



Assessment for Learning Policy and Assessment Procedure Statement

January 2019

Legislation and guidance

Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment.

This policy refers to the recommendations in the [Final Report of the Commission on Assessment without Levels](#).

It also refers to statutory reporting requirements set out in [the Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#).

At Wellington Primary School we aim for every child to be engaged and excited by their learning, to become an effective learner and to begin to understand how they learn best. Our learning and teaching, and assessment policies are at the heart of all we do.

As a school we have moved from a focus on the question, 'Am I teaching well?' to an opportunity to assess 'Are the children learning well?'

As an accredited Advanced Thinking Skills School – in association with Exeter University – Wellington places learning and metacognition as a central skill. Our children are skilled in thinking about their learning and from an early age can discuss their learning objectives – their starting points and what they need to improve next, in order to progress within particular core areas of the curriculum. They understand the transference of skills and that assessment for learning provides them with an opportunity to understand expectations and be in control of their own progress.

The principles of our assessment policy

- Wellington aims for every class to be an effective learning community where our young people will begin their journey as lifelong learners.
- Wellington aims to ensure that our young people are provided with high quality learning experiences that lead to a consistently high level of pupil progress and achievement.
- Wellington aims to provide our children with independent learning skills; a critical eye and a thirst to improve.
- Assessment puts the child at the centre of their learning
- Assessment is honest, fair, consistent and compares results to both local and national standards
- Daily assessment is at the heart of outstanding teaching, which leads to outstanding learning, which leads to outstanding progress

- Assessment provides feedback, which recognises effort and suggests 'next steps' towards deep and meaningful learning
- Assessment is focused on outcomes for children within and beyond the school day, in partnership with parents and carers

Our Assessment Aims

- * To provide relevant information to support next steps in teaching and learning
- * To enable children to understand their achievement and how to improve
- * Monitor and record the progress of individuals, groups and cohorts
- * Use attainment and progress information to guide teachers' planning, strategies and use of resources and plan intervention
- * Inform parents, the Governing Body and National data agencies, about progress and attainment
- * Ensure a consistent approach to measuring progress towards and against national standards

What is assessment for learning?

Assessment **for** learning is not the same as assessment **of** learning.

Assessment **for** learning is **formative**, and takes place in our classrooms all of the time.

Assessment **of** learning includes our range of **summative** assessments; which take place at regular intervals in our school calendar. **Summative** assessment is used to judge how well a child is performing academically in a particular subject area and conclusions of this will be reported in terms of grades, marks or scores.

Afl gets straight to the heart of good teaching by;

- Helping teachers to help students identify their next steps in their learning (**teacher assessment**)
- Helping students to help each other to identify the next steps in their learning (**peer assessment**)
- Helping students themselves to identify the next steps in their learning (**self-assessment**)

Afl fosters a sense of responsibility for our young people's own learning, and therefore should result in a more meaningful dialogue between pupil and teacher.

Afl is;

- Part of an effective planning schedule
- Focuses on how children learn
- Is central to high quality first teaching
- Is sensitive and constructive
- Fosters motivation to learn and improve
- Promotes a clear understanding of criteria and targets
- Develops the capacity for peer and self-assessment
- Recognises all progress steps – however small

Our Afl Non- Negotiables

- All staff will use learning intentions and promote criteria for learning and progress – Learning Intentions will use Bloom’s Taxonomy, in order to raise the level of questioning and learning.
- Pupils will receive regular feedback on their learning and progress – there will be a balance in oral and written, making formative assessment manageable for class teachers and giving children time to take action.
- Staff will build feedback into their daily lessons, in order to clarify, justify and give examples of work which matches expectation and address misunderstandings in conceptions.
- Use real life contexts where possible, in all subject areas, so that children can see the value in their learning and progress.
- Use plenaries and mini plenaries mid-session, as opportunities for learning dialogues to clarify, as well as general re-caps.
- Pupils should have the chance to peer and self-assess on a regular basis – using peer models and feedback from the class teacher to evaluate their own learning. At Wellington Primary we use green pen to indicate where children have been involved in self or peer assessment practice. Dictionaries and the use of thesauri should be advocated for independent and peer supported spelling checks. Pupils will be able to use their assessment information to set targets for themselves – pupils will be given time to consider and discuss peer comments.

The purpose of assessment

Effective learning and assessment takes place when learners and teachers and parents/guardians understand what they are all trying to achieve. Assessment in whatever form should inform a better understanding for all parties in supporting children’s continued progression.

There are three broad overarching forms of assessment, each with its own purpose and each relevant to various school stakeholders.

- Day to day formative assessment
- In house summative assessment
- National Standardised summative assessment

These systems work together in order to provide a rounded picture of each child, which Wellington uses to inform pupils, parents, teachers, support staff, SLT, Governors, the Government and also OFSTED of our children’s progress and attainment.

Formative assessment includes;

- The use of questioning and dialogue within the classroom
Teachers should trigger complex dialogue; asking open ended questions, bouncing conversations between pupils
Allow time for pupils to think and respond – using ‘thinking buddies’ or using whiteboards
Encourage pupils to listen carefully to each other and contribute effectively to classroom dialogue
Try to ensure that all pupils are involved in dialogue some way – whether that be through whole class, paired or group discussion.
- Oral feedback
Providing regular oral feedback – linked to the Learning intention
This could be direct, to one pupil, or indirect, where all pupils listen to specifically identified task feedback
Oral feedback should be routine, constructive, supportive and informative
Supportive oral feedback can be used as a model for peer assessment
- Written ‘marked’ feedback
It should be clear from reading any Wellington pupil’s work book, that they have received regular feedback – whether written or oral – and this has had an impact on their learning and shows good progress.
Teachers should provide more detailed feedback on assessment pieces, where children have clearly identified criteria – this could be in writing or through oral feedback.
Children should be part of any ‘live feedback’ taking place – they should be encouraged to discuss their learning and identify positive areas and ways to progress.
- Observational assessment within the classroom – especially in EYFS and KS1 – class teachers can use jotted notes, photographs, videos or audio recordings as evidence
- The use of De Bono’s Hats to identify the children’s understanding of their learning on a lesson by lesson basis.

With each form of assessment our class teachers will encourage, foster and expect pupils to engage into written or oral dialogue with them, by responding to feedback.

Teachers will not mark every piece of work in detail. The use of a ‘three tick’ system will be used when scanning work, to identify if learning intentions have been met.

Three ticks – achieved, LI fully understood and met – skills taught can be used independently

Two ticks – some acquisition of LI – development of skills

One tick – needs further guidance – may require support or consolidation

Summative assessment can be;

- Measured at different intervals throughout the year, weekly, on completion of a particular topic, the end of term or the end of the year. Short summative assessments can be relevant and valid

when they are part of a wider range of assessment methods, used to form a holistic picture of each child's learning progression.

Wellington Primary uses a variety of **summative assessments** including weekly spelling tests (from KS1), The York Assessment of Reading Comprehension (for monitoring short term reading progress with SEND children), Head Start mathematics termly and unit tests and GL Assessment Progress in Maths and English. All of these have been externally validated and are administered in timely intervals, in line with test protocols. These assessments support our everyday teaching and learning, and provide us with key points of progress and attainment to share with stakeholders.

The information gathered from summative assessment is also analysed at a whole school level by subject leaders, Phase leaders and the Senior Leadership Team in order to benchmark and target set.

Our use of *standardised testing* – such as GL Progress in Maths and English is completed in the first term of the academic year, so that we can identify strengths and misconceptions early and prioritise the use of scaffold and support in order to aid closing the gap. These tests also allow us to compare year on year progression and attainment in core areas of the curriculum.

Each year we administer *national standardised summative tests* – these are administered in May to identify those children that have met the curriculum standards for KS2. Alongside this formal testing in KS2 we also administer the Year 1 Phonics test, and also the KS1 tests for reading and mathematics. In KS1 the testing is used alongside continued class teacher and team moderation and formative assessment in order to aid teacher assessment of attainment.

Those children in Year 3-5 also take part in standardised testing for Reading and Maths – but these are completed termly, so there are several short assessments, rather than 'one big test' at the end of the year.

Our Early Years team work hard all year on a range of constant formative and summative processes. Information is held within the 2Simple package and provides a cloud based log of each child's attainment and progress in the broad areas of the EYFS profile. On entry to Nursery and Reception, Wellington staff use their professional judgement to assess the band children are 'working within' across the EYFS 17 areas of learning. Each half term our EYFS Lead summarises progress for the whole cohort, to help plan provision for the next steps of learning for the children. Teachers and support staff make regular observations of pupils and collate evidence for each child, from working one to one, in small groups or whole class.

The Wellington Curriculum

The Wellington curriculum includes the requirements of the National Curriculum, alongside skills and activities to meet our individual school community. Our 'Enrichment Curriculum' is central to our ethos of developing key experiences for our young people and promoting life skills.

We also believe that our children will learn from the way that they are treated and our expectations of their behaviour. Through discussion with children, staff, parents and the Governing body we have developed 'The Wellington Child'. In order to develop our curriculum, this has two main threads;

- Respect for ourselves and each other – treating others as we would like to be treated
- Compassion – Focusing on what we have in common and not on the differences between us

We set our British Values within this context, aiming to teach children to be prepared for their future, have the skills to succeed, know how to think and learn in order to overcome challenges and have the drive to make the most of every opportunity.

Wellington is currently exploring the UN Convention on the Rights of the Child, alongside our own values. We are working towards the Silver Stage of 'The Rights Respecting Schools Award' and consider how we can, as a school community, incorporate its values and principles into our own practice.

Working at Greater Depth

The 2014 National Curriculum states that "the expectation is that the majority of pupils will move through the programmes of study at "broadly the same pace" and that "pupils who grasp concepts rapidly should be challenged through rich and sophisticated problems before any acceleration through new content". There is an expectation that pupils who are already working at the year group expected level will have opportunities to explore and deepen their understanding through a breadth of opportunities to apply this knowledge in different contexts e.g. problem solving. Therefore, assessment for most able children is based around depth and breadth of application before any progression beyond the year group expectation is sought.

Our definition of greater depth is when a child is exceeding age related expectations. They have shown evidence of independently meeting the expected standards for their age and are able to use their learnt skills, concepts and knowledge in a variety of formats and contexts, and could even be seen to support peers in their understanding.

Mastery of the curriculum

Our curriculum is designed to promote ***deep, secure learning for all***, with the extension of our more able pupils. We provide opportunities for further in depth thinking and learning on the same topics, rather than acceleration through levels or moving on to brand new content.

It is our belief that this mastery approach will promote a belief that all children can 'master' a high standard and that the purpose of assessment is not to provide differentiation, but to ensure that all our pupils have grasped fundamental and necessary content. We have taken this opportunity to make 'mastery for all' a genuine goal.

When planning questions teachers will consider Bloom's taxonomy higherachy of questions which will support them in planning for deepening learning questions.

Developing a mastery curriculum in our school ensures all children's chances of success are not limited to their socio-economic background, gender, ethnicity, age, religion or belief, sexual orientation or any disability. We are committed to closing the achievement gap so that all children achieve well.

Roles and Responsibilities

- The Governing Body; should monitor whole school attainment and progress data – ask rigorous questions during Governing body meetings and be ready to challenge data. They should have an understanding of the basic assessment procedures at Wellington Primary and be ready to comment on trends and priorities.
- The Headteacher and Senior Team: should hold teaching staff to account for pupil attainment and progress through monitoring of assessment data and Performance Management
(see monitoring and observation timetable –appendix 3)

The responsibilities of Subject Leaders

- To ensure that Afl – with a variety of formative and summative assessment practices is featured and planned for in the teaching and learning in every subject.
- To monitor, as part of their own monitoring cycle, the evidence and procedures of assessment for their subject
- To provide regular opportunities for standardization and moderation within their subject – with feedback to class teachers on attainment, progress and standards.

The responsibilities of the Class Teacher

- To plan for assessment opportunities – formative and summative
- To ensure marking and assessment is carried out in line with the Afl and Assessment procedures policy
- To explain to and foster assessment and feedback systems with all pupils
- To ensure that all methods of assessment inform future planning
- To be aware of the motivational affect that effective assessment can have on pupils.
- Be confident in explaining the different kinds of assessment at Wellington – they should be able to offer descriptions of different forms of data, such as scaled or standardised scores, and be ready to discuss the merits and weaknesses of each.

Support Staff

Support staff across each year group are involved in the collaborative working and professional discussion regarding the assessment of pupils they work with. They offer their own formative assessment evidence and work with the SENDCo to provide standardised summative assessments, to aid the assessment of SEND children.

Parents

Children's attainment and progress is discussed at Parent Consultation Meetings, in autumn, spring and the summer terms. Teachers are also available for informal consultation at any point if parents wish. At the end of the academic year (July), written reports comment on children's attainment and progress. Key assessment data is included in these reports.

All year groups share with parents the work their child will be covering. An additional meeting is held in September to explain these aspects.

Newsletters and updates are shared throughout the year on the website and notice boards.

Parents and children are encouraged to discuss any aspects of their learning at any time, through our 'Open Door Policy'.

SEND children

For our children with complex SEND needs, we have an understanding that alongside our continued high expectations, there are some children who require considerable additional to and different from educational support. When assessing these children, we make judgements based on our formative assessments of the pupil's work, their cognitive understanding of their learning and formal summative assessment; in order to place their current academic achievements at a nationally agreed level. These children will be described as 'working below' their current national expectations, but will always be making progress towards their own individual targets and teacher led expectations. This would be seen in alternative or scaffolded learning intentions; in the differentiation of task through models and scaffolds offered on a daily basis.

Assessment timeline

Each half term class teachers gather their evidence to produce a point in time attainment in reading, writing, mathematics and science. There is an agreed week where levels for each half term are, moderated in teams, decided and collated – preceding this the Senior Team will hold a Pupil Progress Meeting for each cohort. During these meetings, all evidence is discussed for each child and attainment decisions are moderated within the team. Pupil Progress meetings are used to inform current attainment and progress, but also to identify future provision and target children for additional support (within the school's provision map) or challenge.

Key Groups - All individuals and cohorts are tracked throughout the year and discussed with staff Progress Meetings, including;

Disadvantaged pupils (including FSM, Ever 6 PPG and Looked After Pupils)

More Able

SEND

Gender Groups

The Senior Team will use this data to track trends and particular subject areas, ensuring gaps are monitored and closed quickly.

Moderation and its purpose

Moderation is a key part to the Wellington assessment process – planned into our CPD schedule and held informally on a daily, weekly and termly basis – this allows teachers to validate and verify the levels discussed. English and Mathematics subject leaders are also on hand to provide support and rigorous challenge. (see moderation timetable – appendix 2)

Tracking and whole school assessment

Once collated, data will be entered onto our whole school data tracking system – Pupil Asset. This in turn allows the senior team to manipulate cohort, group and individual data for wider data needs, such as learning partnerships, local authority and the Governing body. Phase Leaders also create a data overview sheet using end of year baseline data to show the current cohort trends in a ‘nutshell’.

(See assessment timeline – appendix 1)

Quality Assurance

To ensure our assessment processes are consistently implemented and accurate across the school, we have developed a Quality Assurance Policy within our soft federation – The Hounslow Mini Hub.

The aims of this assurance are to

- Ensure all pupils receive a high standard of education that meets or exceeds the needs and expectations of all stakeholders
- Ensure the standard of education provided and the methods used are consistent and effective throughout the school and have a core value of raising aspirations and achievement for all.
- Ensure that there is a clear structure for monitoring, evaluating and reviewing standards

Monitoring

This policy will be reviewed termly by the Senior Team and Governing Body, to ensure that our bespoke model is developed from practice to support learning. At every review, the policy will be shared with the Governing body.

All teaching staff are expected to read and follow this policy. The Senior Team and Phase leaders are responsible for ensuring that the policy is followed, and that reviews are built into our ongoing CPD programme, therefore allowing continual reflection of current assessment practices.

The Senior Team will monitor the effectiveness of assessment practices across the school, through:

Moderation, lesson observations, book scrutinies, pupil progress meetings and consultation with all stakeholders

Links with other policies

This assessment policy is linked to:

- The Teaching and Learning policy
- Marking and Feedback policy
- Curriculum policy
- Early Years Foundation Stage policy and procedures