



## Russell Street School Assessment Policy

At Russell Street School we use assessment to raise learners' achievement

- Assessment is firmly embedded into our practice and is both summative and formative.
- Assessment of learning (summative assessment) provides a snapshot of what has been learned.
- Assessment for learning (AfL) / formative assessment informs the next stage of learning.
- Assessment procedures are ongoing and inclusive.

### **Aims of Assessment**

- To have high expectations and give every learner the confidence that they can improve and succeed.
- To establish what learners already know and build on it to ensure progression.
- To use AfL in order to motivate and help children take their next steps in learning.
- To develop children's capacity for self & peer assessment.
- To celebrate learning as well as achievement.

### **Formative Assessment - Assessment for Learning**

- Short term planning has clear learning objectives, outcomes and success criteria.
- Questioning is planned to ensure high quality learning.
- We share learning intentions with the children using the phrase 'We are learning to...'. The success criteria are phrased using 'Remember to/that...' or 'Need to' and this is referred to during the lesson.
- Children are aware of what they are learning in the lesson, what steps need to be taken to achieve success and what success looks like.
- Throughout the school, the children develop the ability to generate their own success criteria which they use to evaluate and improve their own work and the work of their peers.
- Feedback is used throughout the lesson in order to address misconceptions and to enhance learning
- Teachers' feedback on pupils' learning makes reference to success criteria.
- Random talking partners are used for children to share, articulate and move their learning forward.
- Children are taught the skills for peer and self assessment focusing on success criteria
- Teachers use formative assessment to inform planning to meet the needs of the children
- Teachers adjust their plans taking into account the results of formative assessment
- Teachers use ICT where appropriate to enhance learning and support assessment

### **Assessment in the Early Years Foundation Stage**

Baseline judgments are made during the first 4 weeks of the school year.

Assessments are based on observations of day to day activities and through planned assessment activities. Judgements are made using evidence gathered from a wide range of learning and teaching contexts. Parents are involved in an ongoing dialogue. Observations are both systematic and spontaneous (when steps in learning are spotted). Observations inform planning for the child and are matched to the expectations of the Early Learning Goals.

Judgements are summed up in the EYFS profile where each child's development is assessed against the Early Learning Goals as emerging, expected or exceeding each goal.

## Challenges

- Challenges are based on analysis of EYP/APP (Assessing Pupil Progress against curriculum criteria) and assessment tasks. A mathematics and English target are set termly
- Targets are communicated to parents through letters home and orally at Parents' Consultation Evenings in the Autumn and Spring terms
- Targets are communicated with children orally in lessons and on the class challenge board
- Outcomes are reported to parents through letters home and orally at Parents' Consultation Evenings in the Spring term. They are summarised in the annual written report
- Class Teachers and the Leadership Team review individual progress against challenges and look at whole school trends.

## How we use the Assessment Data

Summative data is analysed and evaluated by the leadership team to identify trends and to inform school development planning, staff appraisal and continuing professional development. They are also used to determine future target setting.

Termly Pupil Progress Meetings identify groups and individuals that require targeted support. This informs our provision mapping and PEP writing.

## Yearly Cohort Targets

- Early Years Foundation Stage: Targets are informed by children's entry levels and age related expectations. These are assessed using dialogue with parents, information from previous settings and teacher baseline assessments
- Year 1: Targets are informed by EYP scores, age related expectations and previous school progress data
- Year 2: Targets are informed by the cohorts' Year 1 summer levels of attainment, age related expectation, previous school progress data
- Targets are agreed with teaching staff and Governors
- Progress against the targets set are measured termly using results scrutinised in Tracking and Pupil Progress Meetings, successes and interventions are identified, and this information is fed into the leadership team and Governor meetings

## Moderation, Monitoring and Review

Teachers' judgements and children's attainment are moderated internally through regular team and termly whole staff standardisation and moderation meetings. Judgements are also moderated city wide at the Local Authority moderation meetings for the Early Years Foundation Stage and Year 2. Further moderation of Year 2 results takes place with our liaison group schools.

Subject leaders and specialist teachers monitor teacher judgements for each core subject. Foundation subjects are monitored annually by subject leaders.

Evidence used for reading moderation: running records, key word & phonic checks, guided reading notes

Evidence used for writing moderation: a range of examples of independent writing

Evidence used for number moderation: a range of evidence of independent work

## Consultation with Parents

- In the Autumn and Spring Terms parents have the opportunity to meet their child's teacher to discuss their child's progress and well-being. Reception and Nursery children receive a half termly Learning Journey for their child. KS1 use 2Simple to send a selection of photographs that capture significant moments in the children's learning experiences.

- During the summer term Reception and KS1 parents receive a written report of their child's progress and achievements during the year. For Reception children this includes their Learning Journey. In this report we also identify target areas in Mathematics, English and PSE development. Parents and children are invited to comment and are given the opportunity to discuss the report. Nursery parents have a consultation with their keyworker and receive their child's Learning Journey.
- During the summer term KS1 and Reception parents meet with their child's next teacher. Nursery parents meet their new key worker in the Autumn Term.
- Reports for pupils in Year 2 provide details of their child's attainment in reading, writing, mathematics and science.
- Reports for Reception provide details of their child's EYFSP outcomes
- Parents are encouraged to visit lessons and work alongside their children to see their progress first hand.

### **Consultation with Children**

- During mini and final plenaries in each lesson children have time to reflect on and talk about their learning
- During Social Emotional Aspects of Learning in the units 'Good to Be Me' and 'Going for Goals' children evaluate their learning, skills and targets
- Growth mindset language is supported by classroom display and is used throughout daily teaching to reflect on learning behaviours
- Progress on children's individual challenges are discussed during a weekly target lessons
- Subject leaders interview a selected group of children annually
- Children reflect on their achievements at the end of the year and these are recorded on their report
- Successes are shared at weekly Values Assemblies
- Circle times are regularly used to reflect on achievements and learning

### **Feedback and Marking**

#### **Aims of feedback are to:**

- reinforce learning
- celebrate achievement
- give indications of next steps and further improvement
- involve the child in the setting of future goals

### **Implementation**

#### *Learning Intentions and Success Criteria*

Feedback and marking must be in relation to the learning intention and success criteria set for the task. These must be communicated to the children clearly. Learning Intentions must not be context-specific. They should focus on what the children need to learn.

Success criteria can also be set in partnership with the children whenever appropriate, and will often take the form of a short checklist. They remind children of the process to follow for successful learning. These should be referred to during the activities, as a check to children as to whether they are on the right track; this is an ideal place to give feedback which will help learning progress.

Feedback should refer to the learning intention, and focus on success and improvement. Improvement suggestions will target 'closing the gap' between current and desired performance. Ideally feedback will be given during the lesson in guided group work or during peer, self-evaluation and in plenaries. Mini plenaries will be used where possible to ensure that children can then act on the feedback given.

*Feedback*

If it is not possible to give feedback with the child present, then ticks will be used to mark where the success criteria have been followed. SCM (success criteria met) indicates overall success.

Codes will indicate if the work is independent (I), teacher – supported or guided (T), challenge met (CM), success criteria met (SCM), verbal feedback (VF).

During shared, guided and paired marking ‘tickled pink’ marks will identify strengths and ‘green for growth’ marks will identify an area to improve. In Reception these are communicated orally and recorded on their work.

If success criteria are not met, planning will be amended for individuals, groups or for the class and the learning will be revisited.

*Frequency of marking*

English and Mathematics books will be marked at least weekly and often daily to inform the next day’s planning.

**Monitoring**

As part of the monitoring of learning and teaching, subject leaders and the Leadership team will carry out regular sampling of children’s work in order to evaluate the impact of feedback and marking.

### Assessment Schedule

Autumn Term	<p>APP ongoing – Mathematics, English – 1 child from each ability group HA, MA and for any child under age related expectations EYP baseline / parent interviews Layered Challenges: Half-termly in English &amp; Mathematics By 30<sup>th</sup> November:</p> <ul style="list-style-type: none"> <li>• KS1 Tracking reading, writing, maths informed by APP</li> <li>• EYFS – baseline assessments</li> <li>• Phonics, key word assessments, running records</li> <li>• PEP reviews &amp; targets</li> <li>• Parents’ evening notes/discussions</li> <li>• Ongoing monitoring grids for Science and Foundation subjects</li> </ul> <p>Ongoing ECaR/ECC assessments for targeted children</p>
Spring Term	<p>APP ongoing – Mathematics, English - 1 child from each ability group HA, MA and for any child under age related expectations EYFSP ongoing Layered Challenges: Half-termly in English &amp; Mathematics By 30<sup>th</sup> March:</p> <ul style="list-style-type: none"> <li>• KS1 Tracking reading, writing, maths informed by APP</li> <li>• DM tracking</li> <li>• Phonics, key word assessments, running records</li> <li>• PEP reviews &amp; targets</li> <li>• Parents’ evening notes/discussions</li> <li>• Ongoing monitoring grids for Science and Foundation subjects</li> </ul> <p>Ongoing ECaR/ECC assessments for targeted children</p>
Summer Term	<p>APP ongoing – Mathematics, English - 1 child from each ability group HA, MA and for any child under age related expectations EYFSP ongoing and final judgements Layered Challenges: Half-termly in English &amp; Mathematics By 30<sup>th</sup> June</p> <ul style="list-style-type: none"> <li>• Y2 tests, Y1 phonics check</li> <li>• KS1 Tracking: reading, writing, maths informed by Interim framework/ APP/ tests</li> <li>• Phonics, key word assessments, running records</li> <li>• Ongoing monitoring grids for Science and Foundation subjects</li> <li>• Annual tracking –Science/ Foundation Subjects</li> <li>• PEP reviews &amp; targets</li> </ul> <p>End of year reports Ongoing ECaR/ECC assessments for targeted children</p>