

Principal is responsible for:

Monitoring standards in core and foundation subjects.
Analysing pupil progress and attainment, including individual pupils and specific pupil groups
Identifying pupil groups who are vulnerable to underachievement in relation to age expectations and prior attainment
Prioritising key actions to address underachievement of individuals and groups
Reporting to SPTA and EAB on all key aspects of pupil progress and attainment, including current standards and trends over previous years.
Holding class teachers to account for progress and attainment in relation to targets set

Phase Leaders are responsible for:

Ensuring all staff are familiar and with the assessment policy, and have established assessment practice and guidance for their particular phase.
Ensuring that assessments of individual pupils are being carried out, recorded and shared with parents, phase leaders and the principal, where appropriate
Monitoring standards in their subject according to assessment criteria set out in the National Curriculum.

Class-teachers are responsible for:

Providing accurate assessment of children's progress and attainment in their class through formative and summative assessment.
Setting targets for the percentage of children working at ARE in their class by the end of their year.
Sharing the half termly assessment data with KS leader and principal, including that from vulnerable groups at pupil progress meetings.
Using formative assessments as a starting point for planning next steps.

Purpose of Assessment

- enable individual pupils to make progress in their learning
- relate to shared learning objectives
- be underpinned by confidence that **every** child can improve
- help all pupils to demonstrate what they know, understand and are able to do
- include reliable judgements about how learners are performing, related to national standards
- involve both teacher and pupils reviewing and reflecting upon assessment information
- provide feedback which leads to pupils recognising the 'next steps' in their learning
- enable teachers to plan more effectively
- provide us with information to evaluate our work, and set appropriate targets at whole school, class and individual pupil levels
- enable parents to be involved in their child's progress.

Monitoring, Moderation and Evaluation

- Policy and practice will be reviewed regularly with staff. EYFS and KS1 assessments are moderated every 3 years by the LA;
- Termly moderation of teacher judgements of STEPs in reading, writing and maths are completed by KS and subject leaders- as well as in whole school staff meetings.
- Year 6/2 assessment will be moderated three times a year in conjunction with SPTA cluster academies and pyramid schools (and LA every 3 years.) against interim framework in 2016
- New strategies will be implemented, as appropriate, as a result of moderations and reviews and in response to statutory requirements.
- Each term, parents are provided with information about their child's current level of ability and progress at parents' meetings or in a formal written report in the summer.

Assessment Policy 2016/17 –

*'If we think of our children as plants...**summative** assessment of the plants is the process of simply measuring them. The measurements might be interesting to compare and analyse, but, in themselves, they do not affect the growth of the plants. **Formative** assessment, on the other hand, is the garden equivalent of feeding and watering the plants – directly affecting their growth,'*
Shirley Clarke

Assessment criteria are derived from Sheffield STAT tracking grids.

Formative Assessment

What is it?

Day-to-day, ongoing assessment as part of the repertoire of teaching strategies, based upon how well pupils fulfil learning objectives, It is about providing feedback and involving pupils in improving their learning.

Learning Objective

Sharing the learning objectives with children and sticking it in their books (or child writing it in their books) ensures they know and understand the purpose of the lesson.

Why? Gives the lesson clear focus, encourages pupil involvement and awareness of their learning and keeps the teacher's marking specific and helps children to self assess.

Self or Peer Assessment

Pupils are trained and encouraged, in oral or written form, to evaluate their own and their peers' achievements against the learning objective (and possibly beyond), and reflect on the successes or otherwise, of the learning process by a RAG coloured spot on their work (self) or a learning ladder or constructive comment (peer).

Why? Empowers each pupil to realise his or her own learning needs and to have control over future targets; provides the teacher with more assessment information – the pupil's perspective.

Questioning

Questions are asked to assess learning, challenge and deepen thinking and understanding. The range includes open/closed; higher/lower order as well as can you show me your whiteboard! Lollipop sticks / randomisers are used to ensure all children could be questioned at any point so need to engage in learning

Why? Most common form of verbal assessment offering opportunity to move learning forward quickly.

Planning and Purpose

Identifies learning objectives that ensure differentiation and progression for at least 3 groups of learners. Assessment is against these learning objectives and the child's individual targets.

Why? Ensures clear learning objectives, differentiation and appropriate teaching. Short-term plans are annotated to show which pupils need additional support to meet the LO or those who exceeded it.

It affects next steps by the development of activities. Planning indicates which children are ready to move on to the next step of learning.

Feedback & Marking

Clear daily written marking / feedback is completed immediately for English and Maths from teachers and TAs.

Marking indicates the success at meeting the learning objective and the child's next steps – Children use Closing the Gap time to improve, up-level their work and respond to teacher comment and questions.

Why? Tracks progress diagnostically, informs the pupil of successes and weaknesses and provides clear strategies for improvement.

Eazmag / Sheffield Tracking and Assessment Tool

Teachers use the formative tracking tool on Eazmag to track assessments and progression in their year group against the 2014 national curriculum. This is completed as often as possible – **at least half-termly**. Children are assessed at **beginning, developing or secure** based on evidence which may be photos, notes, work in books. Key Stage leader and principal moderate teacher assessments in addition to pyramid moderation meetings (termly) SPTA academy moderation and statutory LA moderation.

Closing the gap comments

Closing the gap comments are part of the assessment where a yellow highlighted box written by teacher, TA, or child highlights a child who hasn't grasped the learning objective or has exceeded it. A short session of 1-1 /small group tuition follows.

Why?

Instant assessment and response picks up any misconceptions and prevents a gap developing between the learner and the rest of the class.

Target Setting

Reading, writing, maths and personal targets are set for individuals and reviewed each term or more frequently as needed.

Why? Motivation and involvement in progress.

Regular Tests

Beat That / CLIC Tests – every week children are challenged to beat their previous score in a numeracy test, allowing the teacher to track progress and children to set their own targets. The CLiC test is a timed mental maths test to a CLiC jingle of 10 questions. Once the children have scored 10/10 3 weeks running they move onto the next level.

Spelling tests – to follow the spelling strategies taught phonics or SPAG groups.

PIRA and PUMA tests at the end of every term.

Key words tests (FS /KS1) In addition to hearing children read children are sent the key words home on a key ring to be tested on the ones they can read fluently each week with new words added once the child reads confidently.

Why?

To inform planning and to improve pupils' skills and establish what they have remembered or learnt so far.

Screening Tests for specific SEN issues

As well as standardise tests for specific subjects, the following assessments are used in school when a concern is identified:

Dyscalculia screener

Dyslexia Screener

WELLCOMM speech assessment

Emotional Literacy Screener

Sandwell Maths Analysis

Why? To analyse potential barriers to learning and/or identify a programme of support for individual children.

Key Stage 1 SATS including Year 1 phonics

Marked in school during May

Reading – two papers of increasing difficulty

GPS – 20mins spelling test / 20mins Grammar

Punctuation test

Maths – 15 mins arithmetic test / 35 mins second test

At Highfields Year 2 children will do practice tests in Feb, March, April to prepare for SATs

Phonics – assessed by teacher in June

Includes nonsense words to get children using their phonics skills to decode unfamiliar words.

At Highfields Year 1 children will do practice screening in Feb, March, April to prepare and track progress.

EYFS Baseline

In addition to the CEM Aspects and Base baseline tests for FS1 and FS2 teacher assessments made at the beginning of entry to FS1 and FS2 use the assessment strands in the guidance material for the Development Matters in the EYFS for Prime areas.

Tracking then continues each term.

Summative Assessment

What is it?

This is 'snapshot' testing which establishes what a child CAN do at a given time.

Termly tests are used in December, March and June **to support teacher assessments**. These are

Pira – a standardised reading test

Puma – a standardised maths test

Assertive mentoring maths test – at the end of each half term.

Sample SATs for Year 2 and Year 6

Why?

To provide an opportunity for Highfields to keep track of pupils' progress and teachers' expectations, and to enable us to monitor progress through summative means at different points in the key stage. For children to practice test conditions and become familiar with expectations for times of statutory testing.

Key Stage 2 SATs w.c.May 8th 2017

Externally marked:-

Reading – 1 hr

GPS -45 mins

Maths -30mins Arithmetic paper / two further maths papers of 40 mins each

Science – sample testing – 3 25 mins

Writing – teacher assessed using Interim DfE Guidance

Why? It is **statutory** but it provides a summative end of key stage attainment result. It is a national yardstick against which to compare children's performance.

Policy ratified by EAB on Sept 2016

To be reviewed Sept 2017