

Westcliffe Federation

West Felton CE Primary School,
St. Andrew's CE Primary School,
Weston Lullingfields CE Primary School and
Kinnerley CE Primary School

Assessment Policy

Assessment without Levels

Spring 2018

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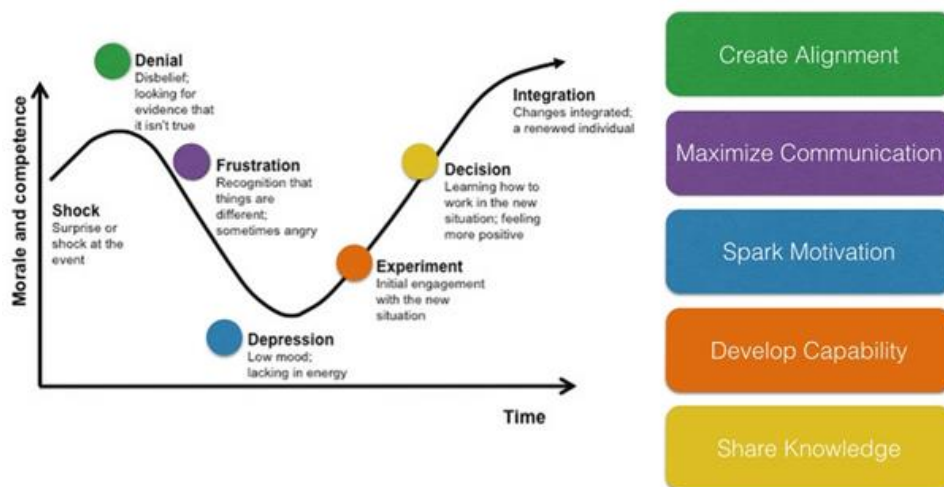
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Introduction & Rationale

We, as educators, are on the brink of a new era. Previous government regimes have been analysed and reviewed; and the changes to the National Curriculum and its assessment go well beyond mere changes of content. They signal fundamental shifts in ideas about learning and assessment – a radical cultural and pedagogical change.

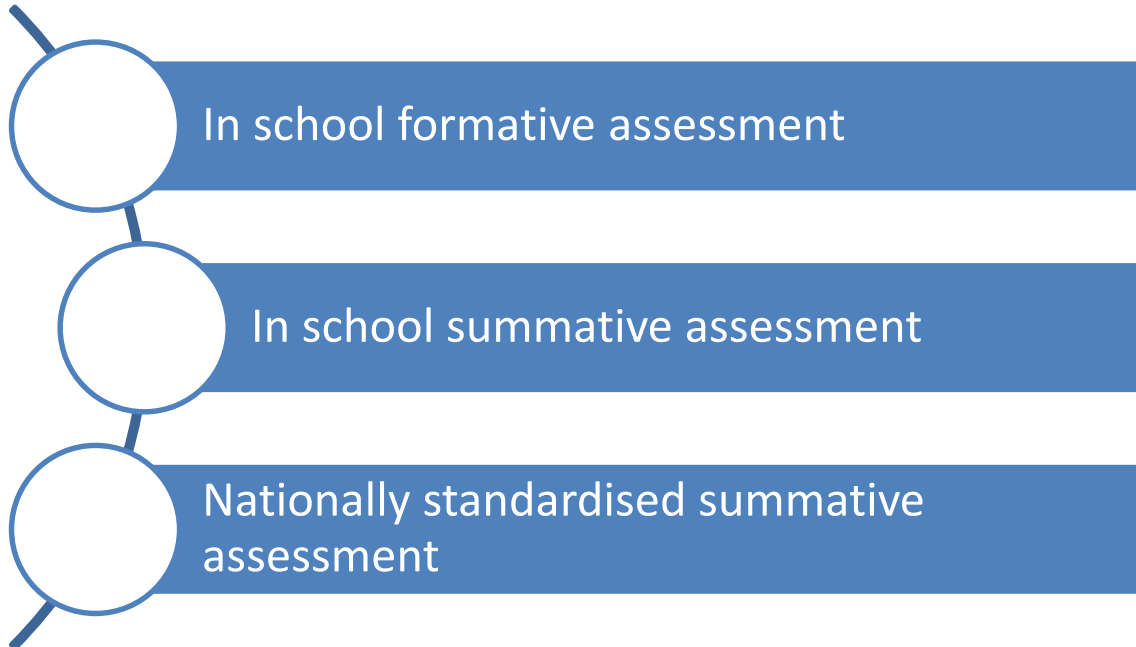
The Westcliffe Federation strongly believe that such a shift requires a significant amount of time and consideration, therefore this will be a 'live document' that will be subject to frequent reviews. We acknowledge that such a shift may be challenging for all stakeholders and seek to reassure and involve said stakeholders when appropriate. The following model illustrates possible actions and reactions to such a change.



Principles and Aims of Assessment

We believe that assessment is an integral part of teaching and lies at the heart of promoting pupils' education.

We will be adopting a '3 pronged approach' to assessment:



Fundamentally, our assessment procedures must have a valid purpose, which will have a positive impact on:

- **the learning for the pupils,**
- **the identification of special educational needs,**
- **the school's engagement with parents/carers,**
- **the quality of teaching,**
- **the overall effectiveness of the school.**

When considering assessment procedures we will use 4 question stems.

Why are the pupils being assessed?	What is it intending to measure?	What is it intending to achieve?	How will the assessment information be used?

Different forms of Assessment

In school formative assessment

For pupils:

In-school formative assessment helps pupils to measure their knowledge and understanding against learning objectives and wider outcomes and to identify where they need to target their efforts to improve.

For parents:

When effectively communicated by teachers, in-school formative assessments provide parents with a broad picture of where their children's strengths and weaknesses lie and what they need to do to improve. This reinforces the partnership between parents and schools in supporting children's education.

For teachers:

In-school formative assessment should be an integral part of teaching and learning. It allows teachers to understand pupil performance on a continuing basis. It enables teachers to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. In this way, it supports teachers to provide appropriate support or extension as necessary. It also enables teachers to evaluate their own teaching of particular topics or concepts and to plan future lessons accordingly.

For school leaders:

In-school formative assessment provides a level of assurance for school leaders. If school leaders are confident their staff are carrying out effective formative assessment, they can be assured that problems will be identified at the individual level and that every child will be appropriately supported to make progress and meet expectations.

For the Government:

The Commission believes that the Government should not intervene at the level of formative assessment, which should serve the needs of pupils and teachers.

For Ofsted:

Ofsted will want to be assured that teachers are making effective use of formative assessment to support teaching and learning. It forms part of Ofsted's wider judgements about the quality of teaching in schools.

Different forms of Assessment

In school summative assessment

For pupils:

In-school summative assessment provides pupils with information about how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can continue to improve.

For parents:

In-school summative assessments can be reported to parents to inform them about the achievement, progress and wider outcomes of their children across a period, often a term, half-year or year.

For teachers:

In-school summative assessment enables teachers to evaluate both pupil learning at the end of an instructional unit or period (based on pupil-level outcomes) and the impact of their own teaching (based on class-level outcomes). Both these purposes help teachers to plan for subsequent teaching and learning.

For school leaders:

In-school summative assessment enables school leaders to monitor the performance of pupil cohorts, to identify where interventions may be required and to work with teachers to ensure pupils are supported to achieve sufficient progress and expected attainment.

For the Government:

The Government does not have a role in determining in-school summative assessment. It is for schools to decide which forms of in-school summative assessment best suit their needs and those of their pupils. In-school summative assessment is not designed to support comparisons between schools, except where schools may be operating within a common system (for example, an academy chain).

For Ofsted:

Ofsted will want to be assured that schools are operating effective systems of assessment for monitoring and supporting pupil performance.

Different forms of Assessment

Nationally standardised summative assessment

For pupils and parents:

Nationally standardised summative assessment provides information on how pupils are performing in comparison to pupils nationally.

For parents:

Nationally standardised summative assessment also provides parents with information on how the school is performing in comparison to schools nationally. This enables parents to hold schools to account and can inform parents' choice of schools for their children.

For teachers:

Nationally standardised summative assessment helps teachers understand national expectations and assess their own performance in the broader national context.

For school leaders and school governors:

Nationally standardised summative assessment enables school leaders and school governors to benchmark their school's performance against other schools locally and nationally, and make judgements about the school's effectiveness.

For the Government:

Nationally standardised summative assessment allows the Government to hold providers of education (schools, local authorities, academy chains etc.) to account and to measure the impact of educational policy making.

For Ofsted:

Nationally standardised summative assessment provides a starting point for Ofsted's discussions with schools when making judgements about their performance, as part of Ofsted's wider judgements of a school's overall effectiveness.

Fully inclusive approach to assessment (SEN)

We understand that assessment procedures for children with special educational needs (SEN) and disabilities in a more individual manner.

Assessment needs to be holistic and consider long term wider outcomes such as secondary education. We will consider meaningful ways of measuring all aspects of progress including communication, social skills, physical development and independence. Assessment will reflect the extent to which a pupil can apply their learning in a wider range of contexts and enable teachers to determine what they need to do to ensure that the intervention and support provided enable children to progress in all areas of their learning and development.

Our high expectations apply equally to pupils with SEN and disabilities as to all other pupils. For many pupils with SEN and disabilities effort applied to learning is significant and assessment should recognise this alongside outcomes achieved whilst maintaining high aspirations and expectations.

Our assessment procedures will contribute to the early and accurate identification of children's special educational needs and any requirements for support and intervention.

Further details can be found in our SEN Policy and Local Offer.

Arrangements for ensuring teachers are able to conduct assessment competently and confidently.

Our teachers are expected to have a good understanding of assessment and assessment practice. We believe that assessment is an integral part of teaching and lies at the heart of promoting pupils' education, therefore there are regular in-house staff meetings, regular 'cluster' assessment opportunities e.g. writing moderation and significant investment in consultancy expertise.

The Senior Leadership team is responsible for ensuring staff have access to professional development opportunities on assessment. Teachers are also encouraged to use the 'Learning Gateway' to identify any suitable courses.

We, as a federation, strive to stay abreast of good practice and share as necessary. Termly moderation meetings provide an opportunity for this. Teachers are encouraged to work with colleagues across the federation and wider, sharing ideas and good practice. The Senior Leadership team endeavour to be well-informed on current documentation and filter down information as appropriate.

Arrangements for the governance, management and evaluation of assessment.

The Senior Leadership team are responsible for ensuring that the assessment policy is maintained and followed. In its infancy this will be frequent and may be sporadic. Following its embedding, it will be reviewed yearly.

The Senior Leadership team are responsible for monitoring the effectiveness of assessment practices in the school. It is expected that class teachers will have a significant input into the development of the new assessment strategies, in particular, the in school formative assessment procedures.

Assessment Procedure

	In school formative	In school summative	Nationally standardised
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	assessment	assessment	summative assessment
What?	Questioning Weekly spelling / maths tests Rapid recall of facts 'Show me...' w/boards Constant, rigorous marking and feedback Mind maps I can...statements Reading records Guided Reading records Intervention group notes Homework reviews Constant professional dialogue between staff	Age standardised tests e.g. SSRT, Schonell, PUMA Maths Assessment To be researched and reviewed by teaching staff	Government led. End of Key Stage 1 & 2 Year 1 phonic screening & SPAG
When?	Daily/weekly End of unit/teaching period	Reading, spelling, comprehension – biannually Maths – termly	Yearly Summer term
Who?	All staff	Class teachers	Y1, Y2, Y6 teachers Senior leadership team
Where?	Throughout every session	Discrete assessment session	Assigned dates determined by government directives
Why?	To help pupils to measure their knowledge and understanding against learning objectives and wider outcomes and to identify where they need to target their efforts to improve. It allows teachers to understand pupil performance on a continuing basis. It enables teachers to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. It supports teachers to provide appropriate support or extension as necessary. It also enables teachers to evaluate their own teaching of particular topics or concepts and to plan future lessons accordingly.	It provides pupils with information about how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can continue to improve. It can be reported to parents to inform them about the achievement, progress and wider outcomes of their children across a period, often a term, half-year or year. It enables teachers to evaluate both pupil learning at the end of an instructional unit or period (based on pupil-level outcomes) and the impact of their own teaching (based on class-level outcomes). Both these purposes help teachers to plan for subsequent teaching and learning. It may inform/affirm decisions regarding	Nationally standardised summative assessment helps teachers understand national expectations and assess their own performance in the broader national context. Nationally standardised summative assessment enables school leaders and school governors to benchmark their school's performance against other schools locally and nationally, and make judgements about the school's effectiveness. Nationally standardised summative assessment allows the Government to hold providers of education (schools, local authorities, academy chains etc.) to account and to measure the impact of educational policy making. Nationally standardised summative assessment

		<p>intervention or SEN/GT support.</p> <p>It enables school leaders to monitor the performance of pupil cohorts, to identify where interventions may be required and to work with teachers to ensure pupils are supported to achieve sufficient progress and expected attainment.</p> <p>Ofsted will want to be assured that we are operating effective systems of assessment for monitoring and supporting pupil performance.</p>	<p>provides a starting point for Ofsted's discussions with schools when making judgements about their performance, as part of Ofsted's wider judgements of a school's overall effectiveness.</p>
Other?	<p>"There is no intrinsic value in recording formative assessment; what matters is that it is acted on"</p>		

Stakeholder Consultation Period

Pupils

Pupils are heavily involved with their assessment and the benefits of this are clearly recognised. Pupils are intrinsically linked to all levels of assessment, particularly at the in-school formative level. Westcliffe firmly believe that pupils are at the heart of assessment; they will always be our primary driving force.

Parents

Parents will be invited to take part in the consultation period. The consultation period will provide an opportunity for the parents to read this policy and attached documents. Parents will meet with the Senior Leadership Team and have the opportunity to raise queries, concerns or to suggest amendments. Suggested amendments will be carefully considered by the Senior Leadership team and presented to the governing body.

Teachers

The Senior Leadership Team will present this policy and attached documents to staff during a twilight staff meeting. Teachers will have the opportunity to raise queries, concerns or suggest amendments. Suggested amendments will be carefully considered by the Senior Leadership team and presented to the governing body.

Governors

The Senior Leadership Team will present this policy and attached documents to governors during an informal governors meeting. Governors will have the opportunity to raise queries, concerns or suggest amendments. Suggested amendments will be carefully considered by the Senior Leadership team. A final assessment policy will be presented to the governing body for ratification.

All stakeholders will be invited to review the assessment policy after 12 months.

During the consultation period we will ask ourselves and the relevant stakeholders:

- Have we clearly distinguished the different types of assessment and their purposes as outlined in the 'Purposes and Principles of Assessment Without Levels'?**
- Have we ensured that the aim of any assessment is not being confused by trying to use it for too many different purposes?**
- How can we achieve our assessment aims without adding unnecessarily to teacher workload?**
- What do we know about best practice in assessment in similar schools?**
- Have we ensured that assessment is for all pupils?**

Arrangements for the governance, management and evaluation of assessment

Over time, the successful transition to assessment without levels should be measurable in a number of ways.

- **Pupils should develop a better understanding of how they are doing and where they need to target their efforts to progress. This should foster a sense of responsibility for their own learning and should result in more meaningful dialogue between pupil and teacher about the pupil's attainment and progress**
- **Parents should be able to see the link between the school's curriculum and the information they receive about their child's attainment and progress. Discussions with teachers should provide more helpful information about what their child knows and understands and should help to clarify how they, as parents, can support their child's continued progression.**
- **Teachers should feel a growing confidence in using assessment to better inform their teaching practices and lesson planning. Over time, new forms of assessment should become an integral part of day-to-day teaching, avoiding the need for unnecessary tracking and recording. Teachers should see a greater responsiveness in pupils to assessment feedback as a reflection of the effectiveness of the new practices.**
- **The link between the three components of teacher expertise – curriculum, pedagogy and assessment – will be stronger. School leaders will be assured that both pedagogy and assessment are being used to ensure that the full curriculum is being delivered effectively and is being accessed by all pupils.**
- **Together, the changes above should result in greater professional expertise in assessment, overall improvements in teaching practice, improved**