Assessment Policy

Approved by:	Currriculum & Standards Committee	**Date:**
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Contents

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1. Aims

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment

- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents

- Clearly set out how and when assessment practice will be monitored and evaluated

2. Legislation and guidance

Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment.

This policy refers to the recommendations in the Final Report of the Commission on Assessment without Levels.

It also refers to statutory reporting requirements set out in the Education (Pupil Information) (England) Regulations 2005: schedule 1.

3. Principles of assessment

At Canonbury we recognize that effective assessment is essential to ensure that our teaching supports effective progress for our children. Effective assessment:

- Informs teachers' planning so that all pupils have access to the right learning

- Is constructive and helps pupils know how to build on their learning

- Develops capacity for self and peer assessment

- Recognises the achievement of all pupils equally

- Motivates children to actively improve their work

- Supports medium and long term planning

- Shows a pupil's achievements according to national expectations for their age

- Supports school self-evaluation and strategic improvement

- Is manageable and purposeful for staff who are implementing it

4. Assessment approaches

At Canonbury we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use three broad overarching forms of assessment:

- day-to-day in-school formative assessment

- in-school summative assessment

- nationally standardised summative assessment.

Formative assessment supports teachers in planning for progress for all pupils on a day to day basis, while summative assessment shows what pupils have achieved at the end of a teaching unit or at a specific milepost

4.1 In-school formative assessment

Formative assessment consists of four basic elements, underpinned by confidence that every child can improve and an awareness of the importance of children's high self-esteem:

- Sharing Learning Objectives

- Effective questioning

- Self and peer evaluation

- Effective feedback

Effective in-school formative assessment enables:

- **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons

- **Pupils** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve

- **Parents** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

At Canonbury we aim to meet our principles for assessment and implement the elements of formative assessment through a feedback and marking process that highlights success and prompts improvement.

Learning Objectives are shared with pupils and used as a focus for dialogue when discussing work and progress.

Success criteria are provided to support the pupils in developing the knowledge and skills required to meet the learning objective. Where prior knowledge allows, Success Criteria are generated together with the pupils.

Strategies that support effective formative assessment across the curriculum are in Appendix 1

Written feedback in pupil books should always be constructive and focused on learning-what the pupil has achieved and needs to learn next. Issues with learning behavior, following task instructions or presentation should be addressed verbally at the time.

4.1a Formative Assessment in Maths

- At least once a week the teacher provides constructive feedback to each pupil for a key piece of work
- Children are provided with time to respond to the feedback
- The teacher checks and acknowledges the response

During the rest of the week the teacher facilitates:

1. Self-assessment
2. Peer assessment
3. Extended learning via 'Green Pen Questions' that provide challenge or provision of extension tasks

Guidelines for conducting formative assessment in Maths are in Appendix 1

4.1b Formative Assessment in English

- At least once a week the teacher provides constructive feedback to each pupil for a key piece of work
- Children are provided with time to respond to the feedback by improving or extending their work
- The teacher checks and acknowledges the response

During the rest of the week the teacher chooses from the following

- Self-assessment
- Peer assessment

Teachers should choose the type of assessment that suits the task that is being assessed

Formative Assessment for Reading:

Reading is taught as part of the English sequence, in group Guided Reading Sessions and in Whole Class Reading lessons (Years 3-6, according to reading fluency).

Teachers focus on the National Curriculum objectives for Reading according to age group and carry out formative assessment as follows:

- In English lessons, through marking and oral feedback on reading tasks
- In Guided Reading sessions, by making notes on the school proforma to inform subsequent teaching
- In Whole Class Reading lessons, through marking and oral feedback on comprehension tasks

Running Records in Reception and KS1:

From Reception, teachers and support staff carry out periodic 'Running Records' to assess children's reading level. The school uses 'PM Benchmark' to assess readers' level of accuracy and comprehension (children achieving 95% or more are ready to move on to the next level).

Reception to Year 2 teachers choose pupils for Running Records as a 'benchmark' to inform assessment of a group of pupils at a similar stage, or as a diagnostic tool for individual pupils.

Formative Assessment in Writing:

Guidelines for conducting formative assessment in Maths are in Appendix 2

4.1c Formative Assessment in Early Years Foundation Stage

In Nursery, teachers track children's development according to the Development Matters descriptors from British Association for Early Years Education, which describe knowledge and skills according to age in months

In Reception, teachers continue to track pupils according to Development Matters in the context of the Early Learning Goals (DfE).

In both Nursery and Reception, teachers record children's achievement through making notes and taking photographs of outcomes and activities that show development in their learning. Assessments are recorded on Tapestry Early Years assessment software and support teachers in planning for pupil interest and next steps. Examples from Tapestry are used in parent meetings where relevant in order to share children's development with families.

4.2 In-school summative assessment

Effective in-school summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment

- **Teachers** to evaluate learning at the end of a unit or period and the impact of their own teaching

- **Pupils** to understand how well they have learned and understood a topic or unit of work. It should be used to provide feedback on how they can improve

- **Parents** to stay informed about the achievement, progress and wider outcomes of their child across a period

There are three key elements of summative assessment, underpinned by the confidence that periodic assessment of learning over time supports the school in medium and long term planning for best progress:

- Teacher assessment of pupils' work over time in a subject according to national curriculum objectives and curriculum progression maps

- Tests to inform the above teacher assessment and support analysis of gaps in learning

- Statutory Tests that help the school and inspectors evaluate performance and inform strategic plans for school improvement

4.2a Regular Progress Meetings

Teachers in each year group meet with leaders at least once a term to discuss progress. They identify pupils in danger of falling behind or with potential to be working at greater depth and agree actions for First Quality Teaching and specific interventions as appropriate. An at a glance assessment grid and meeting minutes support the discussion.

4.2b Termly Summative Teacher Assessment

At Canonbury teachers make a termly summative assessment for Reading, Writing and Maths.

The assessments are made by reviewing pupils' outcomes over time according to national curriculum expectations for the age of the pupils.

Assessments are recorded on Target Tracker software so that the school can track progress over time.

Teachers enter pupil achievement in relation to national expectation for their age:

- Below the year band

- Beginning in the year band

- Working within the year band

- Secure within the year band

- Secure + within the year band (working at greater depth)

Maths:

Teachers use their ongoing formative assessment of pupil outcomes and White Rose unit assessment materials to inform their assessments.

Writing:

Every week pupils complete a substantial piece of Writing. Each piece increases in substance as the sequence of learning progresses towards an extended outcome. It is important that pupils have a range of opportunities to complete:

- Unaided writing
- Scaffolded writing
- Extended writing
- Published redrafted writing

These samples inform teachers' termly summative assessment according to National Curriculum expectations for the pupils' age group. In order to support their assessments, teachers use internal standards files and resources from Islington advisers and the Future Zone network of local schools

All teachers are provided with a writing assessment check list which shows the expectation for the age group. This is used termly to determine what the children can do and their next steps. A child friendly version is used in class so that the children also know the expectation for the year group.

 Reading:

Teachers use their ongoing formative assessment of pupil outcomes in English lessons, Guided Reading and Whole Class Reading lessons to inform their assessments. In Reception and KS1, teachers supplement this information by using PM Benchmark running records for benchmark pupils and individuals as appropriate.

4.2c Termly Standardised Tests

Tests for Reading, Writing and Maths

Tests are used termly to

- inform teacher assessment of Maths and Reading according to national expectation for the age group – these tests are one element of the assessment process along with pupil outcomes and are not used as the sole basis for decisions
- gain a 'gap analysis' that informs handover to the next teacher and provides a resource to guide planning at the start of the next year

Test papers used at Canonbury:

- PUMA (Maths) and PIRA (Reading) Tests
- Past SATs papers – Y2 and Y6 only

4.2d Moderation at Canonbury

At Canonbury teacher assessment is supported by a systematic moderation process to

- Validate accuracy of teacher assessment
- Ensure teacher assessment is consistent and reliable across the school
- Develop and extend teachers' professional knowledge and skills in Assessment

Periodic moderation takes place:

- In staff meetings where teachers conduct a professional dialogue to assess pupils' learning according to standardisation materials. These meetings are supervised by Assistant Headteachers/Phase Leaders. Weekly Planning. Preparation and Assessment (PPA) time for teachers in the same year group is timetabled concurrently to support teachers in having a regular dialogue about assessment beyond this directed time.
- In Phase Meetings to focus on the assessment of a particular area of learning

- In partnership meetings with other schools in the Islington Future Zone network

In addition to moderation, the Senior Leadership conduct periodic work scrutiny of pupils at all achievement levels in order to monitor accuracy and consistency of assessment as well as pupil progress.

Moderation and End of Key Stage Statutory Assessments:

Reception, Year 2 and Year 6 teachers receive extra training from the Local Authority (LBI) annually to ensure that they are able to assess the children accurately compared to national standards.

On a biannual cycle, LBI appointed moderation teams conduct a formal moderation meeting with teachers and leaders for:

- End of Early Years Foundation Stage (EYFS), to validate assessment of Early Learning Goals and Good Level of Development)
- End of Ley Stage One (Year 2) to validate teacher assessment in Reading, Writing, Maths
- Year 6, to validate teacher assessment in Writing

Senior Leaders in the school conduct a meeting in the same format every year in the Summer Term.

4.3 National Standardised Tests

National standardised summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to understand national expectations and assess their own performance in the broader national context
- **Pupils and parents** to understand how pupils are performing in comparison to pupils nationally

Nationally standardised summative assessments include:

- Early Years Foundation Stage (EYFS) profile at the end of reception
- Phonics screening check in year 1
- Times Table check in Year 4
- National Curriculum tests and teacher assessments at the end of Key Stage 1 (year 2) and Key Stage 2 (year 6)

5. Collecting and using data

At Canonbury teachers make a termly summative assessment for Reading, Writing and Maths that is recorded on Target Tracker software

This data is used to support:

- teachers in identifying priorities for teaching and learning in the following term
- leaders in tracking the progress of pupils throughout the school and to identify patterns of good achievement and areas for improvement that can be addressed through strategic planning
- governors in providing support and challenge to school leaders to ensure best progress for all pupils

Assistant Head for Standards and Assessment carries out an analysis of the data collected from teachers to inform school self-evaluation and agendas for progress meetings with teachers.

Teachers maintain an 'at a glance' table showing pupils' current achievement bands that is used as a discussion aid during pupil progress meetings.

6. Reporting to parents

Assessment is reported to parents through annual reports and parents' evenings.

Annual reports to parents include:

- Sumary of achievements in all subjects and activities forming part of the school curriculum, highlighting strengths and areas for development
- Comments on progress
- Arrangements for discussing the report with the pupil's teacher
- The pupil's attendance record, except where the pupil is in:

    The reception year

    Where attendance should be reported, it should include:

    The total number of possible attendances for that pupil, and

    The total number of unauthorised absences for that pupil, expressed as a percentage of the possible attendances

    The results of End of Key Stage statutory assessments, by subject and grade

Parents' evenings provide an opportunity to discuss the pupil's:

- approach to learning and school life, including friendships and attitude to school
- achievements to date in Reading, Writing and Maths and their next steps
- progress from their starting point in relation to their own targets as well as age-related expectations
- enjoyment and achievement in the wider curriculum and extra-curricular opportunities

7. Inclusion

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities.

Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all pupils. However, this should account for the amount of effort the pupil puts in as well as the outcomes achieved.

For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points, and take this into account alongside the nature of pupils' learning difficulties.

8. Training

Assistant Head for Standards and Assessment is responsible for ensuring that there is a good understanding of assessment and assessment practice among all teachers.

This is achieved by:

- INSET to introduce any new practices that impact on all staff
- Induction of new staff in how to use school assessment software
- Staff Meetings in which moderation takes place as a collaborative process supervised by senior leaders
- Support and instruction in Pupil Progress Meetings
- Sending staff on Local Authority courses, including foe End of Key Stage assessment procedures and practice

9. Roles and responsibilities

9.1 Governors

Governors are responsible for:

- Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils

- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data

9.2 Headteacher

The headteacher is responsible for:

- Ensuring that the policy is adhered to
- Monitoring standards in core and foundation subjects
- Analysing pupil progress and attainment, including individual pupils and specific groups
- Prioritising key actions to address underachievement
- Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years

9.3 Teachers

Teachers are responsible for following the assessment procedures outlined in this policy

10. Monitoring

This policy will be reviewed annually by Curriculum and Standards Committee. At every review, the policy will be shared with the governing board.

All teaching staff are expected to read and follow this policy. Assistant Head, Assessment and Standards, is responsible for ensuring that the policy is followed.

Assistant Head, Standards and Assessment, with the Senior Leadership Team, will monitor the effectiveness of assessment practices across the school, through:

- moderation
- lesson observations,
- work scrutiny,
- pupil progress meetings.

11. Links with other policies

This assessment policy is linked to:

- Early Years Foundation Stage policy and procedures
- SEND Policy
- Teaching and Learning Policy

Appendix 1

Formative Assessment across the curriculum:

The following Strategies are used in formative assessment within curriculum subjects beyond English and Maths

- Planning sequences of learning with reference to National Curriculum subject progression maps for previous, current and next year group.
- 'Knowledge harvest' at the start and end of each unit.
- KWL Grids: "What I Know," "What I Want to Know," and "What I Learned."
- End of unit outcome that provides an opportunity to show depth and breadth of learning, e.g. report,   explanation, presentation, debate
- Learning Objective and Success Criteria shared and visible throughout the lesson
- Plenary to assess progress in the lesson according to Learning Objective and/or Success Criteria
- Where prior knowledge allows, Success Criteria generated together, with teacher guidance
- Noting quotes on pupils work during lesson to record significant learning useful to inform assessment/planning
- Positive comment with example of achievement towards learning objective: 'Effective explanation of how light travels'
- Use of peer and self-assessment

Appendix 2

Constructive Feedback and Marking in Maths

Constructive marking can be done in a number of different ways, but must always involve a child responding to a next step.

Method	What is it?	Example
Model	Teacher models a calculation for the child to complete	e.g. complete the column method
Image	Use an image of a resources to help the child to respond	e.g. Can you use this number line to help you work out this calculation? 91 – 65 =
Closed / multiple choice question	Give the child a question with one answer	e.g. *Circle the numbers that round to 50* - 49 40 55.
Open question	Give the child a question with a range of answers	e.g. How could you arrange 20 cakes into equal rows?
Finish the sentence	Scaffold the answer so that the child just has to complete a statement	e.g. Four 5 pences are the same value as…………..and …………..”
Explanation/Generalisation	If a child has successfully completed their work, you could provide a question to enable the child to reflect on / deepen their understanding.	e.g. *Why does 30 + 29 + 31 equal 90?”*

Self and Peer Assessment in Maths

In order to meet our principles of assessment teachers support pupils to develop the skills and vocabulary needed for effective self-assessment, so that this becomes a routine, self-motivated practice by years 5 and 6.

In Maths, teachers scaffold children to mark their own work, or write a sentence reflecting on what they have achieved in the lesson. Teachers provide models and prompts to support effective reflection.

Related Guidance: Maths Marking and Feedback at Canonbury – in Teacher Shared / Marking and Feedback folder

Appendix 3

Constructive Feedback and Marking in Writing

Teachers use a positive feedback system, 'Success and Improvement marking', to support progress during the writing process.

When teaching a writing skill, teachers provide success criteria, for example: 'I can write sentences with a sub-ordinate clause.' When marking the writing, the teacher will select examples of sentences to highlight green for good and yellow for improvement. The green gives positive feedback and the yellow prompts the child to improve part of their writing. Teachers provide a prompt to support them (see below), giving increasing levels of support according to the needs of the pupil. The process works as follows

- In the lesson, pupils work towards up to 3 success criteria for writing based on the learning objective
- During and/or after the lesson, the teacher will highlight one or two successful sentences/words in **GREEN**
- Write a concise comment to show why **GREEN** sentences/words are successful
- Highlight in **YELLOW** one or two sentences/ words that need improvement to meet the success criteria
- Write improvement prompts (see examples below) to help the child improve the **YELLOW** sentence

The teacher uses their judgement to decide how many prompts they will use and when to give the prompt verbally as well as in writing

Improvement Prompts

Range of Prompt	Learning Intention	Extract from child's writing	Reminder Prompt	Scaffold Prompt	Example Prompt
Why . . . ? Jusitfying a statement	To write a letter giving reasons for things you say	"It was dismal"	Say why you thought this	Why was it a dismal time? Why did you hate being there?	Choose one of these or your own: • It was dismal because I was bored all the time. • I found it dismal having only my granddad to talk to.
How did he/she/you feel?	To retell a story showing people's feelings	"Nobody believed him"	Say how you think this made him feel	How do you think Darryl felt about not being believed? Do you think he might have regretted anything he'd done before?	How do you think he felt? • Angry that people did not trust him • Annoyed with himself for lying in the past Your own ideas?
Add something	To use effective adjectives and adverbs in a account	"Jason was trying to distract him, but the dragon was too strong"	Use more adverbs and adjectives here	Lets use some adverbs to describe how they fought. Fill in the missing words: Jason tried _____ to distract him, but the dragon _____ly used his strength to get past. Jason stabbed his sword _____ly into the dragon's nearest side.	Improve the fight by using one of these or your own: • The dragon's tail lashed viciously, cutting Jason's own flesh. • Jason bravely lunged at the dragon, thrusting his sword fiercely into his side.
Change something	To use effective adjectives in a description	"He as a bad monster"	Think of a better word than bad	What kind of moster was he? Change bad for a word which makes him sound more scary. Write it in the box.	Try one of these or your own in stead of bad: • ferocious • terrifying • evil
Tell us more	To introduce a character in a story opening	"James went to school"	Could you describe Jason?	What type of boy is James? Good, bad, kind, shy, excitable, loud, naughty? Try to help us know him. James was a _____.	Describe James's character – perhaps: • James was a kind, likeable boy with a great sense of humour. For instance . . . . • James was often excitable and noisy but would be quiet and serious when he was working.
What happens next?	To write a middle and end from a given start	"A last the merman as the mermaid"	How is your story going to end?	What do you think the merman said to the mermaid before they went home tighter?	Write one of these or your own ending: • "I love you" said the merman. The mermaid took his hand and they swam away. • The merman looked embarrassed as he explained to the mermaid why he had taken so long to find her. She forgave him with a smile.

Related Guidance: Writing Marking and Feedback at Canonbury – in Teacher Shared / Marking and Feedback folder

Self and Peer Assessment in Writing

Pupils are taught to revise and edit their work:

- Revising
  Making changes like adding or deleting words, reorganizing sentences or ideas, and sometimes responding to comments from other readers

- Editing
  Reviewing spelling, punctuation, capitalization, sentence structure, and grammar, and correcting any mistakes

Children are taught that editing and revising can be done at different times – as they write as well as at the end.

For peer assessment, children have opportunities to reflect positively on the work of others. This should be the same format as self –assessment. Teachers model what they expect and insist on a high standard of reflection

In KS1 and 2, every class teacher prepares and displays an annotated writing example that shows a model of composition with key features labelled according to national expectation for the year group.

Appendix 4

Guidance for Self and Peer Assessment

Children need to be trained in stages to carry out effective and self and peer assessment that has a positive impact on learning, confidence and self esteem.

Self Assessment

Scaffolding the children to carry out a specific self-assessment task in a timeframe is a highly effective approach:

Example for Writing outcome:

- Find one word or phrase you are really proud of and underline it
- Tell the person next to you
- Three minutes to identify two places you have done well against the success criteria and read it to your partner
- Five minutes to find out place you could improve
- Write your improvement at the bottom of your work

Peer Assessment

Peer assessment involves children marking in partnership and children need to be taught in stages to follow an agreed approach, for example:

Our Agreement on Marking Partnerships

We decided that there were some rules we all needed to keep. When we become Marking Partners we all agree to ...

- **respect** our partner's work because they have done their best and so their work should be valued.
- **try to see** how they have tackled the Learning Intention and only try to improve things that are to do with the learning intention.
- **tell** our partner the good things we see in their work.
- **listen** to our partner's advice because we are trying to help each other do better in our work.
- **look for** a way to help our partner to achieve the Learning Intention better by giving them a 'closing the gap' activity to do.
- try to make our suggestion as **clear** as possible.
- try to make our suggestions **positive**.
- get our partner to **talk about** what they tried to achieve in their work.
- **be fair** to our partner. We will not talk about their work behind their backs because we wouldn't like them to do it to us and it wouldn't be fair.

Appendix 4

Marking Codes

Marking codes

G Grammar

Sp Spelling

P Punctuation

T Tense

∧ Missing word

TG Teacher guided

TA Teaching assistant

I Independent

Marking codes Teachers and Teaching Assistants should use to support children in editing writing

Marking codes Teachers and Teaching Assistants should use to indicate level of support, so that teacher can assess level of security in Maths and English work