Hampden Gurney CofE Primary School
Assessment Policy 2014

Context

From September 2014, there is a New National Curriculum as directed by the Department for Education. The staff at Hampden Gurney CofE School have reviewed and adapted the Assessment Curriculum in light of these changes and how we will develop tools to continue to report and reflect these changes.

The main changes to assessment include:
• The previous National Curriculum Levels e.g. 2A, 3C, 3B are being removed as directed by the DofE. The school will continue to merge the new curriculum with levels to track progress in the transition period.
• Hampden Gurney Primary School have invested in and will use a selection of assessment tools to assess what progress the children have made in the academic year based on whether the child Is emerging, meeting or exceeding national expectations for their age group. This will then be reported to Parents when requested or through end of year school reports.

"As part of our reforms to the National Curriculum, the current system of 'levels' used to report children's attainment and progress will be removed. It will not be replaced. We believe this system is complicated and difficult to understand, especially for parents. It also encourages teachers to focus on a pupil's current level, rather than consider more broadly what the pupil can actually do."

(Department For Education Website)

1. Rationale

> *Assessment is the means of obtaining information which allows teachers, pupils and parents to make professional judgements about pupils learning progress. Starting point for this is the Curriculum and the processes of learning and teaching.*
>
> **Assessment 5-14**

Assessment can be divided into two types; summative and formative. Summative assessment takes place after teaching and measures progress; whereas formative assessment is the process of teaching and learning.

Shirley Clarke uses a helpful analogy to draw a distinction between summative and formative assessment.

> *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 2001**

The following describes some of the types of assessment used at Hampden Gurney School;

Formative assessment
- clarifying learning intentions at the planning stage

- sharing learning intentions at the beginnings of lessons

- involving children in self-evaluation against learning intentions

- empowering children to work collaboratively – peer evaluation

- focusing oral and written feedback around the learning intentions of lessons and tasks

- organising individual target setting so that children's achievement is based on previous achievement as well as aiming for the next level up

- appropriate questioning by class teacher

- raising children's self-esteem via the language of the classroom and the ways in which achievement is celebrated

Summative assessment
- baseline testing on school entry

- national testing

- school and class tests created by teachers

- end of key stage tests

- Diagnostic tests

Teachers should endeavour to achieve a balance of both summative and formative assessment because they both fulfil different purposes. Understanding these purposes allows teachers to decide when and how to use summative and formative assessment effectively.

2. Aims

A variety of assessment methods should be used:
- to recognise achievement and progression

- to support learning and assist pupils to reach learning targets

- to provide feedback to pupils, parents and other teachers

- to promote high and realistic expectations for pupils

- to provide information as a basis for monitoring and evaluating provision and attainment/achievement at school

- to produce good evidence to inform decisions about next steps in learning

- to track achievement and attainment

- to ultimately raise attainment

…the term 'assessment' refers to all those activities undertaken by teachers, and by their students in assessing themselves, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged. Such assessment becomes 'formative assessment' when the evidence is actually used to adapt the teaching work to the needs.

Black & William 1998

Learners learn best when they:

- *Understand clearly what they are trying to learn, and what is expected of them*

- *Are given feedback about the quality of their work, and what they can do to improve it*

- *Are fully involved in deciding what needs to be done next and who can give them help if they need it.*

- *Are given advice about how to go about making improvements*

3. Implementation

Formative assessment through interactive teaching and learning will provide a comprehensive profile of pupil achievement, attainment and potential. Research shows that formative assessment has the biggest impact on low attainers, but also can be used to challenge all pupils. The development of formative assessment strategies is viewed as an essential part of improving learning and teaching in the school. Formative assessment (day-to-day ongoing assessment, based on how well children fulfil learning intentions, providing feedback and involving children in improving their learning)

Strategy	Purpose
Planning	Ensures clear learning intentions, differentiation and appropriate delivery of curriculum; short term plans show how assessment affects next steps by the development of activities and contain assessment notes on children who need more help or more challenge
Sharing learning intentions: with pupils for every key lesson	Ensure pupil is focused on the purpose of the task, encourages pupil involvement and comment on own learning; keeps teacher clear about learning intentions
Pupil self-evaluation: pupils are trained to evaluate their own achievements against the learning intention, in oral or written form	Empowers the pupil to realise his/her own learning needs and to have control over future targets; provides the teacher with more assessment information – the pupil's perspective
Marking: must reflect learning intention of task to be useful and provide ongoing record; written or oral	Tracks progress diagnostically, informs pupil of successes and weaknesses and provides clear targets for improvement i.e. Closing the Gap Marking
Target setting: for individuals over time for ongoing aspects	Ensures pupil motivation and involvement in progress; raises achievement; keeps teacher informed of individual needs; provides a full record
Record of achievement: vehicle for celebrating achievements of which pupil is proud or teacher believes are significant (refers to products and events for physical, social, attitude and conceptual achievement; does not compare pupils but focuses on individual progress, often unrelated to learning intentions)	Celebrates all aspects of achievement, provides motivation and self-esteem thus enabling pupil to achieve academic success more readily; provides overall progress 'picture', although does not aim to track attainment

Hampden Gurney 2014 Curriculum assessment changes

In order for Hampden Gurney to continue to track progress and attainment, we use a range of tools to assess and inform children's progress and learning.

The school will also report to Parents whether children are emerging, meeting or exceeding the national expectations set out under the new curriculum both informally in pupil meetings and through formal end of year reports.

Assessment tools	Curriculum coverage	Moderation
Year 2 and Year 6 SAT's	Reading/Writing/Maths/Spelling and Grammar	External moderation
Target Tracker	Whole curriculum	Data prepared and added to SDP externally moderated in performance review with Westminster
EYFS Profiles	Whole EYFS curriculum	External moderation
Hampden Gurney assessment framework	English and Mathematics (other subjects in development)	Key skills identified and tracked through lessons, planning shows coverage. Assessment framework used to inform target tracker data.
End of term assessments • Purple writing assessment books • Rising star assessment tests • QCA assessment tests • PE portal (Premier Sports)	Whole curriculum	Moderation meetings with other schools (cluster) to scrutinise levels. Headteacher work scrutinies Premier Sport professional assessments

Data on children's performance is held through the end of year reports, SIMS and Target Tracker alongside teacher's formal and summative assessment records.

3.1 Planning

Assessment should be planned for. Planning should include a clear statement of what pupils will learn in terms of knowledge, understanding or skills.   Plans should take account of pupils' prior learning. The plans should also take account of national attainment outcomes and targets

Stage of planning	Purpose	Content
Curriculum framework	• Provides progression through the levels and coverage of learning intentions	Set learning intentions and themes for each level/stage
Medium-term	• Shows coverage • Provides breadth and balance	Summary of subject content for each term per stage/ability group Broad learning intentions Summary of what will be assessed
Weekly	• Provides a personal agenda for the week's lessons • Enables certain day-to-day	Should include: • the learning intentions (can be in child friendly language)

	assessment judgements to be recorded in order to influence further planning	• activities/assessment methods • differentiation • provision for SEN • use of other staff • assessment notes

3.2 Sharing learning intentions

Every key teaching lesson should identify the learning intentions. These should be displayed and referred to throughout the lesson. The use of WALT (We are learning to..) or Success Criteria is the most common way of doing this. However, in sharing the knowledge and understanding to be dealt with in Environmental Studies it may be useful to use a key question. e.g. 'When did the Romans live?' or 'What are the differences between a liquid, solid or gas?' Skills should be displayed as a WALT e.g. 'We are learning to use a line graph to record our results.'

Pupils should then have the opportunity to brainstorm the success criteria. E.g. WILF (What I'm looking for…) Again these should be displayed. They can be stored to be used again. For example a reading group can have a poster that displays their particular success criteria so that it can be referred to at the beginning of each reading aloud lesson.

Summary of steps
- ✓   clarify learning intentions at planning stage
- ✓   make it an expectation for pupils
- ✓   explain the learning intention in child speak
- ✓   invite pupils to say how they will know this has been done
- ✓   write the success criteria
- ✓   get the children to read the learning intention and success criteria out loud

3.3 Pupil self-evaluation

> *Pupils can only achieve a learning goal if they understand that goal and can assess what they need to do to reach it. So self-assessment is essential to learning.*
>
> **Sadler 1989**

Peer and self-assessment are key components of formative assessment, but is only successful when pupils are very clear of the learning intentions and understand the success criteria. It is understood that peer assessment is especially valuable as pupils are more likely to accept criticism of their work from a classmate. It also encourages dialogue in language that is more meaningful to the pupil rather than 'teacher speak'. Both peer and self-assessment are skills that take time to develop and require practice. Encouraging the capacity to self-assess develops pupils' ability to be reflective and self-managing.

Training pupils to be self-evaluative during plenaries:

1. explain to the class the purpose of self-evaluation sessions

2. reiterate the learning intention during the course of a lesson

3. capitalise on the power of the visual image by displaying a range of self-evaluative questions for ends of lessons

4. to begin with, model possible answers pupils might have – avoid high achievers hijacking the session

5. next, choose one question for ends of lessons and link it explicitly with the learning intention

6. allow thinking time before pupils answer

7. use a variety of approaches for different days – whole class responses, paired responses, group responses (a few minutes)

8. avoid pupils writing their evaluations – thinking more important

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Self evaluation:
thinking about what happens when we are learning

(choose one or two and add the words of the learning intention)

- **What really made you think/did you find difficult while you were learning to**…?

- **What helped you** (e.g. a friend, the teacher, new equipment, a book, your own thinking) **when something got tricky about learning to…?**

- **What do you need more help with about learning to…?**

- **What are you most pleased with about learning to…?**

- **What have you learned that is new about …?**

- **How would you change this activity for another group/class who were learning to…?**

3.4 Marking/Feedback

Teachers have a responsibility to be sensitive and constructive in their feedback – any assessment has an emotional impact. The school is aware of the impact feedback comments can have on confidence and enthusiasm of learners – it is important to be as constructive as possible in the feedback given. Comments should focus on work rather than the person – this is more constructive for learning and motivation.

In the day-to-day organisation of the classroom while lessons take place the emphasis should be on the learning intentions first then other organisational issues. For example, during an art lesson, when the pupils are learning to mix primary colours to make other colours, the teacher should be commenting first about pupils mixing skills rather than whether a child has paint on themselves or is not holding the brush correctly. Obviously these issues should be addressed but all pupils should hear the feedback about the skill being developed. If pupils are aware that the teacher is commenting on the paint splashes then this is where their focus will be drawn

Feedback, wherever possible, should be given during the lesson so that pupils can act upon it immediately. This picks up the pace of learning and is more meaningful for the pupil. A large amount of feedback at the end is not as useful, especially if the consequent lesson does not allow time to address the issues raised. Mechanical marking of written work will not help pupils learn. Marking should focus on the few success criteria identified. The main purpose of the marking feedback should be to give information to children about how well they did against the learning intention. A learning and teaching leaflet will be developed so all parties involved, including parents, understand the purpose of marking and why not every piece of written text is not completely 'corrected'.

3.5 Target setting

Target setting will involve all pupils and teaching staff in the identification and creation of achievable, challenging and measurable targets, based on previous learning, aiming to raise self-esteem and fulfil learning potential.

When considering targets:

- ✓ targets should be realistic, manageable and challenging

- ✓ targets should be expressed in language which is accessible by the learner

- ✓ targets should be shared with pupils and termly with parents

- ✓ pupil participation is essential in the creation and meeting of targets

- ✓ new targets should be set as a continual process

- ✓ targets should be supported and met by effective teaching and learning strategies

- ✓ targets will be monitored by HT as part of planning meetings

3.6 Recording Achievement and Individual Educational Plans

Achievement can be classified into five categories:
- physical achievement

- social achievement

- attitude development

- conceptual achievement

- process skill achievement

It is important that pupils see the value is equal in all these categories as one as influence over the others. For example, learning to throw and catch a ball will affect a child's skill in reading and writing.

The key is the importance of high self-esteem – a necessary factor for successful learning. Pupils should celebrate success in all categories and feel that they are making progress no matter what level they are working at.

For some children with SEND needs, the school will draft a PLP (Pupil Learning Plan) *see the SEND policy for further details*. Achievement is defined as something either the pupil of the teacher is proud of or thinks is significant. The pupils and teachers will have responsibility for identifying products or event descriptions that can be included in the PLP.

The targets set will be included in the PLP. Pupils will have the opportunity to highlight pieces of work that reflect their evaluations of the targets. This evidence along with the PLP itself will be shared with parents on a regular basis.

The contents of this PLP will be shared with Parents termly through Parent/Teacher discussions with the child included and next steps will be decided that meet the Child's needs.

3.7 Summative assessment

Summative assessment plays an important role in the learning and teaching process but purely to confirm teachers' and pupils' assessments of ongoing learning. The tracking of pupils' attainment within the 5-14 levels is an essential part of directing the emphasis of support for pupils to meet their full potential.

The timing of testing is crucial in ensuring pupils are adequately challenged and are progressing at an appropriate pace. Teachers should take into account the tracking system to set appropriate predictions in collaboration with the HT. Pupils should be tested when teachers are confident through formative assessment that they have a secure knowledge and are ready to move on to the next level within the predicted time. Pupils who are not working at a steady pace should be identified early on to allow support to be put in place – ensuring that they continue to meet predictions.

Moderation

Teachers will be given the opportunity to work together to share views on different types of work and agree what the criteria for a level. By sharing the standard teachers will be more aware of specific expectations at each level and be able to share these through their teaching with the pupils. It is hope that teachers from both primary and secondary sectors will be able to work together to build trust and raise expectations in the transition period from primary to secondary.

Formulated: 2011 by Evelyn Chua
Reviewed by Matthew Stickels – Sept 2014