**ASSESSMENT POLICY**

**UPDATED SEPTEMBER 2018**

**LOVE JESUS**

**LOVE LEARNING**

**LOVE EACH OTHER**

**“We are a learning community promoting the Gospel values of mutual trust, care and respect.”**

As a school we ensure that all children and staff are treated fairly and equally. All children have equal rights to access all areas of the curriculum, regardless of race, gender and disability. Within this subject area, the SMT and all staff endeavour to provide appropriate provision for this to occur. This policy follows the guidelines and practices that are stated and outlined in St. Oswald’s Equality Scheme.

**ASSESSMENT**

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| Assessment can take many forms and can be used for different purposes. St. Oswald’s does not have a tick box mentality. Clear and concise evidence of achievement and attainment is collected to support Teacher Assessment alongside Summative assessment procedures, which are conducted under controlled conditions under the direction of the Headteacher and SLT. The use of the Essex Target Tracker age related statements support teachers with their assessment of the core and non core subjects.  The following characteristics are generic to all assessment that promotes learning:   * it is embedded in a view of teaching and learning, and is seen as an essential part of this; * it involves sharing learning challenges with pupils; * it aims to help pupils to know and recognise the standards they are aiming for; * it involves pupils in self-assessment; * it provides oral and written feedback which leads to pupils recognising their next steps and how to take them; * it is underpinned by confidence that every pupil can improve; * it involves both teachers and pupils reviewing and reflecting on assessment data.   We acknowledge that there are two main types of assessment which fulfil important yet different roles.  **Formative assessment** – assessment ***for*** learning - is an active and ongoing process in the classroom between the teacher and the child. The following areas are all part of formative assessment:   * clarifying learning challenges – at the planning stage; * sharing learning challenges with pupils when teaching; * involving children in self-evaluation against the learning challenges; * focusing oral and written feedback around the learning challenges of the lesson; * organising target setting so that children’s achievement is based on prior attainment as well as aiming for the next step up; * using appropriate questioning during the lesson; * raising children’s self-esteem through the use of positive language and through the celebration of achievement.   One of the key elements in formative assessment is the written or oral feedback which teachers give the children about their work.  **Age related performance descriptors** – The new curriculum contains age related performance descriptors for all subjects. These are on our target tracker and will be used by staff to help determine at which step of learning each child is working at.  **Summative Assessment** - assessment ***of*** learning - is the means by which the progress of children is monitored. This includes end of unit tests and teacher assessments, optional tasks and tests as well as statutory baseline and end of key stage tests. |

**FEEDBACK TO CHILDREN**

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| Marking and feedback should be a constructive process that focuses on:   * what children have done well; * what they need to improve; * how they can improve it.   Feedback, whether oral or written, should:   * follow the whole school policy; * be manageable for teachers; * relate to the learning challenges which are shared with the pupils; * involve all adults working in the classroom and be counter signed by the teacher if the TA has marked it.; * give increasing opportunities for pupils to reflect on their work and learning needs; * give recognition and appropriate praise for achievement; * give clear strategies and next steps for improvement; * involve children in the process through opportunities to assess themselves and their peers through age appropriate strategies (traffic lighting, smiley faces, evaluative comments); * inform future planning and individual target setting; * use agreed marking code/s.   A study by Ruth Butler (1998) analysed pupils’ work which had been marked by each of the following strategies:   * comments and actions for improvement * grades only * praise only * no feedback at all   The quality of work of those given only comments and actions for improvement *improved substantially* from lesson to lesson. Those given praise only, or grades only, *did no better than* the pupils who were given no feedback at all.  ***Research has also shown that pupils who are given only spoken or written comments on how to improve their work make greater learning gains than those given marks or grades only, and those given a combination of marks and comments.*** |

**TARGET SETTING**

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| In addition to end of key stage targets, targets are set as part of the ongoing school improvement cycle. These non-statutory targets include:   * individual targets for Y1- Y6 pupils, set and reviewed using available data, and termly analysis completed in relation to these targets, identifying not only the progress towards targets, but also the progress from the previous academic year; * curriculum targets for groups and individual children, to support progress, based on prior attainment and with an element of challenge, making use of age related expectation materials; * targets for individuals and groups of children in the Foundation Stage, identified by tracking progress on target tracker from baseline assessments; * short-term ‘incidental’ targets set as part of the marking/feedback dialogue. |

**Target setting**

Setting targets is one of the ways in which St. Oswald’s, and individual teachers, express their belief that the pupils should aim to be the best they possibly can, academically as in every other way. The targets are a way of saying that the aim is for the pupils to achieve as much as they are capable of achieving.

The targets will be set at the very limit of what is possible, achievable. There is no point in setting easy targets, too easy to achieve; there is no challenge, for the pupil or the teacher. Equally there is no point in setting unachievable targets; there is no motivation.

The Headteacher, SLT and Teachers will draw on their expertise, their knowledge of the pupils and their recent attainment, and their intentions through the planned curriculum to set targets as accurately as possible. The targets will be reviewed, at least annually, as knowledge and the recorded assessment data grow.

The targets will express the heights that the SLT and the teachers aspire to for their pupils. There is a shared understanding that not all of the targets are likely to be achieved, but the teachers will do everything in their power to help the pupils get as close to their targets as possible. Setting challenging targets will help to show that the Headteacher, SLT and teachers are ambitious about pupil progress.

Targets are set at a number of different levels, and for a variety of different purposes:

* individual curriculum (or behaviour) targets as part of marking or oral feedback, designed to help the child know what the next step in their progress looks like;
* individual, or group, curriculum targets, based on recent assessment of performance in a subject or area of learning, and designed to help the child(ren) move towards the next age related expectation target
* targets are based on a child’s past performance and on an aspirational estimate of what can be achieved:
  + for a half-term or term;
  + for the end of year;
  + for the end of the key stage;

and used to judge whether the child is making sufficient progress;

* group targets, perhaps designed to judge whether the planned teaching, additional support, or intervention strategy has had the planned impact on accelerating progress;
* cohort age related expectation targets,
  + for a half-term or term;
  + for the end of year;

derived from the individual age related expectation targets, and used to judge whether the class, on average, is making at least expected progress as a result of sufficiently good teaching;

* statutory and optional cohort targets for the end of a key stage, based on:
  + prior attainment and estimated progress, for example using Fisher Family Trust (FFT) data;
  + levels agreed with the School Improvement Partner (SIP);
  + DFE guidance;

The Headteacher and SLT team set targets at the beginning of the academic year, making use of results from the previous academic year, Excel tracking systems and Essex Target Tracker. Targets are monitored and analysed at various points throughout the year, by the Headteacher, SLT, Subject Leaders and Teachers. Staff meetings are used to feedback findings on individual pupils and their progress towards targets and from the previous year, and a dialogue between leaders and teachers further qualifies findings and can be a basis of additional support, intervention strategies or CPD where necessary. Subject Leaders hold progress meetings with classteachers throughout the year.

**TRACKING**

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| St. Oswald’s has thorough, regular, individualized and well-maintained tracking systems which are supported by evidence such as book scrutinies, end of unit assessments and pupil interviews. The rigorous tracking system which uses Excel and Essex Target Tracker provides information and reports which are used termly and support staff in forward planning and future target setting. These judgments are also shared with parents / carers and pupils at the termly parent meetings.  The tracking system aims to:   * track pupils’ progress towards expected or targeted attainment; * identify pupils who are falling below their expected attainment, in order to modify their learning and enable them to get back on track; * identify pupils who are exceeding their expected attainment, in order to adjust the curriculum or revise their targets; * be clearly understood and manageable by the people using it.   **ASSESSMENT WITHOUT LEVELS**  In April 2014 the Department for Education released ‘Assessment Principles’ , a document outlining the core values all effective assessment systems should implement as part of the changes introduced with the 2014 National Curriculum. As the ‘*Government will not impose a single system for ongoing assessment ‘* , it is up to schools to implement a system that can: ‘*Give reliable information to parents about how their child, and their child’s school, is performing, help drive improvement for pupils and teachers and make sure the school is keeping up with external best practice and innovation.’*  At its heart, any assessment tool must have Assessment for Learning and this is the fundamental building block on which any more expansive data must sit.  The new National Curriculum has set out clear expectations for what children should achieve by the end of each key stage and, for English, Maths and Science has provided guidance as to when in each phase this content should be covered. To track pupil attainment we use a system of steps. Each year band has been broken down into six steps:  beginning (b)  beginning plus (b+)  working within (w)  working within plus (w+)  secure (s)  secure plus (s+)  The three broader sections may be thought of in these terms-  beginning- Pupil learning is chiefly focused on the criteria for the band. There may be minimal elements of the previous band still to gain complete confidence in    working within- pupil learning is fully focused on the criteria for the band. Up to around 70% of the statements are confidently achieved  secure- confidence in all of the criteria for the band. There may be pupil learning still focused on gaining thorough confidence in some minimal elements but the broad expectations for the band have been met.  The breaking down of the sections into two parts allows for smaller steps of progression to be represented.  At appropriate termly (Foundation subjects) or half termly (core subjects) intervals the relevant step is highlighted on our tracking system. Lower and high achieving pupils may be working at a band outside of their current year group and would be recorded as such.  To allow for the tracking and analysis of progress in a statistical context each step represents one point. The numbers below each step on the tracking system reference the equivalent scale point. This allows us to monitor pupil attainment in the context of age related expectation and progress over time to ensure children reach the new secondary ready standard.  For children to be working at age related expectation they would need to reach the secure (s) step or the working within plus (W+) step at the end of the appropriate year.  Secure plus (s+) effectively represents the consolidation of the band and, while pupils will still need to pass through it in the following year, it allows us to identify pupils who, while still operating at age related expectations, have attained a more thorough and wide-ranging grasp of the contents and concepts. Secure plus (s+) demonstrates the foundation from a which a pupil may proceed onto the criteria in the following band.  The new Curriculum allows schools to have the flexibility to introduce content earlier or later than is set out in the programme of study. It is important for children to have opportunities to apply their understanding in a range of challenging real life contexts and to demonstrate their mastery of a particular skill at a deep and thorough level before moving on. We expect children who are secure (s) in the band of statements they are working on to have these experiences , and therefore be working at the secure plus (s+) step before being assessed against the following year band statements.  Setting targets for progress  This helps teachers to identify and focus learning for pupils falling behind or showing potential for accelerated progress. The DfE refer to ‘sufficient progress’ as a way to represent progress over the key stage of Primary phase. While this has yet to be clarified it may be assumed that progressing through the equivalent content for a single academic year would be considered sufficient.  To meet age related expectations , children should reach the secure (s) step by the end of the appropriate year. To move from secure (s) in one year band to the next is 6 steps in 6 terms. Therefore this equates to 1 step or 1 points progress each half term.  This an example of how targets would be set for a child with a year one entry level assessment as working just below band 1 at the end of EYFS (40-60s+) in order for them to reach the secondary ready standard , 6 secure (6s) at the end of year 6.   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Year 1**  **Autumn 1**  **assessment** | End of Year 1 target | End of Year 2  target | End of Year 3 target | End of Year 4 target | End of year 5 target | End of year 6 target | | 40-60 s+ | 1s | 2s | 3s | 4s | 5s | 6s |   Pupil targets will be reviewed by SMT, Inclusion Manager and class teachers to ensure they are appropriate and they may be changed where necessary.  Pupils working below band 1 and pupils with SEN  Year 1 pupils who are working below the beginning of the year 1 band can still be assessed in the EYFS 40-60w, 40-60w+, 40-60 s and 40-60s+ month band steps.  Pupils with SEND can be assessed using P-Scales so progression through into year band 1 can be tracked. Progress for these pupils can be tracked using the one point scale. We also use PIVATS which records smaller steps of progress for pupils with SEND.  Using the steps assessments teachers can clearly communicate pupil attainment and progress to parents and can help them to understand whether their child is working at the appropriate point for their age.  J Hassan Revised September 2018 |