



Assessment for Learning Policy

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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

AFL is an integral part of teaching and learning.

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

AFL will help teachers to oversee, plan and develop the curriculum to meet the needs of the children.

AFL is clear and consistent throughout the school and promotes good communication between all staff.

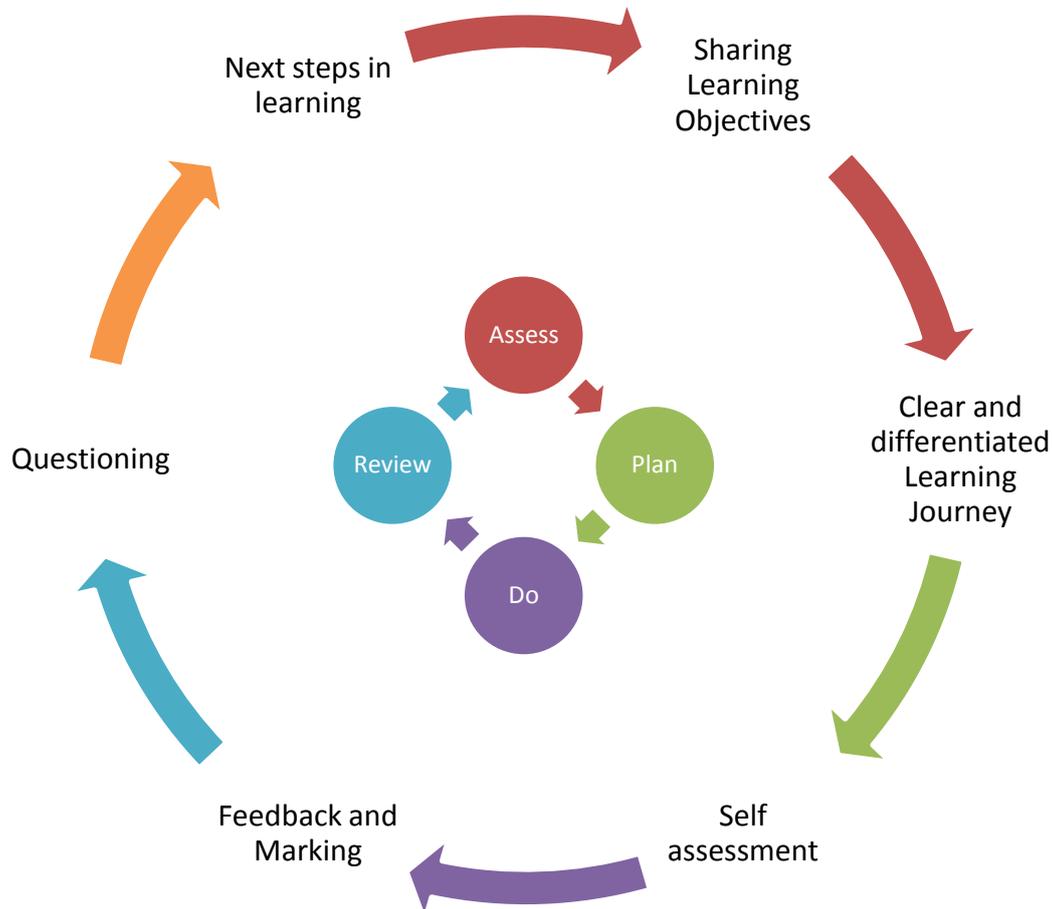
The implementation of this policy is the responsibility of **all** staff.

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.
- 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 the outcomes of assessment are used in the planning of future work.
- 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. Child friendly learning journeys that are clearly differentiated
3. Using consistent feedback and marking strategies to encourage dialogue in order to impact upon progress.
4. Pupil self-assessment and peer self-assessment.
5. Teachers plan and use effective questioning to deepen understanding and address misconceptions.
6. Target setting/ next steps in learning



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 taking into account their individual needs. All assessment activities aim to ensure that the children are able to make excellent progress and attain well.

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:

- 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 timely information for parents that enables them to support their child’s learning.

Foundation stage Learning Journeys and Baseline

Children will be assessed on entry into reception classes once they have settled into their new routine. The baseline assessment will provide a snapshot of where pupils are when they arrive at school, establishing a starting point for their learning.

Assessment in Reception is of two main types:

Formative assessment which is day-to-day informal checking of what children have learnt through observations. Observation is the practice of looking at and listening to children to find out how they are developing, what they like doing and what they are learning through their play and the experiences on offer. This will inform teaching and learning on an ongoing basis. These observations are added to the child's learning journal. At Banister Primary School we use an online learning journal called Tapestry.

Summative assessment takes place three times during the year. Teachers are expected to use their professional judgement to make these assessments, based on their knowledge and understanding of what the child knows, understands and can do. Teachers will assess what age band the child is working within and whether they are emerging, developing or secure within that age band. This will also include identifying areas where children may be at risk of falling behind, so that staff can provide rapid, effective support.

Assessment is predominantly based on the teacher's professional judgement, but should also take account of contributions from a range of perspectives including the child, their parents/carers and other adults.

The final summative assessment takes place towards the end of the Early Years Foundation Stage when children are in the final term of the reception class. This 'sums up' all the different information from assessments that have been made about the child. The EYFS profile is intended to provide a reliable, valid and accurate assessment of each child's attainment at the end of the reception year. It is made up of an assessment of the child's attainment in relation to the 17 early learning goal (ELG) descriptors. For each ELG, teachers must judge whether a child is:

- exceeded the level of development expected at the end of EYFS (exceeding); or
- meeting the level of development expected at the end of the EYFS (expected); or
- not yet reaching this level (emerging)Year One phonics check

Year 1 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 parents.

Children in Year 4 will undergo a statutory multiplication check during June to assess their knowledge of times tables. The results of these will not be reported to parents but will be collected by the DfE to establish a national picture of multiplication table knowledge.

Marking and assessment

We provide feedback to every child through marking and verbal feedback in English and Maths every day so that they have incisive support to identify the improvements they can make 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 on their learning journey 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 in line with the National Curriculum.

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

Moderation

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 3 times 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.

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 within. The report will be based on 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 inside and outside 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 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 accurate.

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 Primary SLT work as city moderators with an STA representative to ensure that we are kept up to date with best practice.

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

Tracy Price

Chris Nash