

# Assessment

## Great Orton Primary School

### Principles

Assessment is not a singular activity; it is about measurement of performance at a given point in time and a way of gaining information to promote future learning

### Assessment for Learning (AfL)

Assessment FOR learning helps to identify the next steps needed to make progress. It takes account of pupils' strengths as well as weaknesses

*'Assessment for learning is concerned with the internalisation by teacher and student of curriculum standards and their transformation....so the student closes the gap between present performance and the internalised standard'*  
(Hargreaves 2001)

### Assessment of Learning

Assessment of learning is more associated with judgements based on levels, grades and public accountability

*'We would not wish to deny the need for assessment for grading and the accountability purposes associated with it '* (William and Black 1999)

These two types of assessment activities should not be polarised in debate or be considered mutually exclusive in practice. Both are essential in raising standards and are key professional practice. Tension arises because of their very different purposes; assessment for learning essentially promotes future learning whereas assessment of learning describes and labels past learning.

### Practice

#### Good assessment practice will:

- Raise standards of attainment and behaviour, and improve pupil attitudes and response
- Enable the active involvement of pupils in their own learning by providing effective feedback (and feedforward) which closes the gap between present performance and future standards required
- Promote pupil self esteem through a shared understanding of the learning processes and the routes to improvement
- Build on secure practitioner knowledge of the diverse linguistic, social and cultural background of pupils
- Guide and support the teacher as planner, provider and evaluator
- Provide care, guidance and support for pupils as learner
- Enable the teacher to adjust teaching to take account of assessment information and to focus on how pupils learn
  
- Draw upon as wide a range of evidence as possible using a variety of assessment activities

- Track pupil performance and in particular identify those pupils at risk of underachievement
- Provide information which can be used by parents or carers to understand their pupils' strengths, weaknesses and progress
- Provide information which can be used by other interested parties
- Provide information which can be used to evaluate a school's performance against its own previous attainment over time and against national standards

***“Current thinking about learning acknowledges that learners must ultimately be responsible for their learning since no-one can do it for them”  
– (Assessment Reform Group 1999)***

<b>Assessment for Learning (AfL)</b>	<b>Assessment of Learning</b>
Validity paramount – <i>we do it because it is worth it and it does what it claims to do</i>	Reliability paramount – <i>if we do it again in the same way, we will get the same outcome</i>
<p><b>Purposes</b> Assessment for learning will:</p> <ul style="list-style-type: none"> <li>• Provide insight into pupils' learning for both pupils and practitioners</li> <li>• Promote success for all</li> <li>• Support the target setting process</li> <li>• Enable continuous reflection on what pupils know now and what they need to know next (feedback and feedforward)</li> <li>• Measure what is valued</li> <li>• Promote immediate intervention and link judgements to learning intentions</li> <li>• Raise standards by taking pupils to the “edges of capability “</li> </ul>	<p><b>Purposes</b> Assessment of learning will:</p> <ul style="list-style-type: none"> <li>• Provide a summary judgement about what has been learned at a specific point in time</li> <li>• Establish national benchmarks about what children can do and about school performance</li> <li>• Show what pupils can do without support</li> <li>• Inform the target setting process</li> <li>• Hold the school to pupil account</li> <li>• Promote subsequent intervention</li> </ul>
<p><b>Implications for teaching</b> The practitioner will:</p> <ul style="list-style-type: none"> <li>• Provide continuous oral and written feedback which identifies strengths and the next step for improvement</li> <li>• Promote pupil involvement in self assessment</li> <li>• Act on insights gained to inform curricular targets</li> <li>• Plan against what children know/can do/understand</li> <li>• Provide opportunities for all pupils to demonstrate their achievements in</li> </ul>	<p><b>Implications for teaching</b> The practitioner will:</p> <ul style="list-style-type: none"> <li>• Provide a periodic summary through teacher assessment and tests</li> <li>• Identify gaps in pupils' knowledge and understanding</li> <li>• Identify weaknesses in the taught curriculum and in specific areas of learning through analysis of performance which can guide future planning</li> <li>• Implement strategies to accelerate progress to meet local and national</li> </ul>

<p>their first language</p> <ul style="list-style-type: none"> <li>• Make standards and objectives explicit to pupils</li> <li>• Promote inclusion by attending to all pupils' learning needs, particularly for pupils who are at risk of underachievement</li> <li>• Engage pupils in rich questioning with "wait" time</li> <li>• Build in time for focused observation of teacher directed and child initiated activity</li> </ul>	<p>expectations (narrowing the gap)</p> <ul style="list-style-type: none"> <li>• Mark and measure against grades and levels</li> </ul>
<p><b>Impact on learning and learner</b> The pupil will</p> <ul style="list-style-type: none"> <li>• Know what to do to improve</li> <li>• Know what standards are required</li> <li>• Know what has been achieved against known success criteria and what to do next</li> <li>• Gain confidence, motivation and self-esteem as a learner</li> <li>• Improve own self-evaluation skills</li> <li>• Make progress</li> </ul>	<p><b>Impact on learning and the learner</b> The pupil will:</p> <ul style="list-style-type: none"> <li>• Be able to gauge own performance against previous performance and where appropriate compare with others</li> <li>• Be able to measure own performance against externally agreed criteria and standards</li> <li>• Have a measure of performance at specific milestones in life</li> <li>• Know what standards and expectations are required</li> </ul>
<p><b>Issue for Leaders (</b> Leaders will:</p> <ul style="list-style-type: none"> <li>• Define roles and ensure responsibilities are clear in relation to assessment activities</li> <li>• Make arrangements to monitor the progress of individual pupils and diverse pupil groups</li> <li>• Monitor the quality of teacher assessment, particularly through oral interaction in class</li> <li>• Keep parents/ carers informed and involved</li> <li>• Use assessment information to inform the School Improvement Development Plan and identify learning and training needs, taking into account diversity and the promotion of equality</li> </ul>	<p><b>Issue for Leaders</b> Leaders will:</p> <ul style="list-style-type: none"> <li>• Ensure responsibilities are clear in relation to assessment so that there is compliance with curriculum requirements and with statutory assessment arrangements</li> <li>• Monitor delivered curriculum</li> <li>• Provide, use and analyse data to promote public scrutiny, enable external accountability and raise attainment</li> <li>• Involve governors in their accountability role</li> <li>• Keep parents / carers informed and involved</li> <li>• Use assessment information to inform the School Improvement Development Plan and identify learning and training needs</li> <li>• Monitor impact of the planned</li> </ul>

	<p>curriculum and compare performance across different subjects</p> <ul style="list-style-type: none"> <li>Analyse data to identify groups at risk and to focus intervention on underachieving groups</li> </ul>
Process focus relies on talk	Process focus; written, recorded, performed
<p><b>Assessment methods</b></p> <p>Observation  Discussion about work in progress  Questioning to prompt new thinking  Feedback to</p> <ul style="list-style-type: none"> <li>Specify attainment</li> <li>Identify difficulties</li> <li>Specify improvement</li> <li>Construct achievement</li> <li>Constructing a shared way forward</li> <li>Identify (curricular) targets</li> </ul>	<p><b>Assessment methods</b></p> <p>Testing  Explicit test focus  Marking to</p> <ul style="list-style-type: none"> <li>Express approval / disapproval (with specific guidance on way forward);</li> </ul> <p>Time limited tasks  Closed tasks  Formulated tasks</p>
<p><b>Pedagogy</b></p> <p>Sharing Learning intentions  Questioning  Modelling  Scaffolding  Demonstrating  Explaining  Differentiation (See appendix 2)  )  Shared criteria for next steps  Shared involvement in and construction of activity  Guided tasks  Independent working  Collaborative working and partnership  Rich descriptions of learning  Qualitative recording  Routines for pupils self evaluation  Reflection  Feedback / feedforward policy (appendix 3)</p>	<p><b>Pedagogy</b></p> <p>Preparation and rehearsals  Drilling  Questioning  Practice opportunities  Routine testing  Revision  Test techniques  Timed activities  Independent working  Undifferentiated task  Tiered task / test  Quantitative recording</p>
<p><b>Evidenced By</b></p> <p>Reflection  Drafting  Profiling  Revisiting  Revising</p>	<p><b>Evidenced by</b></p> <p>Finished product  Pupil's own work, including speaking and listening (ie assessment of oral competence)</p>

Exploration Editing Interaction Collaboration Talk Pupils' designing own task Pupils' self evaluation Pupils' improved self esteem	
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**Why to we share Learning intentions (Visual and / or verbal)? What is the point?**

- They ensure that each pupil is focused on the purpose of the task
- They encourage pupil involvement
- They keep a clear teaching focus for the practitioner
- A culture of learning is developed throughout the school
- Sharing the learning intention reinforces relevant vocabulary
- They make the plenary or subsequent reflection against the learning intention a necessity and help identify next steps
- Provides a focus for feedback

**Success Criteria**

Success criteria should be made explicit to the children both verbally and or visually at the beginning (or during) EVERY learning opportunity this provides a dialogue with children and can help them to understand what they need to do. It can also help children to understand how well they have done. It breaks the challenge down, provides a framework for success, and provides a framework for self assessment. Most importantly it provides children with an opportunity to succeed **INDEPENDENTLY**.

**All planning should have success criteria levelled and should clarify if it is**

- Process Success Criteria – steps to success
- Recall Success Criteria - What do you know?
- Value Success Criteria(i.e. marking ladders)

**Target Setting**

The school will set whole school , cohort, curricular and individual targets within the school year.

Curricular targets are based on learning objectives. They are informed and identified by analysis of children’s work, discussion with children, teachers’, assessment information and test performance. They identify whole school priorities and areas for improvement.

Curricular targets are translated into year group targets based on age-related expectations. They steer improvements, guide teaching and set the focus for future assessments linked to what has been taught.

### **As a school Great Orton will**

- Set whole school targets for every year – numerical targets. These will be linked to Performance Management.
- Set whole school curricular targets
  - Differentiate the year group targets into must, could, should groups
  - Share these with the children and support their learning
  - Use Pivats to support children working well below age related expectations

### **Retention of Evidence / Record keeping**

End of year assessments are recorded on an individual tracking sheet for each child. These enable teachers/ leaders to track progress, and identify concerns Curriculum leaders monitor assessment data to analysis areas of strength (so we can share effective practice) and inform future school improvement planning.

### **Children's Portfolios**

- Termly unaided writing – teacher annotation (separate writing files)
- Current optional SATs tasks / tests
- All reports
- Levelled ICT work

### **Digital Portfolios**

- Every child to keep evidence of work in folder ( Y1, Y2 class folders, Y3 onwards individual folders)

### **Target Setting**

- Summative data
- Cohort tracking forms
- Individual tracking sheet
- ISP evaluations / targets
  - Class profile
  - Must could should groups
  - Evaluation sheets
  - Working walls

### **Planning files (digital and paper)**

All medium term planning to be posted on Server so subject leaders, HT, SENco etc can access. This is very important especially if there is staff absence. We must ensure continuity of provision for children even if there is absence (longer term). Evaluation boxes provide essential evidence for reflection and identification of next steps.

### **Reporting**

Parents of children in KS1 and 2 will receive 1 annual report. The report will be sent out in the second half of the summer term and this will be an attainment report focusing on standards.

During the year parents will also have the opportunity to attend Family Open and IEP reviews.

The parents and children have the opportunity to comment on the reports saying how they feel things have gone during the year.

The Headteacher's report to governors also contains regular updates on data analysis and school self evaluation.

### **Additional and Special Educational Needs (ASEN)**

Assessment arrangements allow for identification of pupils' needs both with gifted, talented, more able and lower attaining pupils. This allows staff to plan appropriate work and put in place Individual Education Plans to meet specific needs (See SEN policy). Pivots will be used to support target setting and the writing of IEPs for some children.

Support from outside agencies will be used to support the assessment of children with ASEN.

### **Inclusion**

At Great Orton we believe that all children regardless of age, gender, culture, faith or social background are entitled to access full assessment opportunities

## Appendix 1

### **Day to Day Assessment Strategies**

#### **Questioning:**

- To assess starting points
- To develop understanding (application, analysis, synthesis, evaluation)
- Use of thinking time and talk partners

#### **Observing**

- Watching children and listening to their discussions to assess learning as it happens
- Making planned observations of particular children to support their learning in the lesson

#### **Discussing**

- Brief impromptu discussion to follow up any surprises at responses or behaviour during lessons
- To assess understanding, to diagnose the reason for any misunderstandings or misconceptions and resolve difficulties within lessons



	Waiting time in response to questions Time to review / evaluation by pupils Menu to work through
By negotiation / interest	Pupils select from menu Brainstorming Pupils involved in planning Mind mapping Devising own challenges IT Research
By recording	Spoken Written Use if IT Graphical Varied amount / style
By organisation	Layout of room Location of resources Independence Pair / group Friends / ability Learning styles
By pupils expertise	Groupings Talk partners Group debate – the thinker, the ideas person, the writer, the drawer, the presenter Hot seating
By dialogue / questioning	Teacher presentation / interventions Level, speed, quality, sophistication of language Other adults Debate / discussion Thinking skills Open / closed talk
By outcome	Marking / assessment Different amount of work More complex for more able Different products from same task Different targets from same task

### Appendix 3

# Great Orton Feedback Policy

## Rationale

The policy reflects the ethos of the school and aims we want to achieve in all areas.

Feedback should be clear and appropriate in its purpose, productive in its outcomes and child centred. Marking is a small but very important part of the developing formative assessment strategies we use. Assessment comments and annotations will be made in line with the Assessment Policy (see policy). Targets will be set with children on a regular basis as described in the Assessment Policy. Feedback should refer back to the identified learning intention / objective. Recent research (INSIDE THE BLACK BOX \_

Black and Williams) has indicated that assessment without good feedback may have little or no impact on the quality of learning.

### **AIMS**

- To find consistent ways of responding to the work of children so that achievements are recognised and needs identified
- To raise self-esteem
- To give feedback about a piece of child's work to enable them to achieve their targets, make progress and raise standards.
- To impact on the quality of learning

### **Feedback should:**

- Identify/ check / monitor progress
- Be against the identified learning intention
- Provide appropriate feedback to children
- Encourage and praise
- Show success
- Provide a dialogue between the teacher / adult and child
- Help a child to take steps to further their learning
- Provide evidence for progress
- Provide evidence when identifying specific help needed
- Support curriculum planning
- Recognise achievements
- Identify children who need support / more challenging work (especially the gifted and more able)
- Assist when reporting to parents
- Help children know the level of attainment in relation to the objectives
- Involve the children in reviewing their own work and setting future targets
- Provide strategies for the children to mark their own work where appropriate (children to learn to mark against their own targets)
- Help children recognise important aspects of the work they are engaged in

NB - there are 3 types of prompts

- Reminder (reminding the child of the Learning objective / outcome)
- Scaffold (providing examples of what they need to do)
- Example (giving exact sentences, words or processes to copy)

**Staff will ensure that:**

- Learning intentions are made explicit to the children (in child friendly language) at the start of every lesson (both visually and verbally)
- Marking is undertaken as soon as is practicable after the work is completed or as the work is being done
- Marking is regular and frequent, and thoughtfully undertaken
- **Time is given at an appropriate time for children to be able to respond to the marking – do corrections, answer questions etc**
- Where appropriate the children should be involved – self marking, partner work, etc
- Staff need to encourage children to read aloud when self correcting and marking as this helps the brain to assimilate the errors or mistakes
- Telling the children to “give the brain a chance to spot the mistakes” by slowing down, reading aloud, reading the sentences in reverse order are all useful strategies
- Classroom assistants will mark work (in line with policy guidance) when assisting with a group.

**A variety of marking methods will be used**

Errors relating to the learning intention will be indicated

The teacher may choose to indicate errors/ misconceptions that s/he believes lie within the competence of the child or which indicate a child moving to the next stage

Targets that enable the child to focus on a specific task should be clear and SMART

Scaffolding and examples should be used to help the child understand a misconception or mistake, I.E a correct response is modelled and conveyed to the child by making it explicit, with the teacher acting as expert  
 Year 1 onwards - children should get into the habit of self - correcting their work using a different coloured pencil. A friend could also check work and sign it at the end. Time needs to be built into the lesson to ensure children are able to put this into practice

Success criteria which denotes the incremental steps to be used for each lesson and a clear learning intention is shared. This should then be highlighted with red for not met, amber for getting there, green for achieved. See example below:

Wednesday 2 <sup>nd</sup> May 2018 I can calculate percentages of amounts	Self /peer / teacher assessment		
<b>In order to be successful I need to...</b> <ul style="list-style-type: none"> <li>• I know the fractions which are equivalent to common percentages</li> <li>• I can work out fractions and percentages of amounts</li> </ul>			
Not meeting expectations Emerging Developing <b>Expected</b> Exceeding			

### The characteristics of effective feedback

- The comments need to be specific, in both the positive and the critical
- Offer alternatives, or ask the learner to do so
- Be descriptive, rather than consist of a judgement alone
- Focus on the task not the person
- Be offered as soon as possible after the events to which it refers
- Look forward to the specific next steps to improve "performance"
- Encourage and plan for opportunities for the feedback to be used, as soon as possible in the first instance
- Involve the learner wherever possible, to improve the change of it being understood and acted upon
- Connect with clear learning expectations that have been explained, discussed and illustrated with pupils beforehand

**Marking / formative assessment strategies will have a greater impact if it is done carefully. The focus must be one of the quality of feedback and feed forward rather than the quantity of the information gathered by staff.**

### Use of external rewards

Be aware that research shows us that:

- Children strive for the reward, not the achievement
- They encourage competition rather than cooperation
- Children of average ability get the fewest rewards

With this in mind external rewards will be used for Behaviour issues, not relating to the work done and learning objectives

Practitioners must also be aware of the subtle elements that can give unintentional negative feedback to children such as

- Body language
- How difficulty with learning is talked about
- The words used by teachers and practitioners when interacting with children.

## Marking Appendix

Spelling - high frequency words should be highlighted if incorrect.

Mistakes should be added to spelling logs, and LOOK, COVER, SAY and write method to ensure children learn from mistakes. Some teachers may choose to highlight 2 or 3 spellings

KS 1 - write once in book and add to spelling logs, ks2 -underline word, children write correction in margin or at end of work

Punctuation - Reception - teacher to scaffold, KS 1 - circle the missing / incorrect symbol - child to correct with or without teacher, KS2 children given time to self-correct. Target comments written at end of work

**VF** Teacher has discussed work with child

**ST** - this work has been done with a supply teacher

**S** - the child has worked with an adult and been supported

● There is a mistake. Followed by a box so the children can show how they have corrected the mistake

E.g.  $5 \times 3 = 12$

15
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Use of buddies to evaluate work

Highlighting system - highlight (Red amber green)3 parts where the child has met the success criteria (In green). Highlight in orange one area for development with a prompt as to how the child can improve the work next time.

Children can self assess own work - give themselves a smiley face if they have achieved each part of the success criteria.

**Remember the most important part of effective feedback is allowing the child time to respond to the comments and time to practice so they can get it right next time. Time should be built into the lesson for this if our feedback policy is to be successful.**

Adopted by The Governing Body on 21<sup>st</sup> May 2018

Chair of Governors .....

Headteacher .....