



Sonning Common Primary School

Respect, Truth, Kindness, Politeness and Doing your Best



Sonning Common Primary School

Assessment Policy

May 2017



In formulating this Assessment Policy, we have used the guidance provided in the 'Final Report of the Commission on Assessment without Levels' (September 2015) and the subsequent government response.

Background

In setting out the rationale for the removal of levels, the Commission stated that:

Despite a wider set of original purposes, the pressure generated by the use of levels in the accountability system led to a curriculum driven by Attainment Targets, levels and sub-levels, rather than the programmes of study. Levels came to dominate all forms of assessment. Not only were they used for both statutory national curriculum tests and statutory reporting of teacher assessment, but they also came to be used too frequently for in-school assessment between key stages in order to monitor whether pupils were on track to achieve expected levels at the end of key stages. The Commission believes that this has had a profoundly negative impact on teaching and learning. Alongside the Government's changes to ways of reporting national curriculum test outcomes and statutory teacher assessment, the freedom for schools to develop their own approaches to in-school assessment means that the three forms of assessment – formative assessment, in-school summative assessment and nationally standardised summative assessments – can be appropriately tied to their different purposes. Overall this will better serve the needs of pupils and promote a higher quality of teaching, learning and assessment.

The principles of assessment

Effective assessment must be fit for purpose. It is an integral part of teaching and provides evidence to inform teaching through formative assessment and information for a wider audience through summative assessment. In adapting to 'life after levels', it was essential to review:

- Why pupils are assessed
- What the assessment is intended to measure
- What the assessment is intended to achieve
- How the assessment information will be used

Different forms of assessment may serve different purposes for different people and organisations, including pupils, parents, teachers and support staff, school leaders, school governors, the Government and Ofsted.



Our Approach to Assessment

Formative Assessment

Formative assessment lies at the heart of the 'Assessment without Levels' approach. The purpose of formative assessment is to inform teachers of what children have learned and the gaps in their knowledge, thus informing future planning. All formative assessment should be sensitive, constructive and foster motivation. Children should be active partners in the process, promoting metacognition and an understanding of what they need to do to improve. The most common forms of formative assessment used are:

- Questions and answers in class
- Observing children at work and intervening where appropriate
- Quick fire quizzes or mental activities (at the start of the lesson to assess prior knowledge or in the plenary to assess learning during the lesson), with answers on a white board shown to the teacher
- 'What I know/ want to find out' grids or activities which are used at the beginning of many new topics and revisited at the end
- Marking, which may range from scanning of work, to in depth marking with responses required from the children. Marking will always include comments on what a pupil has done well, and suggestions for improvement or challenge.
- Formal weekly reviews and or evaluations from children
- Regular recording of assessment against National Curriculum objectives ('assessment statements') taught within each curriculum area
- End of term progress assessments, including tests
- SEN Support Plan reviews of progress towards targets
- Termly year-group progress meetings: progress of whole class, vulnerable groups and individuals is reviewed and actions agreed for underachieving and higher ability children

Summative Assessment

Summative assessment takes place **at the end** of a particular unit of work, a term or at the end of a school year and informs teachers of how well children have understood, retained their learning and the progress they have made over a period of time. Examples of summative assessment are:

- End of unit assessments, e.g. in Science or Maths
- End of year tests, usually in Reading Comprehension, Grammar and Maths
- Unaided pieces of writing
- Annual reviews for children with an EHCP or Statement of SEND

In addition, there are **National Curriculum summative assessments** which measure children's abilities against national standards:

- EYFS Early Learning Goals
- Phonic screening assessments
- KS1 assessments
- KS2 assessments



Management and evaluation of assessment

The assessment policy has been created in consultation with staff. The Head Teacher is responsible for maintaining the policy and ensuring its effectiveness, in conjunction with the governors as part of the Curriculum committee.

Children's work, marking and assessment is moderated within year groups, within key stages and across the school. The school takes part in local authority moderation and works with other local schools to moderate in more depth. In addition, termly book scrutinies are conducted to ensure consistency and quality of coverage and marking, and profile books are maintained over a pupil's career to demonstrate and assess progress over a given period of time. **Pupil Progress Meetings** are held with year group teams each term to review the progress of the whole class, vulnerable groups and any individuals who are causing concern.

Recording of assessment information should be manageable and useful as well as being sufficient for legal reporting arrangements and accountability purposes.

The criteria for the effectiveness of any assessment system are:

- How well it is being followed by staff
- The impact it has on children's learning, e.g. their response to marking comments
- The progress made at Pupil Progress meetings and how secure children are achieving depth of learning across the curriculum – within and across years
- How quickly underachieving or overachieving children are identified and resulting action taken
- Quality of key stage results

How assessment outcomes are collected and used

In September 2015, Sonning Common Primary School invested in a bespoke online tracking system for formative assessment, replacing previously used levels.

For Reading, Writing, Maths, Computing, SPaG and Science, pupil 'I can' statements relating to the curriculum for their year are used by children and teachers to track progress. All recording against these individual statements is completed online, either live during a class, on a daily basis whilst marking books, or at the end of a unit or topic.

As a pupil demonstrates a skill (the 'I can' statement) once, the teacher allocates a star to that skill. The child is then classified as 'Working Towards' that skill. Further demonstration of that skill (later in the year) will result in a further star (giving that child a 'Working At' designation for that skill). Once the teacher feels that the skill is secure for that child a third star will be allocated – rating the child as 'Working Above' for that skill. See Appendix 1 for details.



Running totals of stars are compared, through the year, with nationally published benchmarks to assess pupil progress. As the use of the system matures, we are also able to compare current data with previous years.

Once a child has reached the 'Working At' standard (according to national benchmarks) they will be considered to have achieved the level for that year. If they achieve the 'Working Above' level, they will be expected to demonstrate 'mastery' of their skills. Even if they begin to demonstrate further skills, they will not be graded on the following year's grades until they are in that year group.

Termly Pupil Progress meetings continue to take place to review how well children are progressing against the objectives set, to identify objectives that need to be reinforced and to identify children who are not progressing as well as they should. Results inform teaching for the next half term: underachieving children are discussed and the effectiveness of any interventions reviewed; where appropriate, additional plans are put in place, e.g. a different intervention, referral to SENCO or Speech and Language TA. The effectiveness of Pupil Premium spending is reviewed and amended where appropriate, as is the effectiveness of interventions for children on the SEN register.

Teachers moderate within year groups, within and across key stages to ensure consistency.

Data is shared with Governors who are responsible for ensuring effective pupil progress.

Our online system produces a variety of outputs which help to inform the meetings and reviews described above (see Appendix 2).

The Head Teacher analyses data summaries to check progress of each class and year group against targets set and to check how vulnerable groups are performing. This information is discussed with teaching teams at the termly Pupil Progress meetings.

Information is shared and discussed with the Senior Leadership Team, the Wider Leadership Team (which includes key stage leaders and English, Maths, Computing and Science leaders) and Curriculum sub-committee governors. At key stage meetings, staff are updated on headlines of children's progress.

Reporting to Parents

Information on how each child is achieving against the curriculum (derived from the online system) is discussed with parents at the Autumn and Spring Parent Consultation meetings and through end of year reports in the summer term. Parents are welcome to make an appointment with their child's teacher to discuss their progress at any other point in the school year. Information may also be used in SEN Support Plan reviews, PEP reviews and Annual Reviews for children with Statements of SEN or EHCPs.



In September 2015, EYFS teachers assessed children using 'Development Matters' for the first time, and regularly inform parents via the 'Look@Me' online tool. This will be used to measure progress at the end of EYFS, and compared with end of KS1 and end of KS2 results.

Feedback to pupils

Feedback to pupils is the most important part of assessment and it is essential in order for children to make effective progress. Children need to understand what is expected of them, when they are achieving well and how they can improve their performance. Pupils are also encouraged to comment on their own work and that of their peers and make suggestions for next steps in their learning. The feedback can be verbal or written. Written feedback is usually related to the learning objectives and success criteria for the lesson. For information about written feedback please see appendix 1 of our Teaching and Learning Policy.

Target Setting

Targets are set for individual pupils across the school. These are for English and maths, but may also relate to other areas, such as behaviour, attitude and independence.

Wherever possible, children should be involved with the target setting process, identifying new targets and discussing ways to achieve their targets. Targets can be individual or group targets in order to meet the children's needs.

Targets can be set and monitored using the online assessment system.

Assessment of Foundation Subjects

There will be three levels of expectation for achievement in the foundation subjects. Teachers will establish these at the start of each topic, ensuring that over the year the class cover all of the expectations for that year. Pupils will be recorded as: acquiring, meeting or exceeding the expectations. These reports will be given to the subject leader and also kept in the class assessment file.

Ensuring teachers are able to conduct assessment competently and confidently

Assessment is discussed regularly at staff meetings, Governors' and Senior Leadership meetings. Principles and the rationale behind the new assessment system are discussed at Key Stage and Pupil Progress meetings. Teaching teams work together to moderate work, with more senior staff guiding new and less experienced teachers. Staff attend local authority training and cross moderate with other schools where possible. The implementation of the marking policy is discussed regularly, along with the importance of response marking. As so much has changed in 'Life after Levels', all staff are aware of the importance of making assessment meaningful; all of the above forms part of the School Improvement Plan.



Roles and Responsibilities

Assessment Leader

- Update the policy in the light of DFE advice and requirements
- Lead the development of assessment policy
- Organise staff training ensuring development of practice
- Develop and help to monitor school assessment policy and practice
- Keep up to date with current assessment thinking and practice
- Ensure that assessment priorities are addressed in the School Improvement plan
- Liaise with subject leaders and class teachers
- Organise access arrangements for National Assessments
- Assist Head Teacher with setting challenging whole school targets

Subject Leaders

- Lead whole staff moderation meetings in their subjects;
- Monitor consistency of standards across the school, through work scrutiny
- Be the contact person for their subject for the LA
- Analyse KS1 and KS2 SATs results and tracking information in their subjects
- Advise staff of outcomes of assessment

Class Teachers

- Make ongoing assessments to inform their daily and weekly planning
- Moderate children's work regularly within and across year groups (at least termly)
- Keep a record of children's achievements in line with this policy
- Report to parents
- In the case of Y2 and Y6, administer SATs
- Use Assessment for Learning strategies in their lessons according to the Teaching and Learning Policy
- Give children guidance and feedback on their work so they know how to make progress

Senior Leadership Team /Key Stage Leaders

- Monitor assessment practices, including marking and strategies used in lessons
- Analyse data across year groups
- Carry out half termly Progress Meetings with each year group

SENCO

- Co-ordinate the identification and assessment of children with SEN
- Monitor effectiveness of interventions
- Lead interventions where professional teaching skills are necessary
- Liaise with LA and stays up to date with available intervention schemes

Lead TAs

- Co-ordinate TA interventions
- Monitor effectiveness of interventions



- Meet regularly with TAs to ensure the smooth running of interventions

Moderation of policy

The Head Teacher is responsible for monitoring the implementation of this policy. The SLT and Governors use discussions with staff, progress meetings, lesson observations and work scrutiny to monitor the implementation of this policy.



Appendix 1

Illustration of how assessment data is summarised and compared

Maths, SPaG, Computing and Science

	Working Towards	Working At	Working Above	
I can calculate equivalent fractions	★	★	★	Total
I understand prime numbers and prime factors	★			
I can statement 3				
I can statement 4	★			
I can statement 5	★			Grand Total

Each assessment statement can be examined to see progress towards the highest level

The grand total (total number of stars) is assessed against the published norms to gauge progress through the year and give a final score

Reading and Writing

	1st Assessment (Term 1)	2nd Assessment (Term 2)	3rd	4th	5th	6th	Final
I can use full stops and capitals	★	★	★	★		★	★
I can separate my writing using paragraphs	★						
I can statement 3							
I can statement 4	★						
I can statement 5	★						
Total							

Each Assessment can be totalled and compared against the Criterion Scale norms to assess performance through the year

The final column allows a teacher to summarise performance over the year on each statement

The final column is totalled at the end of the year and is compared with the Criterion Scale norms to give a final score



Appendix 2

Examples of Assessment System Outputs

These outputs assist staff and managers with their weekly, termly or annual planning, and help to inform parents, governors and the following year's teachers.

Progress – how is a pupil doing at a point in time, by statement and subject theme?

[Redacted Name]

Monday, March 06, 2017

Current Progress - Addition and Subtraction - Year 5

I can add and subtract whole numbers with more than 4 digits	★ ★
Add and subtract whole numbers with more than 4 digits, including using formal written methods e.g. $25,350 + 2390$	★ ★
I can add and subtract numbers mentally with increasingly large numbers (for example, $12,462 - 2300 = 10,162$)	★ ★
I can use rounding to check answers to calculations	★
I can choose the right operations to use in solving word problems	★

Current Progress - Fractions (including Decimals and %) - Year 5

I can compare and order fractions whose denominators are all multiples of the same number	★
I can write equivalent fractions of a given fraction	★ ★
I can convert between mixed numbers and improper fractions	
I can add and subtract fractions with common denominators	
I can multiply fractions by whole numbers	
I can read and write decimal numbers as fractions (for example, $0.71 = 71/100$)	★ ★
I can recognise thousandths and relate them to tenths and hundredths	★ ★
I can round decimals with two decimal places to the nearest whole number and to one decimal place	★ ★
I can order numbers with three decimal places	
I can solve problems involving up to three decimal places	
I understand what percentage means and write percentages as fractions out of 100	★
I know percentage and decimal equivalents of fractions e.g. $1/2, 1/4, 2/5$	

Current Progress - Geometry: Position and Direction - Year 5

I can show the position of a shape following a reflection or translation	
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Current Progress - Geometry: Properties of Shapes - Year 5

I can draw given angles, and measure them in degrees	★
I know the difference between regular and irregular polygons based on the	



Live Snapshots - How is your class doing currently?

reloader | Log out



Sonning Common Primary School



Your Star Counts - LIVE! | Past Snapshots | Your star counts - list of snapshots

Class: RL Year Five Maths | Student Name: - Any - | Assessment Subject: Maths | Level or Standard: Year 5 | **Apply**

LIVE! view of your current stars
 Monday 6th March 2017 2:57pm
Scheme: Sheffield STAT

Sheffield STAT for Maths at level Year 5 - Stars in each column are added up to measure against a total expected number of stars for this level.

Student (click on name for theme detail)	Subject	Working Towards	Working At	Working Above	Current Status
[REDACTED]	Maths	31	7	0	(Below Year 5)
[REDACTED]	Maths	31	19	0	(Year 5 TOWARDS)
[REDACTED]	Maths	27	15	0	(Year 5 TOWARDS)
[REDACTED]	Maths	30	17	0	(Year 5 TOWARDS)
[REDACTED]	Maths	30	9	0	(Below Year 5)
[REDACTED]	Maths	30	9	0	(Below Year 5)
[REDACTED]	Maths	30	18	0	(Year 5 TOWARDS)
[REDACTED]	Maths	30	7	0	(Below Year 5)
[REDACTED]	Maths	30	9	0	(Below Year 5)
[REDACTED]	Maths	30	11	0	(Year 5 TOWARDS)



Gap Analysis – How are students doing by theme and subject – where are the gaps?

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Class: RL Year Five Maths | Student Name: [Redacted] | Assessment Subject: Maths | Level Descriptor: Year 4 | PP: -Any- | SEN: -Any- | Gender: Female | Apply

	Addition and Subtraction	Fractions (including decimals)	Geometry: Position and Direction	Geometry: Properties of Shapes	Measurement	Multiplication and Division	Number and Place Value	Statistics
[Redacted]	89%	73%	44%	100%	78%	96%	93%	100%
[Redacted]	100%	83%	44%	100%	89%	100%	96%	100%
[Redacted]	78%	67%	44%	92%	67%	92%	89%	83%
[Redacted]	100%	87%	44%	100%	89%	88%	100%	100%
[Redacted]	100%	83%	33%	100%	83%	92%	96%	100%
[Redacted]	89%	83%	44%	100%	83%	100%	100%	100%
[Redacted]	100%	87%	44%	100%	89%	96%	100%	100%
[Redacted]	89%	87%	44%	100%	89%	96%	96%	100%
[Redacted]	89%	83%	44%	100%	89%	92%	100%	100%
[Redacted]	78%	70%	44%	92%	67%	92%	89%	83%
[Redacted]	89%	83%	44%	100%	89%	100%	96%	100%
Class Average	90%	80%	43%	99%	84%	96%	96%	99%
SEN Average	0%	0%	0%	0%	0%	0%	0%	0%
PP Average	0%	0%	0%	0%	0%	0%	0%	0%



Progress Dashboards and Career Views

