



The Levels Academy Trust

Raising Aspirations, Realising Potential TOGETHER

Assessment Policy

Date adopted: 26-11-15

Signature: 

Review date: NOV 16

The Levels Academy comprises four schools, namely:

Hambridge Primary School

Huish Episcopi Primary School

Middlezoy Primary School

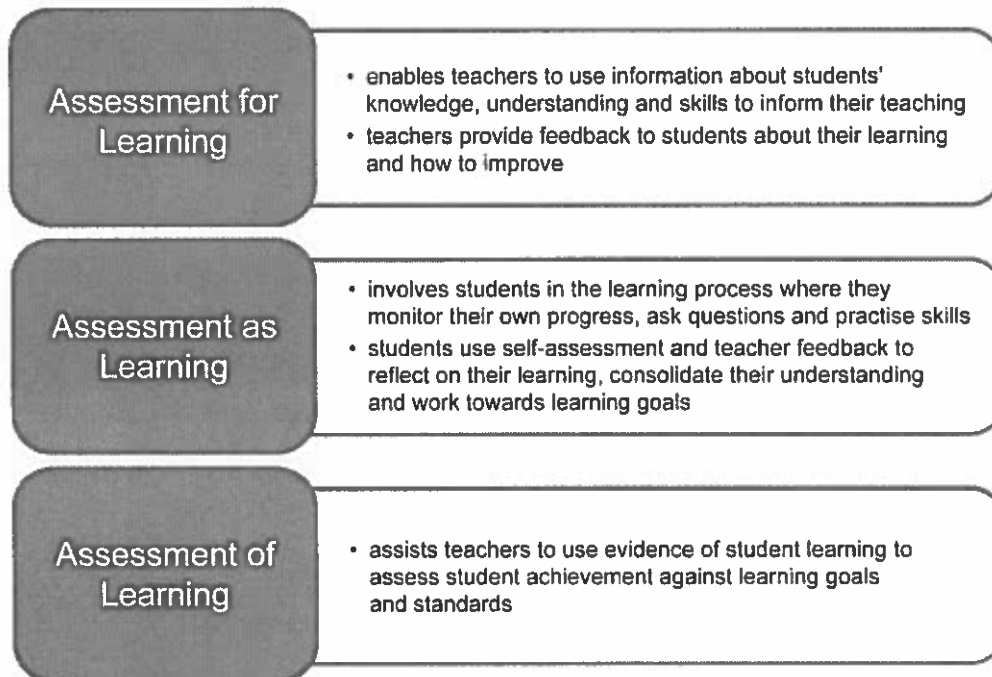
Othery Village School

This policy has been reviewed to cover each of the above schools.

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The aim of this policy is to ensure:

- Statutory requirements for assessment and reporting are met
- That agreed strategies and tools are used consistently
- That provision is matched to identified needs
- That all adults and learners are equipped with a range of methods to enable learning goals and progress towards them to be met effectively.



We believe that the primary purpose of assessment is to drive student learning

We use assessment to:

- Communicate children's progress and achievement to all stakeholders
- Gather evidence to inform teaching
- Provide meaningful feedback
- Create a structure for improved achievement

Our principles for good assessment

- Ultimately improve the learning of all pupils
- Enable progress towards National Age Related Standards to be reported
- Be acknowledged as approximations
- Draw on a variety of sources of evidence
- Promote the active engagement of all learners
- Meet standards that reflect a broad consensus of quality that links classroom practise to national policy

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The following principles about intelligence are endorsed by all staff

- Growth mindset modelled
- there is active belief that intelligence is not fixed and can grow through purposeful and expansive practice
- An emphasis and focus on developing children’s understanding of how they learn (learning muscles)
- A consistent language of learning across the school which endorses the learning ethos
- A commitment to involve every child in developing responsibility for their learning
- Developing within children the ability to self reference rather than comparing themselves to others
- Children have the opportunity to challenge themselves and make learning choices
- A belief that children are capable of learning anything as long as it is taught in a way that is accessible

Questioning

‘The kinds of question teachers ask determine how far the discussion will deepen and further children’s learning and understanding’.

Questions used by adults will be planned

- For specific purposes either to promote thinking or to yield information about a learners current understanding
- To fully engage children so they can and will engage in dialogue
- To require extended responses in the form of explanation or justification
- To support their understanding that more than one opinion or idea may be valid

Staff have received training on different questioning techniques and these include

1. Shirley Clarke starter question templates (see outstanding formative assessment course booklet)

What went wrong Statement Range of answers Odd one out Put in order Right and wrong True and false	What is the same/different Starting from the end Opposing standpoint Abstract questions Stimulus- object/picture Always/sometimes/never Real life question
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2. Using SOLO taxonomy (visible learning training materials)

SOLO Level	Verbs
One idea	Name, identify, tell, recall, classify, follow a simple procedure
Many ideas	Describe, list, enumerate, combine, do algorithms, perform serial skills
Relate	Compare/contrast, explain causes, integrate, analyse, relate, apply, justify, argue, criticise
Extend	Evaluate, theorise, generalise, hypothesise, reflect, generate, create, formulate, predict

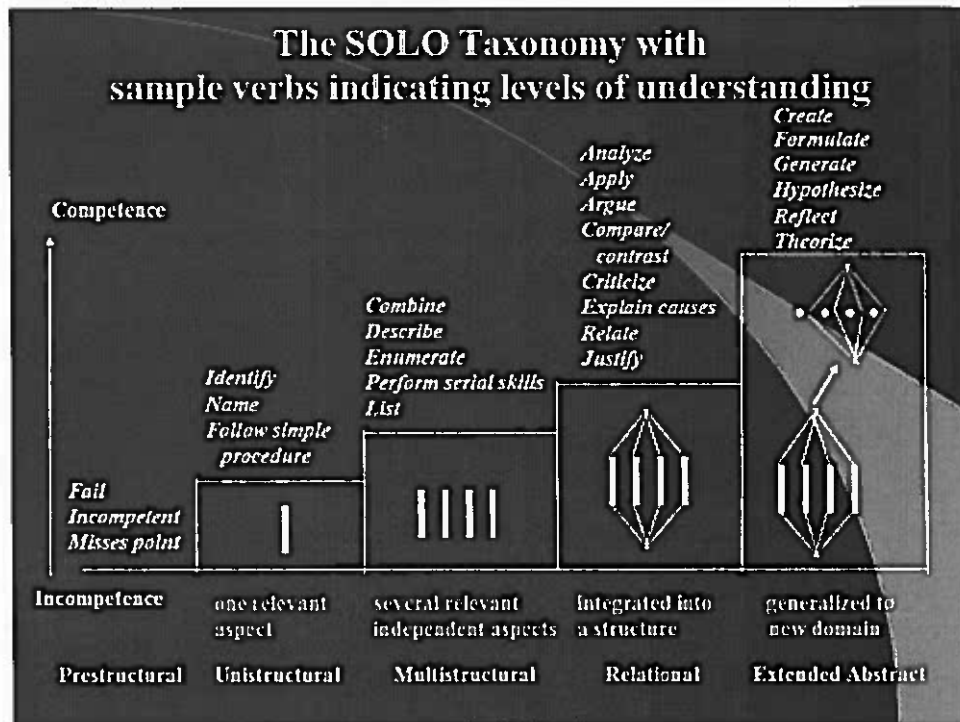
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Recall
Identify
List
Match

Classify
Compare
Analyze
Evaluate

Do You Know It?

Can You Use It?



Feedback (see Marking and Feedback policy/appendix 1)

Children will be provided with feedback from adults and peers that will take their learning forward. In order for this to develop we agree that oral and written feedback must

- Take place regularly
- must be timely and specific to the intended learning
- be targeted to cognitive learning
- be specific about next steps rather than a focus on right or wrong.
- require action which is facilitated

Children themselves will be trained in the principles that underpin effective feedback techniques so that they become skilled in giving and receiving feedback. They should also be taught to robustly evaluate their own learning and that of others within a supportive environment

Recording and Reporting Attainment and Progress

Evidence of pupil progress will be generated from

- outcomes of daily learning
- termly summative judgements of mastery of ARS
- statutory assessments and analysis of these against national and individual scores

Principles/aims to underpin Reporting and Recording

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- simple and easy to interpret
- provide an indication of attainment and progress
- enable analysis of performance to measure progress towards meeting/mastering ARS
- helps to promote parental engagement and support for next steps
- provide evidence for performance management

Recording

The teaching sequences (constructs) planned will provide a learning journey in which learners will:

1. be **introduced** to new knowledge and skills and be expected to recall and reproduce the learning
2. **Develop** understanding of the concepts by applying the learned skills and knowledge
3. Be able to **demonstrate** their grasp of new learning by using thinking and reasoning strategies in a range of similar contexts
4. Be provided with meaningful and relevant opportunities for wider and deeper experiences because they are **exceeding** requirements of core learning. This could involve teaching what they have learnt to others

Reporting to parent/s/carers

When reporting to parents we believe in order to avoid children becoming labelled, expectations becoming limited and the development of fixed mindsets with regard to achievement possibilities, language should be carefully considered.

The information from assessment is communicated to parents and children on a termly basis through structured conversations about learning which include the children. An annual written report which follows statutory guidance.

- Provide a narrative that gives a profile of their child's level of understanding in relation to the key constructs for their year group. This should include areas of success and which areas the children have understood and those they need to understand next.
- Indicate whether the child is working well within, slightly below or has a strong understanding of the constructs
- Provide information which gives understanding of where their child is in terms of age related expectations eg reading ages/spelling/etc
- Reports should also outline areas of learning which can supported at home with practical ideas of how this can be achieved.

Moderation

All staff will be trained to gain a clear understanding of how to measure attainment against the key constructs for each year group. A standards file will be developed to provide exemplification of different levels of understanding against the key ARS. Termly meetings will be held with staff within and across schools to support moderation of judgements.

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Appendix 1 Formative Assessment Practise Formative assessment practice is embedded in every lesson. It provides evidence to support next steps in learning, facilitates the mastery of standards over time and drives teaching that matched the needs of the individual learner.

Ethos/environment	<p>Range of formative assessment strategies</p> <p>Growth mindset principles</p> <p>Learning muscles</p> <p>Flexible/mixed ability groupings</p> <p>Layered challenges in every session</p> <p>Pupil making choices</p> <p>Accessible resources to enable children to develop learning- working walls, prompts, books, Dialogue of continuous feedback</p>
Planning	<p>Closed responses</p> <p>Short answer</p> <p>Explanations</p> <p>Teach another child</p> <p>Products performance</p>
Sharing learning	<p>Big picture for a phase of learning- key constructs</p> <p>Providing opportunities for children to share interests or feedback on what they want to learn</p> <p>Learning outcomes shared with children with skills separated from the context in which they are learning them</p> <p>Success criteria generated by analysis with children- creating tool kits etc</p> <p>Model what success looks like</p> <p>Learning powers focus</p>
Self and peer assessment	<p>Talk/Learning partners</p> <p>Opportunity to review learning independently or with a partner against success criteria</p> <p>Children's opportunities to write next steps/evaluate learning</p> <p>Termly Learning review meetings with each child (KS2) and review of the week</p>
Feedback	<p>Oral and written- from peers and staff</p> <p>Ongoing throughout each lesson</p> <p>Against success criteria and key constructs</p> <p>Opportunities to respond to feedback through regular and varied practice</p> <p>Next steps identified with child and response time provided</p> <p>Child friendly language and symbols</p> <p>Praise for effort and specific learning points</p>
Marking (see feedback)	<p>Timely</p> <p>After each session of learning</p>

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Age appropriate Follows marking policy and expectations					
What purpose does it serve?	Why is it important?	How we will do it?	What the adults will be doing	What the pupils will be doing	Principle? Effective assessment must be
<p>FORMATIVE (Assessment for or as learning)</p>	<p>Because it is integral to quality teaching and facilitates deep and profound learning</p> <p>Because it provides immediate evidence that can be used to support the learners in learning</p> <p>So that chosen teaching strategies closely match the learning needs of the learner.</p> <p>The synthesis between adult understanding of pedagogy and progression in a subject allows the collection of evidence that informs support for progression in learning to be provided over time towards an agreed summative goal or standard</p>	<p>"On the fly" in lessons</p> <p>By making expectations clear in lessons and being explicit about how it contributes to ARS</p> <p>By sharing the secrets of success</p> <p>Through questioning and the giving and seeking of appropriate, focused feedback.</p> <p>Through regular, planned learning conversations (adult/learner, learner/adult, learner/learner) about learning journeys</p> <p>By seeking, reflection on and responding to evidence from dialogue, demonstration and observation with reference to ARS</p>	<p>Making expectations and clear ARS</p> <p>Providing models and exemplars</p> <p>Supporting identification of successes and next steps</p> <p>Using a wide range of assessment strategies when teaching</p> <p>Asking questions to promote thought and to elicit information of existing knowledge or of learning taking place.</p> <p>Engaging in interactive dialogue with learners that focuses on the goals and standards</p> <p>Managing questioning in ways that engage all children</p> <p>Looking for the negative and positive impact of the learning they provide.</p> <p>Giving feedback that requires every learner to think and respond in order to improve.</p> <p>Creating positive teaching and learning relationships</p> <p>Praising and encouraging effort rather than ability</p> <p>Using information gathered to intervene appropriately and in a timely manner to take learning forward.</p>	<p>Actively thinking and articulating their learning achievements. Identifying their learning needs</p> <p>Focusing on key aspects of the task with reference to success criteria/standards.</p> <p>Responding in ways that demonstrate where they are in their learning.</p> <p>Collaboratively identifying next steps in learning</p> <p>Expecting/demanding feedback on their efforts</p> <p>Evaluating their own and others work against known criteria.</p> <p>Explaining their difficulties.</p> <p>Making improvements in response to suggestions given.</p> <p>Demonstrating their learning successes</p> <p>Helping each other.</p> <p>Helping the adults to know how to help them.</p>	<ul style="list-style-type: none"> • Integral to the planning and teaching cycle • Central to classroom practice • Linked with known standards that are predetermined and shared • Promoting the understanding of learning goals and associated criteria • Sensitive and constructive • Fostering motivation • Recognising all educational achievements • Focusing on how learning happens • Helping the learner know how to improve • Developing the capacity for self and peer assessment • A key professional skill

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What purpose does it serve?	WHY is it important?	How will we do it?	The adults will be	The pupils will be	Principle? Assessment must be:
<p>SUMMATIVE (assessment of learning)</p>	<p>As a series of snapshots in time it provides evidence of what learning has taken place individually or collectively to date</p>	<p>Collect periodically summative judgements based on observations and evidence gathered in lessons</p>	<p>Using evidence from a range of children's responses collected and gathered over time in the course of their teaching to inform and record, in an agreed manner, summative judgements against the specific standards taught (3-6 times annually)</p>	<p>In the course of their learning, producing clear evidence of what they know, can do and understand Articulating their successes and difficulties as well as their learning needs Engaging with interest and enthusiasm in well planned activities that yield rich information about what they have learnt, are relevant to the standard being taught and closely matched to their learning needs</p>	<ul style="list-style-type: none"> • Reliable • Valid • Fit for purpose • Measuring what has been taught • Very clear about the standards/criteria being measured • Used to develop an understanding of progression
<p>Provides evidence over time that can inform decisions made about interventions and resource allocations</p>	<p>By analysis of summative periodic data, determine where focused support is needed and where deeper learning or application is required.</p>	<p>SLT collecting centrally and analyse cohort data, and use the analysis to inform adults and pupils about changes required to provision and focus required in interventions</p>	<p>Teachers reporting end of year outcomes as required by statute</p>	<p>In receipt of information about their personal achievements Engaging in appropriate transition activities that are fully informed by accurately reported assessments Confident in their knowledge that the next teacher is well informed about his/her learning needs</p>	<ul style="list-style-type: none"> • Used appropriately as a useful indicator of class/whole school performance
<p>Provides evidence at the end of a year/key stage about the extent of the required mastery that an individual/group/cohort has achieved</p>	<p>Use end of year and end of key stage summative assessment to judge the extent of the mastery of the standards by individuals, groups and cohorts</p>	<p>SLT and teachers recording and reporting outcomes of summative end of KS tests and teacher assessments according to statutory requirements</p>	<p>Administer end of key stage statutory tests and provide evidence of progress over time from internal tracking</p>	<p>Provides evidence for accountability purposes-how successful are schools/teachers at improving pupil learning compared with other schools nationally</p>	<ul style="list-style-type: none"> • Used appropriately as a useful indicator of class/whole school performance

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Subject specific assessment practice

Reading	Guided reading ongoing assessment against constructs for age related criteria Star Reader AR quizzes Diagnostic reports Phonics checks Reading records Marking/feedback and response to reading activities
Writing	Toolkits Hot/cold tasks for each unit Opportunities for self and peer editing Prompts around the room to support SPAG 'everytime I write' Rainbow/spelling practices/spelling challenge
Maths	Pre assessment tasks to inform starting points and teaching progressions End of unit assessments/quizzes Times tables and number bonds Different levels of challenge in every lesson Children choose choice of challenge flexible groupings

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Appendix 2: Summative Assessment Practise

Summative assessment provides a snapshot judgement of learning that has occurred by a particular point in time

	Autumn	Spring	Summer
First half	Star reader/AR quizzes ongoing/diagnostic reports Salford (OCT)/HFW PUMA maths PIRA Reading comprehension Spelling EYFS baseline	Star reader AR quizzes ongoing/diagnostic reports Salford (March)/HFW PUMA maths PIRA Reading comprehension	Star reader AR quizzes ongoing/diagnostic reports PUMA maths PIRA Reading comprehension Year 1 phonics/Year 2 SATS/Year 6 SATs Spelling
Reporting and analysis	Standardised scores. reading ages etc entered onto assessment tracking system reported to parents Assessments analysed diagnostically by class teachers/subject leaders to inform next terms planning and provision across the school Analysis of working towards/meeting and exceeding age related expectations PPM termly		

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