

# Litton Church of England Primary School



## Assessment Policy

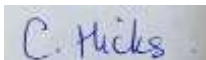
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Approved by: Governors

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Signed:



Mrs Caroline Hicks

Headteacher



Mrs Emily Noble

Chair of Governors

Review date	By whom	Summary of changes made	Date implemented
26.02.2024	C.Hicks	New policy linking a number of different policies.	26.02.2024
22.02.2026	C.Hicks	Reviewed and Updated	

Litton Church of England Primary School is committed to the assessment of learning through high quality teaching, tracking both attainment and progress using an assessment *for* learning process. Assessment is an integral part of the learning and teaching process and is used to modify teaching to meet the needs of pupils and to improve their learning.

### Our Purpose

Effective learning is based upon outstanding teaching using a range of 'Assessment for Learning' (AFL) tools - to support the best classroom practice. It will enable all children to make better than expected progress in every lesson taught and will ultimately raise standards throughout the school. Individual pupil learning is the outcome of team work encompassing pupils, staff, parents, governors and other members of the community.

### Our Principles

We believe in the principles that assessment for learning:

Assessment for Learning is a powerful way of raising pupil's achievement. It is based on the principle that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve this aim. It is not an add-on, **it is central to effective learning and teaching.**

**The Assessment for Learning Strategy, 2008**

- is a significant aspect of the language of learning
- is part of effective planning
- is central to classroom practice
- promotes understanding of goals and success criteria
- is sensitive and constructive
- fosters motivation
- recognises all educational achievement
- focuses on how pupils learn
- helps learners know how to improve
- develops the capacity for peer and self-assessment
- is a key professional skill.

These principles place a value on learning for learning's sake and promote a 'can do' ethos, because pupils discover first-hand that getting into difficulties and making mistakes is all part of effective learning. Every pupil's confidence is improved because the expectation is that they can achieve.

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation>

### Our Aims

1. Create successful resilient learners who take responsibility for their own learning and are prepared to embark on future challenges with excitement and confidence

2. Ensure it provides innovative learning opportunities that develop the whole child, empowering pupils to explore and believe in themselves
3. Establish an environment where children and adults feel welcomed, valued, happy and secure, irrespective of gender, race or disability.
4. Help children understand Britain's cultural heritage
5. Prepare children for life, helping them to be responsible citizens who are able to adapt and grow as technology and society changes.
6. Teach children to have an awareness of their own spiritual development, and to distinguish right from wrong.

### **Strategies for Teaching and Learning**

**To ensure effective teaching and learning the following must take place:**

- ✓ Effective prior preparation and planning resulting in a purposeful, well prepared teaching plan.
- ✓ A learning objective which is clearly skills-based is shared with the children both visually and in an auditory manner.
- ✓ A clear link to previous and future learning is made.
- ✓ Success criteria to be used consistently to support achievement of the learning outcome.
- ✓ Pupils to be involved in their own learning process and assessment and that of their peers
- ✓ A review of the learning during or at the end of the lesson.
- ✓ Follow up feedback through effective, interactive marking encompassing clear next steps and opportunities for feedback.
- ✓ Ensure challenge for all children.
- ✓ Effective teacher modelling alongside pupil participation.
- ✓ Identification of optimum opportunities for pupil voice - discussion and questioning being a core aspect of an effective lesson.
- ✓ Be appropriately and readily resourced.
- ✓ Effective and differentiated questioning with time for the answers to be worked out through several questions (not a closed right and wrong answer).
- ✓ Quality Interaction between teacher and pupil and pupil and pupil.
- ✓ Pace
- ✓ Explicit use of ICT.
- ✓ Lessons encompassing enthusiasm and fun whilst ensuring pupil engagement and optimum progress.
- ✓ Involvement of all the children, this may be through peer work and learning partners.
- ✓ Positive reinforcement of behaviour in line with our vision and values.
- ✓ Opportunities for independent learning.
- ✓ Elements of visual, auditory and kinesthetic learning.
- ✓ Learning to be purposeful giving real life context whenever possible.

### **Our Assessments**

Our assessments within school falls within two categories:

Assessment of Learning (summative) and Assessment for Learning (formative).

### **Summative Assessment**

Summative assessments are carried out at the end of each National Curriculum key stage (in Years 2 and 6) through the use of SATs and teacher assessment. This process is moderated by the local authority. On completion of statutory assessments:

- Results of individual pupil's assessments are made available to the parents concerned.
- The overall statistical profile is made available to parents, governors, the local authority and national government.

We also use a range of summative tests each year including PIRA, Salford Reading Test, Read, Write, Inc Phonics and spelling tracking. Termly pupil progress meetings allow staff to discuss the progress that pupils are making and their current attainment. We use a school tracking system to record whether children have reached the expected standard during the year. Formative and summative methods are used to make this judgement.

### **Formative Assessment**

Teachers and learners work together to ensure:

1. There is a shared understanding of the next steps: The effective use of success criteria is a fundamental component of our teaching.
2. Teachers model a learning language using cognitive sentence stems. They also support pupils to plan steps in learning.
3. Children play an active role in their learning and develop the skills to be able to assess themselves and each other: peer assessment is vital as it demonstrates if children understand how to improve.
4. Teachers provide effective feedback to children and adjust teaching to take account of the results of assessment. In English and Mathematics pupils are set targets. In English pupils use checklists to ensure they understand each part of different genres and to support their 'sticky knowledge'.

Assessment for Learning practices contribute strongly to our school aims by giving pupils a framework that empowers them to take charge of their learning; emphasising that everyone has the potential to succeed, and encouraging pupils to accept responsibility for their own development.

### **Assessment for Learning Strategies**

Assessment for learning is an ongoing, enabling process, being regarded as an essential part of teaching and learning.

We use a variety of strategies:

- Teachers share the learning objectives (LO) and outcomes (success criteria) with the pupils at the start of each lesson. These are then referred to when the work is being marked.

- Effective feedback and marking (including dialogue - verbal feedback) which relates to the LO.

- Questioning, using open questions, phrased to invite pupils to explore their ideas and reasoning:

*To encourage pupils to further their thinking skills, teachers may:*

- *use questions to find out what pupils know, understand and can do*
- *provide children with more open-ended questions and tasks.*
- *use pupils' questions to assess understanding.*

*Types of questions could include:*

- *how would you explain...?*
- *what does that tell us about...?*
- *how can we be sure that.....?*

- Self and peer assessment:

*Peer assessment will be used when relevant according to age and ability. Pupils will be encouraged to clarify their own ideas and understanding of both the learning intention and the success criteria while marking other pupils' work.*

*Self-assessment is an important tool for pupils and teachers.*

- Observations of learning (sometimes using video):

*Teaching and learning observations by both peers and the Leadership Team.*

*Each class teacher will informally observe the children on a daily basis to gain an understanding of the children's attainment at that period in time.*

- Regular review of individual or group targets:

*Teachers and pupils may set targets relating to specific goals in English and maths.*

*These targets may come from informal assessments, analysis gaps using APP or during formal testing. Pupils will be encouraged to guide their own learning, with the teacher providing help where necessary or appropriate.*

*Pupils will be given opportunities to:*

- *reflect on their own work*
- *be supported to admit problems without risk to self-esteem*
- *be given time to work problems out.*

*Individual targets are generally found in/on pupil's books and shared orally. They are commented upon in marking when achieved and new, appropriate targets agreed upon.*

- Data analysis and pupil tracking to inform future planning - formative use of summative assessments:

*Assessment data is regularly analysed by the class teacher and Headteacher. The analysis helps staff to identify progress as well as any gaps in learning by individuals, groups of pupils, classes, year groups and also progress in particular subject areas.*

*AfL enhances relationships and reflection and also helps foster a more positive classroom environment. It strengthens teacher-pupil relationships by increasing two-way communication. These high-quality interactions between staff and pupils can make them more motivated to learn and more aware of their learning.*

### **Monitoring of Teaching and Learning**

- Learning is monitored throughout the year.

- A well-structured Performance management system underpins the drive for high quality teaching and learning across the school.
- A plan for monitoring the curriculum is agreed with staff.
- Observations or Learning Walks are part of the performance management whereby teachers are observed by the Headteacher.
- Observations can also be carried out by a subject leader as part of a focus in a particular curriculum area or as part of a series of peer learning tasks.
- Children's work is sampled throughout the year and scrutinised carefully by staff in line with expectations.
- Feedback is given to the staff encompassing areas of strength and development to support improvement.
- Pupil progress meetings occur at regular intervals throughout the year in order to ensure children are making optimum progress. Any pupils not making better than expected progress are monitored.
- As part of the rigorous drive for self-improvement, teaching staff participate in a peer planning and observe action linked to the SIP priorities.
- Litton works in partnership with other local schools including participation in work scrutiny and moderation.

<b>Litton Church of England Primary School Assessments used throughout the year</b>	
<b>Year Group</b>	<b>Assessment</b>
Reception	Online baseline during first 6 weeks In-house Baseline Foundation Stage Profile/Individual records of observations - Sept, Dec, March, June Writing - Sept, Dec, March, June Read, Write, Inc Phonic Assessments Tracking grids (17 areas of learning and Characteristics of Effective Learning)
Year 1	Tracking grids - write, read, maths Read, Write, Inc Phonic Assessments Weekly spelling lists - from NC High Frequency word lists /phonic families Termly writing assessments Individual read level assessments White Rose Maths assessments Phonics Screening Check - June Science - Tracking grids for substantive knowledge. WS TAPS assessment - floor books Foundation Subjects- Quizzing
Year 2	Tracking grids - write, read, maths Read, Write, Inc Phonic Assessments Weekly spelling lists - from NC High Frequency word lists /phonic families Termly writing assessments

	<p>Individual read level assessments  White Rose Maths assessments  End of KS1 SATS assessments (May) - read, write, SPAG, maths, spelling  Science - Tracking grids for substantive knowledge.  WS TAPS assessment - floor books  Foundation Subjects- Quizzing</p>
Years 3,4,5	<p>Tracking grids - write, read, maths, SPAG  Read, Write, Inc Spelling Assessments -weekly spelling lists  Termly writing assessments  Writing targets individual  White Rose Maths assessments  Y4 Multiplication Screening Check -June  PIRA - Reading and SPAG Assessments - December, March and May  Science - Tracking grids for substantive knowledge.  WS TAPS assessment - floor books  Foundation Subjects- Quizzing</p>
Year 6	<p>Tracking grids - write, read, maths, SPAG  Read, Write, Inc Spelling Assessments -weekly spelling lists  Termly writing assessments  Writing targets individual  White Rose Maths assessments  PIRA - Reading - December,  Read, Maths, SPAG and Spelling tests using KS2 SATS papers - December,  March and April  End of KS2 SATS assessments (May) list - practise week in April  Science - Tracking grids for substantive knowledge.  WS TAPS assessment - floor books  Foundation Subjects- Quizzing</p>