# CROWMARSH GIFFORD C. E. SCHOOL

## Assessment for Learning Policy

## (Updated October 2016)

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**Linked to Article 3, Article 4, Article 12 and Article 29 from the United Nations Convention on the Rights of the Child: Article 3: The best interests of children must be the primary concern in making decisions that may affect them. All adults should do what is best for children. When adults make decisions, they should think about how their decisions will affect children. Article 12 (Respect for the views of the child): When adults are making decisions that affect children, children have the right to say what they think should happen and have their opinions taken into account. Article 29: (Goals of Education) Children's education should develop each child's personality, talents and abilities to the fullest.**

*"Assessment for learning is any assessment for which the first priority in its design and practice is to serve the purpose of promoting pupils' learning. An assessment activity can help learning if it provides information to be used as feedback, by teachers, and by their pupils, in assessing themselves and each other, to modify the teaching and learning activities in which they are engaged. Such assessment becomes 'formative assessment' when the evidence is actually used to **adapt** the teaching work to meet learning needs."*
*(Black and Wiliam et al, 2002)*

**"…..achievement in schools is maximised when teachers see learning through the eyes of students, and when students see learning through the eyes of themselves as teachers." (Hattie – Visible Learning, 2009)**

**Why Assess?**

Assessment is at the heart of teaching at Crowmarsh Gifford Church of England Primary School. To this end, children's progress is closely monitored using a wide range of age and subject appropriate strategies taking into account the individual needs of each child.

Assessment for Learning should be happening continually; children should be assessed all the time, through observation, reflection upon their behaviours and consistently gauging what they need in order to continue learning and to continue making progress.

The aims and objectives of assessment in our school are:
- To ensure that the three elements that Sadler (1989) refers to are clear and concise; that children know their desired goal (next steps), they understand their present position (what they are doing well now) and finally they understand what they need to do to close the gap between the two (cited in Black and Wiliam, 1998)
- to allow teachers to plan and adapt the learning to accurately reflect the needs of every child
- to provide regular information for families that enables them to support their child's learning
- to contribute towards identifying whole school trends

**Assessment at Crowmarsh Gifford**

In line with the introduction of the new National Curriculum and from September 2015, levels are no longer used to measure the attainment and progress of children. Instead, the focus is on the progress that children make within a curriculum that places greater emphasis on specific knowledge, and requires greater depth and detail of learning. This change allows our school to focus on the progress of children and indeed to define what is meant by progress.

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*[Regular assessments] should seek to identify pupils making less than expected progress given their age and individual circumstances…. It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life."*
The SEND Code of Practice: 0 to 25 years

Assessment systems have been redesigned to allow staff to measure the progress that each child is making, and have been embedded as an integral part of planning and teaching. Through regular review and moderation meetings, assessment is closely monitored to ensure that each child's progress and next steps remain the highest priority, and to minimise the potential for biased reporting.

**Foundation Stage Profile**

Children are assessed throughout the year with the results being collated into a 'learning journey' profile for each child, containing photographs annotated with comments, extended observations of the child as well as snapshot evidence. The team gather evidence each day through observations of individuals and groups. This data is supported further by 'extended summative observations' made at four points during the year which is marked against three categories - emerging, exceeding or expected within the appropriate 'Age and Stage' band for each individual child. These assessments are kept on a Foundation Stage Tracker based on statements taken from the Development Matters document. This information is shared with families during consultation meetings.

(See separate EYFS policy for further details)

**Year One Phonics Check**

All children in Year 1 will participate in a phonics check administered by Key Stage 1 teachers.  Results are included within the Year 1 end of term report.  By the end of Year 1, children identified by the teachers as not yet fully secure at phase 5 continue to have regular phonic teaching in Year 2.  Children in KS2, who have been identified by teachers as struggling in phonics are assessed and receive small group phonic booster work  at the appropriate phase, until they are deemed secure at phase 5. All children in Year 2 who are not yet secure at phase 5 and those still having phonic teaching in KS2 are assessed at the end of each big term in order to monitor progress.

**SATS**

Children in Year 2 and Year 6 are assessed during May through tests which are set and marked externally and the results are reported annually to the parents. Children are given scaled scores and parents are reported whether their child is 'working towards'. 'working at' or 'working above' in core subjects.

**Feedback**

We aim to provide feedback to children so that they have specific advice about making improvements to their work and next steps for learning.  Where ability allows, they respond to feedback by improving their work, indicated by the use of 'Purple Polishing Pens'. They

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are also encouraged to use a purple pen to edit their work and where age appropriate, time is factored into lessons to allow children ample opportunity to respond to teachers' comments. Children in the older year groups are encouraged to self and peer-assess their work and to identify next steps in their learning. Children's responses are structured by focusing on the success criteria of the learning activity, the targets of the individual child (where appropriate), while also benefiting from whole class discussions of completed work identifying 'What a Good One Looks Like' in different genres/subjects.

(See separate Feedback Policy for more detailed information)

**Pupil Progress Assessment (PPA)**
Children are assessed against the following descriptors:

- **No understanding/knowledge**
- **Emerging**: At early stage of development (support needed)
- **Securing**: Growing ability and independence (prompting needed)
- **Secure**: Exhibits skill independently
- **Deepening**: Exhibits skill spontaneously and with confidence

Staff use a range of assessment for learning tools based on written, verbal and observed assessment throughout the year to monitor children's progress. It is acknowledged that using PPA for summative assessment is open to bias through interpretation. To mitigate such hazards, moderation of books and learning is moderated in trios throughout the year (See Appendix 2). Progress is evidenced in books and through pupil discussions to corroborate the teacher's conclusions.

Assessment for learning information is used to inform and adapt planning on a lesson to lesson basis and to identify children who may need extra support. As such, it forms the core of Pupil Progress Meetings (see separate section below) and is used to justify future decisions regarding interventions, lessons and unit planning.

**Pupil Progress Meetings**

Pupil Progress Meetings (PPM) provide a regular timetabled forum at least three times a year, for analysis and discussion of the factors that have supported pupil progress and identifies, collaboratively, actions that overcome barriers to learning.

They require teachers to share evidence drawn from their day to day assessments.

The meetings provide a forum to answer questions posed by the gathering of intelligence about the child as a learner. They also provide an opportunity to demonstrate and celebrate success.

**Why the need for Pupil Progress Meetings?**

The aims of the meetings are to enable:

• Staff to engage in professional dialogue about pupil progress
• Quality time to discuss and value teacher judgments
• Members of the SLT to be aware of the progress being made in each cohort
• Teachers and SLT to identify groups of pupils making good progress and on track to meet the age related expectations
• Teachers and SLT to identify vulnerable groups of pupils e.g. gender, RAF + PP
• Teachers and SLT to analyse the impact of intervention strategies

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• Strategic decision making on how additional adults and other resources are used effectively in order to meet the needs of the pupils and the school
• Staff and SLT to agree key actions in order to address identified priorities arising from the meetings. The overarching purpose is to ensure that all aspects of provision are as effective as they can possibly be to maximise pupil progress throughout school.

**What do we want from the meetings?**

• Professional dialogue and debate about pupil progress
• Identification of successes and barriers to learning which may highlight common themes across school
• Effective evaluation of existing intervention
• Identify trends of progress in vulnerable groups
• Lead to whole school action including Continued Professional Development (CPD) and agreed monitoring and evaluation focus.

**Pupil progress meetings within the school assessment calendar**

There needs to be a whole school system for linking progress to provision which forms a cyclical process that is strategic and is integral to the school self-evaluation calendar. To be most effective it requires involvement from all members of the school community so it can support with the following:

• Identification of barriers and planning of suitable actions to narrow achievement gaps
• School leaders' responsibilities for strategic development of systems to support all pupils including those with SEN
• Refined communication with parents/carers, governors and other agencies

Throughout this process we will have to ask searching questions about the validity and accuracy of our assessment procedures. Established systems will mean that there is confidence in the reliability of assessment and the data within the tracking.

**How is the intelligence analysed?**

The key to school improvement is knowing where the pupils are now and where they need to be after a set period.

- Are teachers aware of the age related expectations for their year group?
- Are teachers aware of what constitutes progress within their year group and cohort?
- Are teachers aware of which National Curriculum statements may span phases?
- Are teachers aware of whether pupils are "on track" to meet combined age related expectations in reading, writing and mathematics?

**The Pupil Progress Meeting agenda**

Three Core Pupil Progress Meetings are scheduled over the course of the year.

Before each meeting, SLT will have sat with every child across school to discuss their progress while looking through their books and discussing their 'next steps'.  Through these discussions, it is hoped that children will be able to clearly articulate their learning journey, while being able to identify where they are moving to next.  With this evidence, and looking at the learning they have undertaken to date, we hope to be able to see clear progress being made.  Additional discussions with the SEN and vulnerable children will take place a few week later as a follow up on progress.  These conversations will then form a main part of Pupil Progress Meeting conversations with the teacher.

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| Term 1+ 3 | During the PPM we will discuss:<br><br>**1) <u>PPM summary information sheet</u>**<br><br>Using the curriculum sheets, teachers record whether pupils are on track. This is based on their performance against the objectives that have been taught. This information will have been updated onto INSIGHT Tracker which will allow us to use this information during the meeting.<br><br>Additional information will be needed if:<br><br>• A pupil is not on track for an individual subject. Eg recorded as not 'on track' for reading.<br>• A pupil who has been identified as most able for a particular subject or subjects.<br>• A pupil who has been identified as being 'on track' but who in the teacher's judgement is not making the expected progress.<br><br>If a pupil is not 'on track' an additional Gap Tracker needs to be completed in order to record the intervention / provision that is taking place. There will be opportunity to evidence other indicators that may impact on learning.<br><br>For example:<br>The pupil's emotional / social behaviours<br>Mindset/resilience of the pupil<br>Family circumstances<br><br>For those identified as 'on track' for all subjects on the summary sheet, leaders must ensure appropriate challenge and moderate all books to ensure the accuracy of these judgements. |
| Completing the Gap Tracker | 1) If a child is 'not on track' for a subject then a Gap Tracker needs to be completed for that particular child only along with any other additional information that could impact on their performance.<br>2) A child could be identified as 'not on track' but still making good progress. Evidence in books needs to ratify the judgement.<br>3) A child could be identified as 'on track' but not making the expected progress and meeting their potential.<br>4) To show progress over the year, each PPM will be completed in a different colour so that the actions of meeting one can be easily identified and impact measured.<br><br>For children who have been 'backtracked', we will review these children every three weeks and expect to see the Gap Tracker and the progress that has been made. |
| End of year | It is expected that the majority of pupils will be working at age related expectations.<br>For those pupils who are not, handover documentation will include the curriculum sheets and PPM/Gap Tracker documents. These are key documents for the next teacher on the transition Inset Day. |

A few days after the Pupil Progress Meeting, book moderation will take place to evidence the 'on track' judgements as well as a sample of other children.

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Three weeks after the Pupil Progress Meeting, trio moderations will take place during staff meeting time, to ensure judgements are robust and rigorous.

This cycle will continue throughout the academic year.

**Ensuring a Fully Inclusive Approach to Assessment**

Assessment should value and capture the broad range of knowledge, understanding, attitudes and skills which enable pupils to become successful and independent learners, confident, healthy individuals and responsible citizens. To this end there should be meaningful ways of measuring other aspects of progress e.g. behaviour, social skills, physical development, resilience, independence via the school's monitoring schedule.

For those children who may be working below national expected levels of attainment and progress, assessment arrangements must ensure that where those pupils are demonstrating improved outcomes. For pupils whose cognitive ability is such that their attainment is unlikely ever to rise above 'low', judgements should be based on an evaluation of their learning and progress relative to their starting points at particular ages. This takes into account what pupils know and can do at that point and the nature of the pupils' learning difficulties. This will necessitate extra formats to evidence such progress eg a learning journal. Information from the SENCO should also be submitted.

Crowmarsh Gifford 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. High quality 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 their teaching trios, senior management, SENCo, parents and external agencies (where appropriate) to plan tailored support. We follow the Assess, Plan, Do, Review cycle to ensure all children are monitored closely and make progress. We use Pupil Profiles, where appropriate, which are reviewed with the child and family termly. We also maintain a list of focus children who we monitor closely, following any issues or concerns alerted by staff or parents or identified during Pupil Progress Meetings. We do not label any child by so called 'ability'. All children are encouraged to achieve their best and become confident, independent learners.

(See separate SEND policy for more information)

**Family Consultations**

Family consultation evenings take place in the autumn and spring terms for children in EYFS through to Year 6. Children should contribute to these conversations in either a verbal or written format. Children are encouraged to attend the meetings. The meetings take place over two evenings with one dedicated to later times in efforts to accommodate working families.

**Reports to parents**

At the end of each year, families will receive a full report detailing progress and achievements across the curriculum. The report will be based on self-assessment by the child and observations by the teacher supported by their teaching team. Families will be informed annually of their child's progress across the curriculum as well as their child's attainment in Maths and English which will be reported as 'working towards', 'working at' and

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'working at a greater depth' to denote where they are in relation to the end of year expectations.

Parents and carers are encouraged to provide feedback to the school. Staff will be given one report writing day to support completion of reports.

**Inclusion**

This policy should be read in conjunction with:

- Marking Policy
- Teaching for Learning Policy
- SEND policy

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**Suggested prompts for teachers to consider before the meeting and for discussions during the meetings**

• What is the percentage of pupils on track / not on track in reading, writing and maths?
• What actions have taken place since the last meeting?
• What impact have these actions had on attainment and progress?
• What tangible evidence is there to support the reported impact?
• For the pupils who have made good progress what has made the difference?
• What is the percentage of pupils now working at age-related expectations in reading, writing and maths? (Term 6)
• For pupils who have not made enough progress, what core barriers are preventing them from moving on and how can we intervene?
• Which pupils do you feel now need intervention? How will this be organised and what will the planned programme include?
• Is there any additional support in terms of CPD you feel you need to help those pupils?

**Ensuring that provision meets the needs of all pupils**

PPMs provide an opportunity to consider whether the provision is as good as it can be in the first instance throughout school. In this respect PPMs add a further aspect to on-going monitoring and evaluation. The sequence of self-evaluation activity can be carefully mapped out so that all elements are mutually supportive.

In reviewing practice the following questions may support professional dialogue in school:

**Quality of learning**

• What are different groups and individual pupils actually learning as opposed to doing?
• Are pupils consolidating previous skills/knowledge or learning something new?
• Can all pupils make the links between previous/new learning?
• Can pupils talk about what they are learning, as opposed to simply describing what they are doing?
• Do they consistently produce work of a good standard?
• Are pupils working independently? Are they self-reliant – do they make the most of the choices they are given or do they find it difficult to make choices? To what extent do pupils take responsibility for their own learning? Do they use their '5 Point-Plan'?
• How well do pupils collaborate with others? Do they ask questions, of each other, of the teacher or other adults, about what they are learning?
• Are pupils creative? Do they show initiative?
• How well do pupils follow routines/expectations?

**Enjoyment of learning and attitudes**

• Are pupils engaged, working hard, making a good effort, applying themselves, concentrating and productive?
• Are pupils developing habits of good learning?
• Are pupils happy with their work? Are they proud of it?
• Are pupils interested in their work and in what they are learning? Or are they easily distracted?
• How smooth is the transition from teacher input to group work? Do pupils settle to work easily?

**Assessment to support learning**

• Are there any significant differences in the learning of different groups of pupils, or of any

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individuals?
• Are pupils involved in assessing their own learning and progress?
• Do pupils know what they are learning and why?
• Do pupils have 'next steps' and do they understand what they mean/what to do to achieve them?

**Key Dates for 2016**

Pupil Discussions in Class – Week of October 12th and 19th

Pupil Progress Meetings (PPM)  - Week of November 2nd and 9th

'On Track' Book Moderation continues during these weeks

Additional Pupil Discussions with SEN/Vulnerable pupils
Week of November 17th and 24th

Trio Moderation of 'not on track' children
Weeks of November 30th and December 7th
Gap Trackers updated as relevant

Trio Moderation of 'not on track' children
Weeks of January 11th and January 18th
Gap Trackers updated as relevant

Pupil Discussions in Class – Week of January 18th and 25th

Trio Moderation of 'not on track' children
Weeks of February 22nd  and March 1st
Gap Trackers updated as relevant

Pupil Discussions in Class – Week of March 8th and 15th

Additional Pupil Discussions with SEN/Vulnerable pupils
Week of March 22nd

PPM - Week of March 29th and April 5th

'On Track' Book Moderation continues during these weeks

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Trio Moderation of 'not on track' children
Weeks of May 3rd and 10th
Gap Trackers updated as relevant

Pupil Discussions in Class – Week of May 17th and 24th

Additional Pupil Discussions with SEN/Vulnerable pupils
Week of June 7th

Trio Moderation of 'not on track' children
Weeks of June 14th and 21st
Gap Trackers updated as relevant

PPM - Week of June 21st and 28th

'On Track' Book Moderation continues during these weeks

Handover Day Inset 3rd of July
All Gap Trackers and PPM notes to be shared and discussed
with key points moving forward – actions highlighted until the
end of term and clear steps to begin in September.

Final Pupil Discussions with all pupils to gauge overall progress
and evaluations of the year.
Weeks of July 12th and 19th

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