

We believe assessment to be an essential part of teaching and learning. Assessment of children's progress and setting targets and next steps is ongoing during the day. Assessment enables teachers to find out what children know, understand and can do, address misconceptions and then plan appropriate progression throughout all curriculum areas. This bridges the gap between what children know and what they need to learn next. Assessment involves observing children and gathering a variety of evidence to support their learning and development in all areas. Assessment will be carried out in accordance with the school's 'Feedback and Marking' policy as well as the detailed 'Assessment, Recording and Reporting' timetable (appendix 2).

Aims

As a school we believe the following statements show the purpose of Assessment:

1. To help the staff evaluate curriculum planning and the way that it is taught to ensure deep learning of knowledge, skills and attitudes to learning
2. To identify the needs of each individual child and set targets in order to raise their achievement.
3. To plan the future learning for each pupil through review, target setting and evaluation.
4. To provide feedback to the pupil and identify individual achievement and next steps through the use of success criteria.
5. To enable children to take responsibility for their own learning and to involve them in assessing their own progress through pupil self-assessment and peer assessment strategies.
6. To provide information for parents, governors and outside bodies as well as evidence for moderators.
7. To facilitate continuity and progression between year groups and schools.

Statutory Requirements

The Department of Education and Children School Self -Review and Evaluation grade descriptors (2011) for good state that:

Assessment processes ensure that pupils' progress is clearly identified

AFL is well developed throughout the school to enable pupils and teachers to be familiar with next steps for improvement

Detailed and accurate feedback to pupils, both oral and written, provides information linked to target setting and next steps

Assessment information is used to inform planning to ensure learning is challenging and meets the needs of pupils

Summative assessment and pupil tracking systems are used effectively to make evaluative judgments about pupil progress

Assessment Methods

1. Summative assessment

Teacher assessment information is used to make summative judgments about children's attainment 3 times a year (the end of October, mid February and the end of June) to enable planning for progression and to show knowledge and achievement gained by a child in core subjects. Children at risk of underachieving (including higher attaining children) are identified through these assessments and at pupil progress meetings actions to be taken are planned.

2. Observation as Formative Assessment

The teacher develops observation techniques to support assessment. These are used daily to assess an individual or a small group against their success criteria. The teacher plans learning objectives before commencing an activity. Some observations can be spontaneous.

Techniques may include:

- marking previous work and assess learning gaps and needs
- watching and noting what the children do
- actively listening to what they say and noting their words
- looking at what they produce and adding annotations
- questioning and interacting during learning activities
- support expectations of future work by agreeing next steps and observing how children act on them

Teacher records for maths, writing, reading, speaking and listening and science supports tracking of progress and informs planning for groups and individuals. These can include notes in formative assessment books and annotated planning.

3. Moderation

Whole school internal moderation takes place during the year by subject leaders in Science, Numeracy and Literacy. For writing and maths a school portfolio of leveled and annotated work is kept to facilitate this. Staff meetings are held where all staff moderate writing and maths in all year groups.

4. Reading Assessment

All pupils have a folder containing a guided reading book and two choice books (in Key Stage One, one independent reading book and a library book) and a target sheet for the child's current reading level. During guided reading sessions teachers or children date targets that children are working on and date targets when they are achieved.

In teacher's reading assessment file this information is stored on the group sheets. All assessments are dated.

5. Writing Assessment

Writing assessments should be made using writing that children have completed independently using normal classroom resources. Teacher assessment of writing is completed using **four** pieces of writing per year plus any additional evidence to support certain targets/level descriptors. Each leveled piece should make reference to the IOM level descriptors and then corresponding targets are dated in children's individual target sheets. (Please see appendix 3 for DEC moderation guide).

6. Maths Assessment

Maths assessment is ongoing throughout the year. Teachers have a whole class 'Seven Strands' tracking spreadsheet, which is compiled for each cohort. Individual targets are dated by children and teachers as targets are met. Self -assessment is encouraged from year 2 onwards. To achieve a target children should demonstrate that they can achieve a target independently on more than one occasion. Maths quizzes can form part of evidence collected for some children but should not be used to 'test' whole classes. Useful evidence can be gained by using parts of maths quizzes in challenge time.

6. Science Assessment

Science assessment is ongoing throughout the year. Teachers have a 'Science Strands' booklet, which contains level descriptors for each science AT. Individual target booklets are in place for science and are dated by children and teachers as targets are met. Teacher assessment of science is evidenced using **four** pieces of science per year plus any additional evidence to support certain targets/level descriptors.

To have achieved a sub level in all core subjects children must achieve 50% of all targets. A child may have achieved targets in more than one sub level at one time.

7. Target Setting

In Reception and Year 1 individual targets for maths and writing are displayed and updated as children achieve them.

From Year 2 onwards every child will have a target sheets for maths and writing. These are personalised next steps, which are updated as required after formative assessments. Teachers use probing questions to support their target setting. During guided/focus group sessions the teacher may feel that a child has fully met their personal target. If this is the case they highlight and date the met target on the child's sheet and choose another target.

Teachers frequently make children aware of their personal targets for reading, writing and maths.

Pupils can highlight target sheets when they feel confident they have achieved the target and the teacher will date it to agree.

8. Pupil Progress Meetings

Pupil Progress Meetings are held termly, after summative assessments, with the class teacher, head teacher and deputy headteacher. During these meetings teachers analyse data, complete pupil progress forms and set/review end of year targets. During this meeting underachievement is discussed and actions are formulated and recorded. The impact of previous actions is evaluated. Whole school actions may be taken if appropriate.

Each teacher has a performance management target linked to the progress of specific 'off track' children which have been identified at these meetings.

Each child is expected to attain age appropriate levels (detailed in appendix 1) and make good progress during the year. Good progress is 4 or more NC points/2 sub levels over one year.

9. Reporting To Parents

Parents are informed of their child's progress in October and February as part of parents' evenings. Parents are given the opportunity to discuss attainment and progress at these at parents evenings.

Any parent may request to see the class teacher or the Head at any mutually convenient time if they have any concerns about their child's progress. Conversely, a teacher will ask to see a parent if they are concerned about the progress of a child in their class.

In July all parents receive a detailed school report, which includes information about progress, attainment and next steps.

At the end of Year 2 and 6 parents are informed of their children's NC levels and of overall average levels for the Island.

10. Assessing the 6Rs

Day to day assessment

Teachers choose at least two 6Rs targets each week. The language of learning is built into planning and challenges around the classroom. These are referred to when having learning discussions supporting new links to be made. Each classroom has a 6Rs working wall with 6Rs targets as well as tools that show how we learn e.g. challenge-o-meter. Teachers and children spot and celebrate when children use the 6Rs including occurrences that are unplanned. All classes have a specific time in the day to reflect on the 6Rs targets but in all classes post it notes capture moments when teachers and pupils see connections being made or learning habits being formed.

Weekly assessment

Teachers focus on specific children or groups of children in response to ongoing evidence collected so that by the end of the half term all children have benefitted from 6Rs reflection time with the teacher. Each child will have a folder with 6Rs summary ladders. Each half term children reflect on their 6Rs post it notes noting what they can do well and create new 6Rs targets for the following half term.

Approved by Governors September 2015

To be reviewed September 2017

Appendix 1

DEC Guide for Analysis of Pupil Attainment in Primary and Secondary Schools

The following chart is intended as a guide to average expectations of pupil achievement in primary schools. It is important, of course, to recognise that pupils will not always progress in a straight-forward, linear manner and that there may not be even amounts of progress each academic year. This is particularly the case for children in the Early Years, when rates of development will vary from child to child.

Also, for some children achieving, for example, a Level 3 at the end of Key Stage Two is a huge achievement and tracking the rates of progress children make is more important than comparisons with national trends. Because each individual will progress at a different rate, nothing can replace accurate, rigorous assessment to enable teachers to determine precisely the attainment levels of pupils, at a particular moment in time.

This document is intended to enable schools to make comparisons of the progress of an individual or group, against what is typical, and therefore help to inform judgements about attainment in their school.

	Below Average	points	Average Attainment	points	Above Average	points
Reception	4-5 scale points		6-7 scale points		8-9 scale points	
Year 1	1c/1b	7/9	1a/2c	11/13	2a/2b	15/17
Year 2	1a	11	2b	15	3c	19
Year 3	2c/2b	13/15	2a/3c	17/19	3b/3a	21/23
Year 4	2a	17	3b	21	4c	25
Year 5	3c/3b	19/21	3a/4c	23/25	4b/4a	27/29
Year 6	3a	23	4b	27	5c	31

As mentioned above, it is of considerable importance that schools track the progress made by individuals and groups, over the course of their time in school. To help this, we have sought to clarify the rates of progress that can be expected across different phases of a pupil's time in primary school.

Expected progress across the Foundation Stage would be 3 scale points.

Expected progress across Key Stage One, would be 3 sub-levels - depending on the point of transition from EYFS to NC.

Expected progress across Key Stage Two would be 6 sub-levels.