

Assessment for Learning Policy

‘Assessment for learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.’ (Assessment Reform Group, 2002a)

The Principles and Aims of Assessment

Achievements are recognised and celebrated across a broad and balanced curriculum including sports, art behaviour and social, emotional development. . Progress is monitored and curriculum targets are set in order to maximise future learning.

AFL is a crucial and integral part of teaching and learning. It is the process of giving pupils and teachers an insight into learning.

AFL is continuous and present in all learning contexts and will develop and support learning.

AFL will demonstrate the school’s effectiveness to oversee, plan and develop its curriculum on both an individualised and a whole school basis.

AFL should be clear and consistent throughout the school in order for good communication to occur between all staff.

The implementation of this policy is the responsibility of **all** staff.

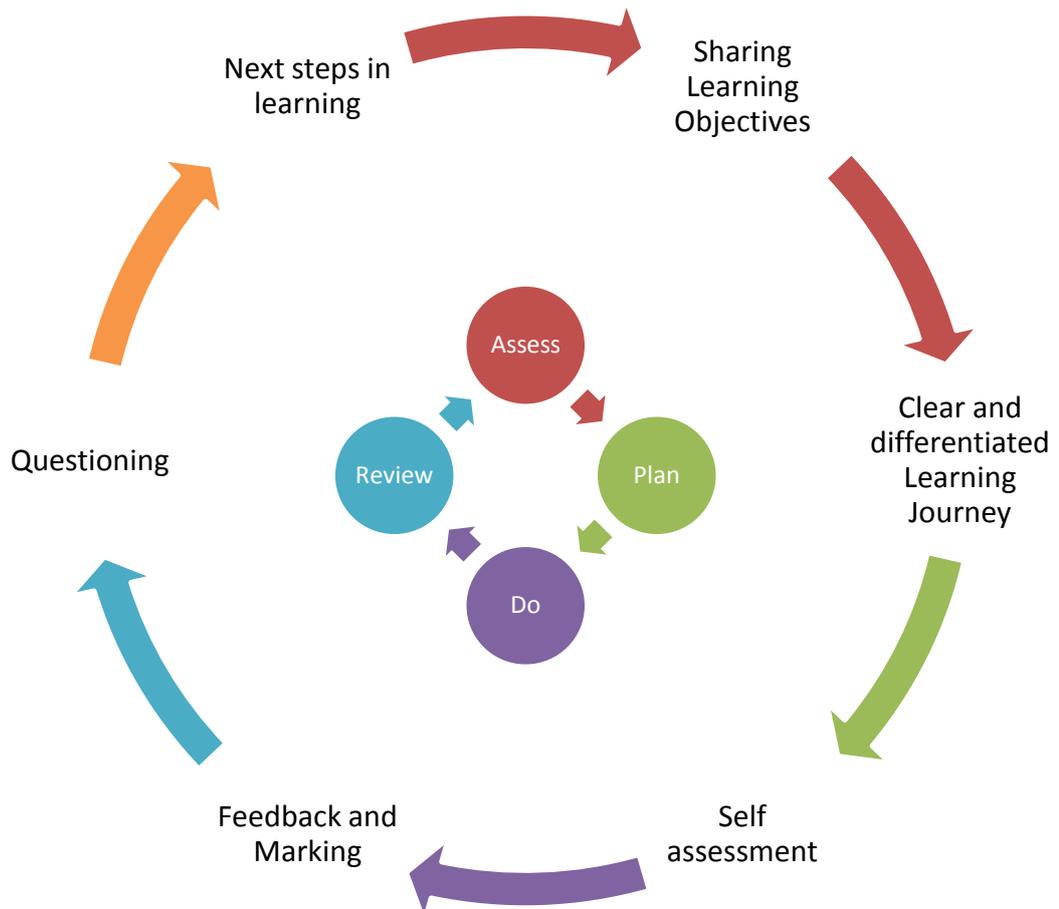
AFL will be used:

- To share learning objectives, next steps in learning and children’s progress
- To encourage children to be reflective about their learning and to identify their next steps.
- To encourage children to become responsible for their own learning.
- To inform parents of their children’s progress.
- To promote continuity and progression between year groups.
- To ensure a consistent approach to judging children’s attainment.
- To ensure that assessment opportunities are not missed and that the outcomes of assessment are used in the planning of future work.
- To assist in evaluating the success of curriculum delivery.
- To encourage teacher reflection (task design, next steps in learning, individualised learning)

Key characteristics of assessment for learning At Banister Primary School

1. Sharing Learning Objectives
2. Clear steps for success that are clearly differentiated

3. Using consistent feedback and marking strategies to encourage dialogue
4. Pupil self-assessment and peer self-assessment
5. Using effective questioning
6. Target setting/ next steps in learning



Banister Primary School Assessment Policy

Children's progress and achievement is closely monitored at Banister through a variety of means including windscreens and our school progress over time tracking system in order to provide the best possible opportunities and highest levels of support for all children. All assessment activities aim to ensure that the children are able to make excellent progress and attain well in their learning whilst taking into account the needs of individual children.

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 pupil's education. (Final report of the Commission on Assessment without levels 2015).

The principles and aims of assessment in our school are:

- to enable our children to demonstrate what they know, understand and can do in their work;
- to allow teaching teams to plan work that accurately reflects the needs of each child;
- to help our children understand what they need to do next to improve their work;
- to provide regular information for parents that enables them to support their child's learning;
- to contribute towards termly progress reviews

Foundation stage Learning Journeys and Baseline

Children will be assessed on entry into the reception classes once children are settled and score high on the Leuven scales for learning characteristics. The team make a summative judgement 3 times a year, based on information they gather from learning journals, small group, individual assessments and observations. This information is based on three categories as our pre-school providers - emerging, expected or exceeding within the appropriate 'Age and Stage' band for each individual child. Most reception age children are working within the 40-60 month stage. Insights will be shared at parent consultation meetings. Staff will complete a learning journey book of photos and comments. Parents and carers are able to contribute to this document.

Year One phonics check

All children in Year 1 will participate in a phonics check. This assessment will be administered by the English leader and familiar senior leaders. Results are included within the Year 1 end of term report.

End of Key Stage Assessments

Children in Year 2 and Year 6 are assessed during May. The results of these assessments are reported annually to the parents by the governing body.

Marking and assessment

We provide feedback to every child through marking and verbal feedback in English and Maths every day so that they have specific advice about improvements to their work. Children are given time daily to read and review their work following marking. Children are encouraged to draw a smiley / sad face when they have finished their work to show their level of understanding and to add a comment if possible. They are also encouraged to use a red pen to edit their work and to respond to teachers' comments. See separate Marking Policy for more information. Children in the older year groups are encouraged to self-assess and peer assess their work and to identify next steps in their learning. This is done with the support of the class teacher.

Assessment in Years 1 to 6 is recorded on a Windscreen Assessment sheet each term using end of year curriculum descriptors. Children are assessed against the following descriptors:

- Below- Not attaining the end of year expectations
- Developing- At early stage of development (support needed)
- Connecting- Growing ability and independence (prompting needed)
- Applying- Exhibits skill independently and across the curriculum spontaneously and with confidence. To develop breadth in order to deepen children's thinking.

Gaps will be identified for each child on their individual learning journey for each key skill in English and Maths from the New National Curriculum.

Most assessment information will be collected through observations, information in books, pupil self-assessment and pupil conferencing.

Moderation

Year group partner moderation takes place weekly during PPA time focusing on key children.

Termly progress reviews led by SLT ensure all children's progress and achievements are discussed and targets set.

Informal observations and work scrutiny takes place regularly by SLT and middle leaders. Formal work scrutiny takes place across phase and SLT routinely check key children's progress and achievement.

Cross school moderation takes place throughout the year and trust moderation happens across all year groups at least three times a year.

SLT members are external moderators and participate in training and are routinely assessed in line with national expectations.

Family consultations

Family consultation evenings take place in the autumn and spring terms for children in Year R through to Year 6 where parents receive a termly progress report. Children contribute to the written termly progress report to share their views.

Learning Review meetings

Learning Review meetings for all children in Years 5 and 6 are held once a year in early Spring term. This is an opportunity for children, families and teaching teams to discuss the progress being made. A member of the senior leadership team will join each meeting and a governor representative may attend as an observer to better understand the process. Children will prepare either a written contribution or short presentation about their learning.

Curriculum expectations are sent in hard copy to parents once a year outlining the curriculum taught as well as the expected year group standards that should be met. All year group documents are available on the website.

Every half term parents receive a class curriculum newsletter outlining the topic and key learning expectations and vocabulary for that half term. These are also available on the website.

Reports to parents

At the end of each year, families will receive a full report detailing progress, achievement and effort across the curriculum using the four bands: below, developing, connecting and applying. A personal statement will also be included about their child's emotional, social and behavioural development. Where a child is working below parents will be informed of which year group their child is working. The report will be based on self-assessment by the child and summative observations by the teaching team. Parents are encouraged to provide feedback to the school.

Inclusion

Banister is an inclusive school and we work hard to meet the needs of all our children. Class teachers are responsible and accountable for the progress and development of all pupils in their class. Quality first teaching is available to all children, including those with additional needs. We work hard as a school to ensure that all additional support in the classroom is deployed effectively. Where a child is not making the expected progress the class teacher will work alongside the Inclusion Leader, parents and external agencies (where appropriate) to plan tailored support. We follow the Assess, Plan, and Do, Review cycle to ensure all children are monitored closely and make progress. We use Individual Learning plans, where appropriate, which are reviewed with the child and parents termly. We also maintain a list of Focus children who we monitor closely following any issues or concerns alerted by staff or parents. All children are encouraged to achieve their best and become confident individuals living fulfilling lives. See separate SEND policy and Local offer for more information

Developing and Delivering Best Practice

SLT attend national assessment conferences and regularly keep up to date with DFE guidelines and publications.

External school improvement partner and Southampton local authority assessment adviser work closely with Banister to ensure all judgements are sound.

Members of the SLT attend all LA assessment briefings for all phases and all key information and learning is shared with all Senior leaders, Middle leaders and teaching staff.

We participate in local training from the local authority in partnership with Portswood Teaching Alliance to ensure robust cross school moderation, best practice and innovation. Banister and the locality work closely with an STA representative to ensure that we are kept up to date with best practice.

Assessment practices are reviewed as part of the weekly cycle with all staff including LSAs. In house training is provided as part of external best practice to all staff including LSAs.

Responsibilities for Assessment

At Banister we use a co-ordinated approach to leading assessment which is our key school improvement priority each year. The key people responsible for the development, strategic vision and training are:

Kate Vincent

Amber Cole

Becky Chatterjee