Thorndown Pre-School

Assessment Policy

Our aspiration is that Thorndown Primary will be an outstanding school.

We value and respect everyone in our community and work as a team to:

- Provide learning experiences which support and inspire high achievement for all;

- Ensure a caring, safe and welcoming environment;

- Promote co-operative and responsible attitudes to make a positive contribution;

- Actively encourage independence and confidence to thrive in a changing world.

Approved at Learning & Development committee meeting on 13th January 2022

Review Period: Every 2 years (annual following New curriculum in Sept 21)

Date for next review: Spring 2023

Assessment Policy

The principles and aims of assessment

The primary principle of assessment is that it should be fit for the purpose intended. Assessment is an integral part of teaching and lies at the heart of promoting pupils' education. It should provide information which is clear, reliable and free from bias and for all pupils. Our school assessment is tailored to the needs of the pupils, parents, staff and the school's curriculum

There are two types of assessment as defined below:

In-school formative assessment

The primary purpose of formative assessment is to inform teaching and learning and to identify pupils' gaps and misconceptions. Learning can then be tailored to meet the needs of each child, no matter what their attainment. Pupils have regular opportunities to engage in formative assessment and demonstrate their learning in a variety of ways.

For example:
- Questions and answer sessions during class;
- Marking of pupils' work and feedback of strengths and areas of development;
- Observational assessment;
- Regular recap quizzes such as Big Maths;
- Scanning pupils' work for attainment and development;
- Assessing pupils' understanding of concepts, so any gaps or misconceptions are addressed;
- 'Cold' pieces of work given prior to the teaching of a unit of work;
- Topic summaries at the start and end of topics; and
- Pupils' self-evaluation.

Unnecessary recording of formative assessment should be avoided by staff.

In-school summative assessment

An effective in-school summative assessment is one that provides schools with information they can use to monitor and support pupils' progress, attainment and wider outcomes.

For example:
- End of year exams;
- 'Gold' pieces of work completed at the end of a teaching unit or topic; and
- Review of SEND learning plans.

There are also national, standardised summative assessments.

For example:
- National Curriculum tests at the end of Key Stage 2;
- National Curriculum teacher assessments at the end of Key Stage 1; and
- Baseline assessment in the Foundation Stage (Statutory from September 2016).

Assessment arrangements for the governance, management and evaluation of assessment

The Governing body, through the work of the Headteacher, monitors and reviews the effectiveness of assessment and this policy. The Headteacher, Senior Leadership Team and team leaders monitor the effectiveness of assessment practices throughout the school on a regular basis.

We have set criteria by which effectiveness of this policy and assessment practices are judged. There are regular reviews of classroom practice through:

- drop-ins;
- observations;
- book scrutinies;
- pupil voice;
- teacher voice;
- parent questionnaires; and
- learning walks.

Internal and external moderation is regularly used throughout the academic year to help ensure consistency and accuracy of assessment judgements.

How we use assessment outcomes

At Thorndown we record pupil progress assessment data termly on to our monitoring system, OTrack. We do this as part of our on-going monitoring and reviewing of pupil progress. This data is shared by the class teacher with team leaders through pupil progress meetings and is then moderated by the Senior Leadership Team. The attainment and progress of different groups of pupils is analysed, for example those who receive Pupil Premium funding or have English as an additional language to ensure all groups of pupils are making the high levels of progress expected. This assessment data summary is then shared with governors every term.

If a child has barriers to their learning and progress, interventions will be put into place. These interventions, which are monitored for impact regularly, are woven into our practice to ensure that pupils falling behind their peers receive targeted support in reading, writing and maths. For example, 5 Minute Box may be used, which is a short daily one-to-one intervention which helps pupils to develop skills and understanding which they may not have mastered during lesson time.

Pupils' progress data and information are shared termly with parents through parents' evenings and our end of year report. Assessment information is always available for parents at other times in the year on request. Both assessment outcomes and pupil targets are shared with parents to enable them to support their child's learning.

We only collect data which provides information about genuine learning and progress. Therefore, we aim to collect valid and reliable data to capture authentic learning in the classroom. This data must be free from bias and regularly moderated, both internally and externally, for consistency.

High expectations

At Thorndown we have high expectations for learning, which apply equally to pupils with SEN and disabilities.

Implementation

This assessment policy is a live document, against which success can be regularly evaluated by staff to allow for continuous improvement. All staff have access to this policy, both in our induction pack and through regular updates online. Assessment must always be of a high quality to have maximum impact on pupil learning.

Every half term, school and team moderation of pupil assessments for quality and accuracy take place. There are also opportunities to moderate externally through Local Authority meetings and with cluster schools. Senior leaders will ensure the school is aware of current good practice through Local Authority briefings, DfE updates and professional development.

All staff have access to high quality professional development opportunities to improve their confidence and accuracy in conducting all forms of assessment. The responsibility of providing high quality professional development will be led by the Headteacher and Senior Leadership Team.

Assessment must never limit pupils' learning or develop ideas of fixed ability. There will always be an opportunity for all pupils to succeed if taught and assessed effectively.

The school will ensure that parents and carers have access to this policy by ensuring that it is accessible on the website and by signposting it regularly through the newsletter.

We believe that it is vital to involve pupils in the assessment process. Every term, they develop targets for improvement through 1:1 teacher and pupil meetings. These targets are linked to the age-related expectations for the child. The targets are monitored and assessed for improvement at the next pupil-teacher conference and then shared with parents at parents' evenings. Pupils understand how their actions can improve their progress.

Summative Assessments carried out throughout the school

Autumn A	On entry		End of term
	Early Years Baseline Development Matters Baseline Phonics initial assessment, 1:1 with adult Maths initial assessment, 1:1 with adult		Development Matters Ages and Stages Phonics assessment, 1:1 with adult Maths assessment, 1:1 with adult
Autumn B	Development Matters Ages and Stages Phonics assessment, 1:1 with adult Maths assessment, 1:1 with adult		
Spring A	Phonics assessment, 1:1 with adult Maths assessment, 1:1 with adult		
Spring B	Development Matters Ages and Stages Phonics assessment, 1:1 with adult Maths assessment, 1:1 with adult		
Summer A	Development Matters Ages and Stages Phonics assessment, 1:1 with adult Maths assessment, 1:1 with adult		
Summer B	EYFS Profile assessment against Early Learning Goals (ELG) in all 17 areas. Children assessed as emerging, expected or exceeding the ELG. Summary of achievement against the Characteristics of Effective Learning Phonics assessment, 1:1 with adult Maths assessment, 1:1 with adult		

	In all subjects	English	Maths
Years 1 and 2	All subjects, including English and maths, assess pupils' knowledge through a 'cold' piece at the beginning of a unit of learning with a review at the end called a 'gold' piece. The cold piece is used to inform planning and any pre-learning that is required.	-Phonics Assessments half termly -High Frequency words half termly - Weekly Writers Ink -Single Word Spelling Test (SWST) - Year 2 Assessments in SPAG, writing and reading	- Maths half termly assessments - Sandwell Maths Test conducted with pupils who are not making expected progress (used formatively and summatively)
Years 3 and 4		-Single Word Spelling Test (SWST) - Sept & April. - Suffolk reading test- Sept & April - Salford Reading Test conducted with children undertaking reading interventions - Weekly Grammar Hammer SPAG	- Maths half termly assessments -Sandwell Maths Test conducted with pupils who are not making expected progress (used formatively and summatively)
Years 5 and 6		-Single Word Spelling Test (SWST) - Sept and April - Suffolk reading test- Sept and April - Salford Reading Test conducted with children undertaking reading interventions -Weekly Grammar Hammer (SPAG) - Exemplar SAT papers/ practice questions (Yr6) -Speed writing termly (Yr 6)	- Maths half termly assessments - Sandwell Maths Test conducted with pupils who are not making expected progress (used formatively and summatively) - Exemplar SAT papers/practice questions (Yr 6) - Year 6 Statutory Assessments (SATs) in maths

		- Year 6 Statutory Assessments (SATs) in SPAG, writing and reading	

Appendix 1 - Marking and Feedback Policy

The purpose of Marking and Feedback is to:

1. Understand what pupils have done well;
2. Understand how to improve; and
3. Make visible signs of improvement as a result of feedback.

Points to consider are:

1. Pupils need to understand what they have done well and the reasons for it. Discussions with pupils about recently marked work should demonstrate a good understanding of both of these points.
2. To ensure all pupils understand how to improve, different types of prompts should be used. Thorndown Primary School uses a mixture of challenge, reminder, process and example prompts as appropriate to help pupils to understand.
3. Without visible signs of progress emerging from marking or feedback, there are no signs of effectiveness. Teachers and Teaching Assistants will ensure time is given to review guidance so that pupils may act upon it and make improvements.

To ensure consistency:

1. The three purposes of marking should be evident in all classes and in all subjects throughout the school. However, individual staff's approaches may differ.
2. Sometimes it is appropriate to give feedback verbally and sometimes it is more effective to give written feedback with an adult. Each time, the three purposes of marking should be developed.
3. Where verbal feedback is given for pupils' recorded work, staff should use "key word marking" which is an indication that feedback has been given as well as a "verbal feedback" stamp. This will help both pupils and staff to remember what was discussed so the work can later be checked for visible signs of improvement.
4. Consistent use of stamps and prompts throughout the school ensures all pupils are familiar with the code for feedback. The symbols are listed below.
5. Feedback to pupils should be given as quickly as possible, so misconceptions are quickly corrected and the pupil can move on in their learning.
6. A simile face drawing will be used if a child can move up the behaviour crystal due the effort shown in their work.

Evaluation:

*   Frequent work scrutiny and discussions with pupils will be undertaken by senior leaders to ensure the three purposes of marking are of a consistently high quality throughout the school.

Marking Procedures

I worked with my teacher today.

I worked with my teaching assistant today.

I worked independently today.

I worked with a learning partner or in an independent group today.

My teacher is proud of my work.

My teacher is proud of my work and wants to chat to me about it. I need some support or challenge.

Editing Independent Writing

Once the independent writing process is over, it is important pupils are given space and time to edit their work. Pupils need to be aware that there are different ways they can polish and improve their writing. This way of marking for editing facilitates independent editing choices and pupils are taught to interrogate their work in 3 distinct ways.

E1: The Revise

Edit Type 1: These are often "little" adjustments or changes and tend to fall into one of these categories.

Spelling   *Missed or additional words*   *Punctuation*

The number of E1s can be based on the teacher's knowledge of the child, their self-esteem and what they can cope with; a child may actually have 17 E1s but may only be able to cope with 8.

E2: The Rewrite

Edit Type 2: This is crucial and particularly for primary age pupils' thinking needs to be attached to *sentence* rewrites. A rewrite would be appropriate if a sentence doesn't make sense, could be restructured or generally improved. Teachers shouldn't be asking younger children to rewrite whole paragraphs of writing as this isn't manageable for their working memory.

The teacher is going to place a * at the beginning of a sentence and a * at the end of a sentence as a sign/signal that this sentence isn't working and that the teacher wants them to rewrite it. The teacher does not tell them why/how they want them to rewrite it as that wouldn't be independent.

Children rewrite these sentences at the end of their work, using numbers to identify which sentence replaces which.

E3: The Reimagine

Edit Type 3: This is when the teacher wants the writer to add more sentences to develop an idea further. Pupils are often resistant about adding more as it presents the problem of where to fit additional sentences. This is an ideal opportunity to train pupils to use 'editing flaps'. Editing flaps are extra pieces of paper that stick onto their writing and show the additional sentences added into their work.

The teacher is going to put an arrow just after a full stop to task the children to add more about that moment – pupils need to read back the previous sentence and tell the reader more!

Marking for editing – what does it look like?

Nimrat

$E_1 = 8$
$E_2 = 2$
$E_3 = 1$

Ella

$E_1 = 6$
$E_2 = 1$
$E_3 = 2$