band. This assessment information is used by subject leaders and year leaders to identify pupils who are falling behind and those who need additional support so that teaching can be adjusted and where appropriate, additional provision can be made.

Where teacher assessment highlights children who grasp concepts rapidly, teachers work to develop deeper learning through application and problem solving as opposed to accelerating them up through the bands.

Special Educational Needs

Assessing at an early stage is essential to ensure that we effectively help children to overcome difficulties. Progress for all children identified as needing support, that is additional to or different from the provision that is made for all children through Quality First Teaching, will be monitored regularly against targets from the appropriate band and where relevant those set out in individual pupil plans. Both formative and summative assessments will be carried out rigorously to ensure the child's needs are being met.

Reporting to parents

At termly learning consultation meetings, teachers discuss with parents the progress that children have made in relation to the pupil friendly targets which are in the front of the children's books. The annual report to parents is used to report children's achievements in each area of learning, their personal development and behaviour and to report progress and attainment.

Annual Assessment Schedule

Key Stage/ Year Group	Subject/ Area	Performance descriptors	Form of testing/ assessment
Early Years	Baseline Assessment on entry to the school	All aspects are measured using development matters stages at either: 22-36 months 30-50 months 40-60 months Early Learning Goals	Teacher assessment plus moderation with local schools
	End of Early Years assessment in all aspects of learning Prime Areas: <ul style="list-style-type: none"> • communication and language • physical development • personal development Specific Areas: <ul style="list-style-type: none"> • Literacy • Mathematics • Understanding the World • Expressive Arts and Design 	All aspects are measured using development matters stages at either: 22-36 months 30-50 months 40-60 months Early Learning Goals	Teacher assessment plus moderation with local schools
	Good Level of Development: Children must attain Early Learning Goals in all prime areas plus Early Learning Goals in literacy and mathematics	All aspects are measured using: Emerging Expected Exceeding To achieve a Good Level of Development (to be ready for the KS1 curriculum) children must be work at the expected or exceeding stage of the Early Learning Goals	Local Authority moderates 25% of schools each year
Year 1 Phonics Screening (with retake if required in Year 2)	Phonics reading Screening Test	Children are judged to be: At age related expectation (achieved the pass mark) Or Working towards age related expectation (below the pass mark). They will have to re-sit the screening test in Year 2.	Read a list of phonetic words accurately.
Key Stage 1 (End of Year 2)	Reading Writing Grammar, Punctuation and Spelling Mathematics Science	<u>In reading, writing and mathematics, children will be judged to be:</u> Working towards the expected standard Working at the expected standard Working at greater depth within the expected standard	Children sit tests for reading, grammar punctuation and spelling and maths. These are used to inform teacher assessment. Local Authority moderates 25% of schools each year

		<u>In Science</u> children will be judged to be: Working at the expected standard if they have achieved the full criteria.	
Key Stage 2 (End of Year 6)	Reading Writing Grammar, Punctuation and Spelling Mathematics Science	<u>In reading, maths and science children will be judged to be:</u> Working at the expected standard if they score enough marks in the test. <u>In writing children will be judged to be:</u> Working towards the expected standard Working at the expected standard Working at greater depth within the expected standard	Children sit tests for reading, grammar punctuation and spelling and maths. Teacher assessment of writing will be submitted. Local Authority moderates 25% of schools each year for writing judgements.