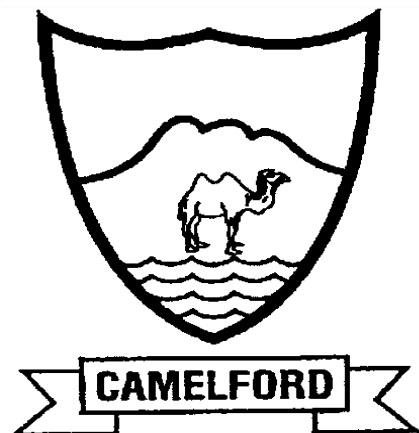
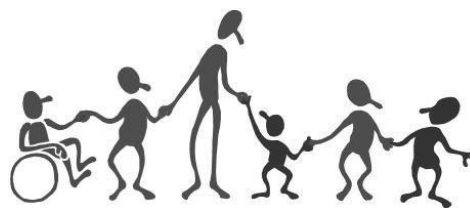




Assessment Policy 2016-17



"WHERE EVERY PERSON MATTERS"

Our Assessment Journey and Ethos

We believe in:
Responsibility for our learning
Equality and inclusion
Security and happiness
Pride in our achievements
Enjoyment and progress
Community and communication
Trust and teamwork

When the new curriculum was introduced in 2014 and year 2 and year 6 pupils were still being assessed using NC levels, we took the opportunity to explore and trial 'assessment without levels'.

As a school, we believe passionately in using formative assessment to personalise learning. It is at the heart of our planning process. This was identified as a school strength by Ofsted in 2011 and is central to our school vision of pupils taking responsibility for their own learning:

Excellent assessment procedures are used to fully personalise the learning experience for all pupils. This is especially effective where it is adapted to meet the very specific needs of the pupils in the Area Resource Base Unit...Assessment pervades the whole learning experience and is fundamental to the school's efforts to improve progress and target specific needs. Consequently, pupils see it as an integral part of their lessons, understand how to use the 'Rainbow Feedback' system the school has developed, and can clearly explain what will be their next steps. This ensures they are able to direct and manage their own learning.

At Camelford Primary, we are always striving to improve our practice. For this reason, we continue to develop formative assessment throughout the school. All teachers were given a copy of Shirley Clarke's 'Outstanding Formative Assessment' and staff meeting time was allocated for study, research and feedback. We decided to focus upon developing pupils' resilience by establishing a 'growth mindset' learning culture. We are continuing to develop our practice and spent an INSET day as a whole staff in January 2016 focussing upon 'building learning power' across the school.

We understand the crucial role that pupils' social and emotional development has in terms of their ability to learn and progress, which is why it is a whole school priority again this year. The assessment of pupils' social and emotional development is therefore a vital component of our assessment process. The THRIVE approach enables us to perform individual and whole class assessments, which are then used to set targets and inform planning.

Summative assessment without levels posed a few problems initially. We trialled a commercial scheme, which promised to assess progress in English, Maths and Science but found the following:

- It was burdensome to teachers and leaders in terms of the amount of data entry required.
- It required pupils to sit tests every half-term in English, Maths and Science and, as one of our teachers pointed out, this meant that pupils would be spending the equivalent of nearly half a term a year sitting tests.
- The tests did not necessarily 'test' what the pupils had been learning that half-term as they were not matched to *our* curriculum.
- The tests are not standardised.
- The tests were no use to pupils, staff or parents/carers (apart from when answers to questions were used diagnostically/formatively but there were too many questions in each test to make this a worthwhile exercise).

So, we decided not to use these tests to measure progress (as in our opinion, they don't). We did decide that they can be of use as question banks (of individual questions) that teachers can draw upon to assess pupils' understanding.

What next?

We decided to trial a system that was produced by a leading academy chain as it seemed to offer a more useful measure of progress and one that was similar to one we had used in the past (APP). This system involved using paper grids (matched to the PoS in the new curriculum) to assess pupils' grasp of the curriculum. (Instead of awarding pupils a level on the grids, pupils were assessed as emerging, working towards, meeting or exceeding the PoS statements.) We began by working in phase groups to customise the grids to match our curriculum (for writing). The grids were then used to assess one pupil in each year group alongside the APP/Writing Exemplifications that we were already using.

Feedback showed that staff preferred this system for the following reasons:

- It assessed pupils' learning.
- It highlighted actual 'strengths' and 'next steps' (to staff, pupils and parents/carers) so could be used formatively as well as to measure progress.
- It was no more burdensome than what we were already doing.
- Pupils were not required to sit frequent, lengthy tests.

However, there were still several issues to address:

- How could this data be reported to leaders and parents/carers? Under the old system, staff assessed pupils and reported levels (and sub-levels). This required teachers to do everything twice – assess the pupils on one format then present the ‘data’ on another.
- How could leaders/parents/carers measure pupil progress? Levels were used as a progress measure.

So, what next?

We knew what we wanted from assessment without levels:

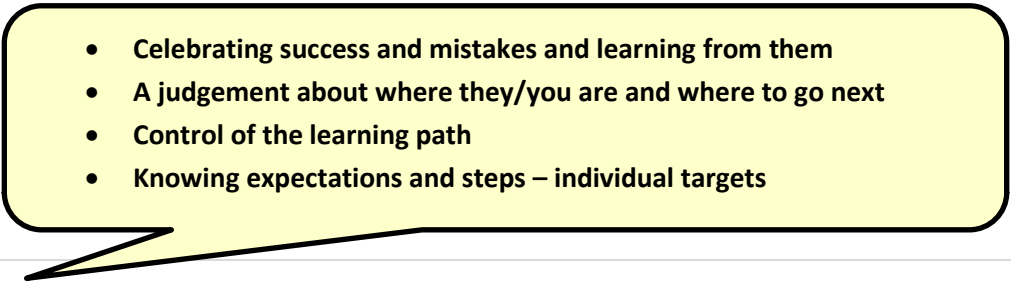
- A manageable, useful (for all stakeholders), bespoke assessment process, which enables **all** of our pupils to succeed.

We started last academic year with an INSET day to lay the foundations for our new assessment policy. We began by asking ourselves two questions:

- What is assessment?
- What does assessment ‘look like’ at Camelford?

The principles and aims of assessment at Camelford

What we think assessment ‘is’:

- 
- Celebrating success and mistakes and learning from them
 - A judgement about where they/you are and where to go next
 - Control of the learning path
 - Knowing expectations and steps – individual targets

- Understanding the individual
- Finding out what children know/can do and planning next steps from that
- Finding out how they learn best
- Ongoing – formative
- Evaluating own teaching – is it effective?
- Talking to children – verbal feedback from children

Assessment is: finding out where children are, what they know, what they can't do and what they are struggling with in order to move them forward.

For the children - to help them see what they are learning and how they can improve.

It enables the teacher to plan for each child to ensure that they become confident, competent and achieve their potential.

Have I achieved the objectives set?

Knowing what you can do and what you need to do next.

A means of finding out what a pupil can do but, perhaps more importantly, what they need to still learn/develop. Assessment is a tool all teachers need to help them set targets and teach lessons that are going to ensure all children in their care fulfil their potential/exceed.

A deep understanding, from teachers and pupils, of what the children can do/have learnt across the curriculum that informs personal targets and actions to enable further progress

- Specific
- Target driven
- Personal
- Purposeful

- A joint process (partnership) of identifying where we are in our learning, where we want to be and how to get there
- A means of determining how we are performing when compared with others
- Being accountable

- Seeing where children are and what their needs are
- Starting point to judge progress from
- Identify weaknesses (and strengths)
- Means of celebrating achievements
- Setting individual and personal targets
- Children taking ownership of their learning/achievements

What
'assessment'
means to
us:

*A next
step*

Liberty year 6

*An assessment is where you show
what you can do and find out
what you need to do next*

Thomas year 6

*When our parents
come in to see how
we're getting on
with our learning*

Siena year 6

*A pop
quiz*

Harry N year 6

*Unaided
Writing*

Mali year 5

A test

Maisie year 6

*Green helps us
to improve.*

Matthew year 1

*So that we (and the teachers and
parents) can see where we are in our
learning*

Sian year 6

What assessment 'looks like' at Camelford:

- Hands on/practical experiences enabling pupils to 'relive' learning e.g. hot-seating, role-play, letters to (real and imagined) characters
- 'Next steps', 'Tickled Pink' & 'Green for Growth'
- Pupils' confidence approaching learning/tasks (self-esteem)
- Tests (summative end of KS etc.)

- Children developing their own marking ladders using their own and others' assessment of previous learning.
- Peer assessment
- Teachers making deliberate mistakes
- Building in pupils' interests/preferences

- Mr Growth and Mr Fixed
- Pupils taking responsibility for their own learning
- Learning power characters

- Learning Journeys
- Writing Progress Books and Wall
- Questioning (written/oral)
- Practical and written tasks
- Problem-solving
- Making use of feedback
- Learning conversations
- Self/Peer assessment
- Establishing Success criteria
- Observations

- Videos (Top Tips)
- Pupil teachers
- Observations of pupils (including outside of 'lessons')
- Pupil dialogue
- Pictures

- Guided groups/1:1
- Learning walls – sharing/celebrating successes and mistakes
- Planning
- Talk partners
- Can you teach someone else what you've learnt?

- Talking to pupils – 'deep' discussion based upon open questions
- Note taking/annotations
- 'You can learn anything' video

- Structured conversations (learning conversations)
- Listening to children interacting with each other
- Photographs
- Focus pupils

- Self-assessment – comments, faces etc.
- Toolkits

What assessment looks like in our classrooms:

*Rainbow
Marking*

Frankie year 5

*Examples of successes and
mistakes to help us on the
walls*

Liberty year 6

*We swap books and
mark our work.*

Reuben year 5

*We learn from
our mistakes.*

Jaden year 1

*We see how good
we are at our
work.*

Jenna year 3

*We get feedback
from friends.*

Kimmy year 5

*My teacher and TA tell me how
to improve my work.*

Mali year 5

What assessment means to parents/carers of our pupils:

How my children are getting on

How confident they are in each subject

Is there a different way that would help them to understand so that I can help them at home?

Everything about my child at school - what they're doing, how they compare, if they're happy, if they're doing their best, if they're happy with their peer group...

I want teachers to be honest with me.

How he's getting on...areas we can work on at home so that I can help him

Whether she's where she should be or above?

Is he where he should be for his age?

Not just how well they're doing but how comfy and confident they are because that's how they'll thrive.

What assessment means to our school governors:

How Assessment Outcomes are Collected and Used

As a result of our trials, we established that our aim is to have a **manageable, useful (for all stakeholders), bespoke assessment process, which enables all of our pupils to succeed.**

In order to be useful, the process needs to provide pupils, teachers, parents/carers and leaders (including governors) with specific information about achievement and progress. This information can then be used to plan 'next steps' at pupil, group, class and school level.

We have decided to use SIMs Programme of Study tracker to record assessments (both formative and summative) as it means that teachers only have to enter assessment information once; all stakeholders have access to it (It will be made available to parents/carers later this academic year once we have quality assured the process.); it provides information about the 'whole child' (attendance, pupils in receipt of Pupil Premium funding, pupils with SEND, behaviour and pupils' social and emotional development) meaning that leaders do not have to transfer data to another system to analyse the performance of different groups; it can be updated regularly so that there is no need for 'assessment weeks'; it is secure and it can be accessed from anywhere where there is an internet connection.

Pupils in years 1-6 will be assessed against the NC Programme of Study. *

The information that we collect will be used in different ways:

- To inform planning at pupil/class level enabling learning to be personalised through the identification of 'next steps' for individuals and groups/classes.
- To analyse the performance of different groups/cohorts and inform planning at whole school level (e.g. by identifying pupils/groups requiring intervention (either to help them meet national expectations OR to help them develop mastery of specific areas of the curriculum)).

The information collected will be shared with all stakeholders in the following ways:

- Feedback to pupils (written or verbal)
- Learning Conversations with parents (at least termly) as well as an end of year written report
- Reports to governors by leaders

Currently, we are looking at ways of adapting SIMs PoS statements to ensure that they are tailored to our curriculum. (Staff feedback indicates that some of the PoS statements are too broad.)

How Teachers are supported to Conduct Assessment Competently and Confidently

CPD

Our school priorities include developing our assessment practice (specifically assessment for learning and metacognition). INSET includes opportunities to study up-to-date research (e.g. Shirley Clarke, Commission on Assessment Without Levels Report, Sutton Trust/Education Endowment Foundation research), share and reflect upon current practice (including through the lesson study approach) and build upon existing practice (e.g. through additional externally provided THRIVE and BLP training). Regular slots are allocated at staff meetings for SIMs assessment (training and paired assessment time).

Partnership and Collaboration

Subject Leaders attend network meetings to ensure that the school keeps up to date with the latest advice from County and to find out what other schools are doing.

Although some of our other cluster schools are not using SIMs – they have chosen other commercially available products or their own systems – our local secondary school, which 95 – 100% of our pupils attend in year 7, does. In the Spring and Summer terms 2016, English subject leaders from all cluster schools met to discuss creating a common framework for assessment.

Moderation

Despite the move away from levels, moderation – something that we have always done in school and within our cluster/Trust – remains an essential part of the assessment process. As a school, we've always used evidence in books to help us to moderate/support our judgements and we will continue to do so.

As we are now moderating teachers' judgements about how secure pupils are with the NC Programme of Study, our moderation process needs to change. To ensure that the moderation is fit for purpose, we will moderate one strand of each subject at a time. To try to do all strands properly every time would be unmanageable. Subject leaders and the headteacher (in partnership with teachers) will focus upon other strands during book looks, progress reviews, lesson visits and book talk so that judgements against other strands can be moderated within school.

Subject leaders will notify staff which strand is being assessed (e.g. spelling, comprehension, place value etc.) Each term, we will moderate a different strand.

At the moderation meetings, all teachers will bring along one example of 'Emerging' work, one 'Developing', one 'Secure' and one 'Mastery' (only if they are available - at this stage (end autumn) there may not be an example of each) **for each year group in each class**. Staff will also bring along work from any pupils they are finding hard to assess.

At the moderation meetings, staff will begin by working in pairs to moderate specific judgements (using pupils' work and the PoS statements in SIMs).

We will then get into phase groups and physically lay out books (open at evidence of the strand being assessed) in order to moderate judgements between year groups. We will take photos to support future moderation.

The 'exemplifications' will be used to corroborate our judgements against the Performance Descriptors in years 2 and 6.

To ensure consistency and accuracy of judgements, year 2 and year 6 teachers will attend County moderation sessions.

Assessing Pupils using the NC Programme of Study

What we want to achieve for y1-6* is:

- School expectations have been identified for the autumn term for all year groups and all strands (spelling, place value, word reading etc.).
- Pupils have been assessed against all school expectations.
- Teachers have assessed pupils' overall grasp of the PoS for each subject. **
- Teachers have identified class/group/individual strengths and areas for development to inform their planning for next term.

So that:

- Teachers update SIMs at least weekly (e.g. at the end of each spelling unit) to enable them to plan next steps for pupils.
- Subject leaders use SIMs to monitor progress of identified groups of pupils e.g. SEN, PPM, HA etc.

**This could be seen as a replacement for levels but as we are still in the early stages of trialling a new system, we have decided to do it. We can then decide whether we feel that this is beneficial to the pupils or staff. If it's not, we won't do it again! Whilst we are keen to embrace 'life without levels', we are mindful of the fact that we need to both measure and report on our pupils' progress as well as their attainment.

At staff meetings, we have agreed the following:

- 'Emerging' - pupil needs adult support to do this
- 'Developing' - pupil is beginning to do this without support
- 'Secure' (expectation for the END of the year) - pupil can do independently
- 'Mastery' - pupil can not only do this independently but they can do it across a range of contexts e.g. writing across the curriculum, independent problem solving/maths in context/across the curriculum

Assessing/Tracking Progress*

SIMS is used by class teachers and leaders to monitor pupil progress. Data is reported to the governors termly or as requested.

THRIVE assessments (whole class screenings and individual assessments) are undertaken at least termly and enable pupils' progress in terms of their social and emotional development to be tracked.

Standardised Assessments

We use standardised assessments termly. These are used to measure progress across the key stage. They are also used formatively to diagnose strengths and areas for development.

Summative Assessments

EYFS

The EYFS profile will be used to assess what pupils have achieved in relation to the early learning goals (ELGs).

Key Stage 1

Year 1 pupils (and year 2 pupils who failed to meet the national standard in year 1) will be assessed using the 'Phonics Screening Check'. This will test their ability to read real and pseudo words out of context (using their phonemic awareness).

Year 2 pupils will be assessed using the Performance Descriptors (teacher assessment) and statutory tests.

Key Stage 2

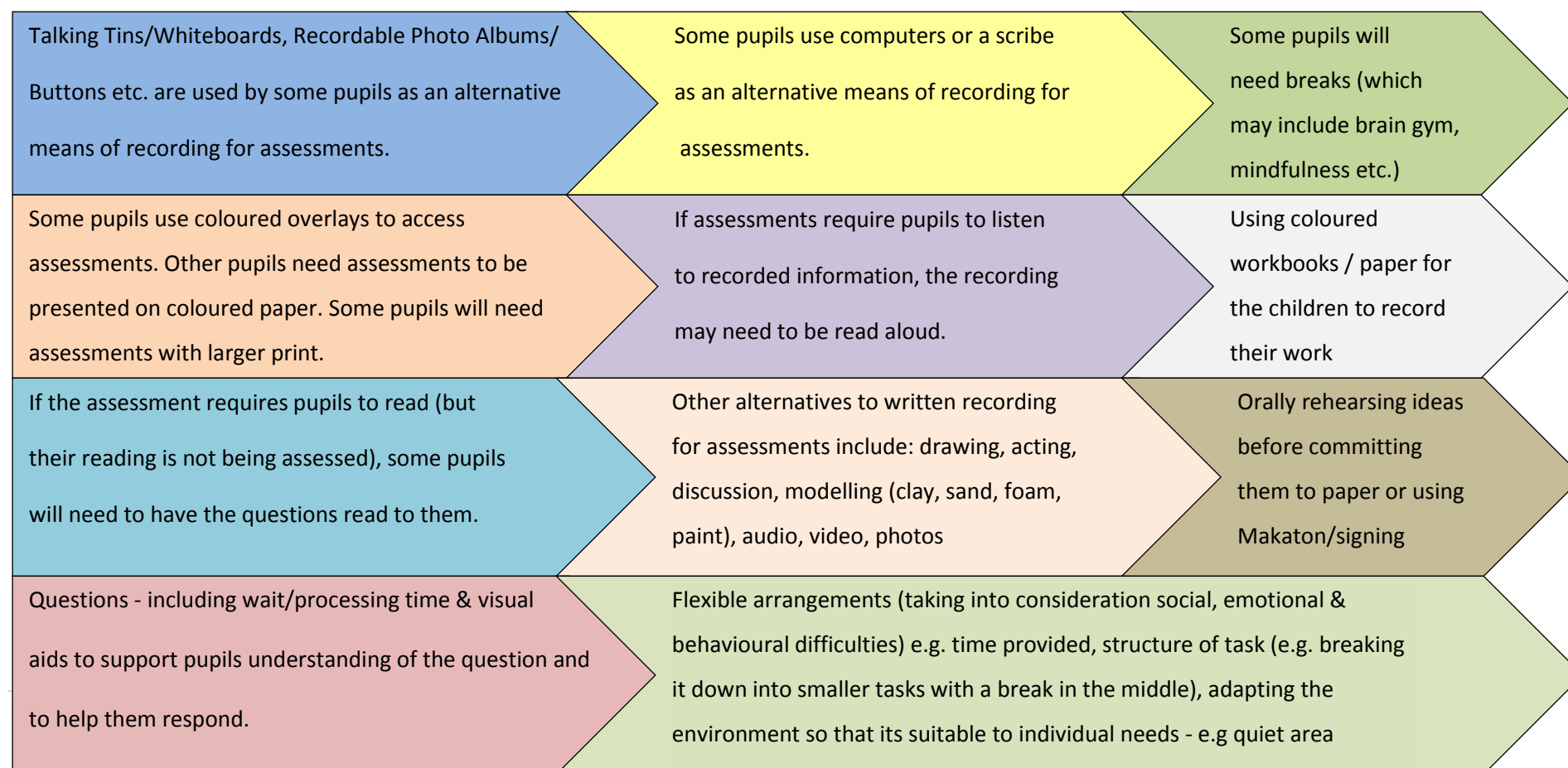
Year 6 pupils will be assessed using the Performance Descriptors (teacher assessment) and statutory tests (which are externally marked).

As previously stated, the school will also use standardised tests from February 2016.

*Pupils in years 1 to 6, who attend our Area Resource Base (ARB) and have complex needs, are not assessed using the SIMs PoS tracker or given the same coloured bands. For information about our assessment process in our ARB, please see the section on Pupils with SEND (below).

Pupils with SEND

Our school values of equality and inclusion are reflected in our approach to assessment. The Final Report of the Commission on Assessment without Levels states that, 'Assessment without levels will enable schools to articulate the progress of all pupils, including low attaining pupils and those with special educational needs (SEN) and disabilities in a more individual way.' Our focus upon formative assessment and personalised learning (outlined previously) enables us to measure progress and set individual targets for **all** pupils. What may differ for some pupils with SEND is the way that they are assessed. The following chart outlines some examples of what this looks like at Camelford Primary School:



The SEND Code of Practice explains that, 'Class ... teachers, supported by the senior leadership team, should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances.... It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.' As stated earlier in this policy, the assessment of pupils' social and emotional development is a vital component of our assessment process. At progress reviews, 'the whole child' is discussed as opposed to simply their academic performance. SIMs supports this ethos too as information about pupils' individual needs, attendance, behaviour and academic progress can be stored in one place.

The school has decided that in order to be identified as SEND pupils must show a specific need or barrier to learning rather than just underachieving. Since this decision was made, numbers on the record of need have reduced significantly.

Pupils with complex needs

Pupils with complex needs attend our ARB and, where appropriate, join their peers in mainstream classes. The school puts the pupils' needs for life at the heart of what they learn and achieve. Each pupil's individual needs and outcomes underpin education and support plans and they are designed to address the needs of the pupils who have severe and profound conditions. Although progress through the p- levels is recorded, the main emphasis is on making progress in areas which are life enhancing and make a real difference to the children's lives. For example, one of our pupils recently learnt to walk.

During their first term with us, a B-Squared assessment is completed as a baseline measure. These baseline assessments are updated on an ongoing basis to provide formative assessment information. Pupils' progress is monitored regularly and appropriate targets are set for each pupil through the use of Progression Guidance (upper quartile). Progress is then tracked using CASPA.

As yet, the government have not outlined what they would like to use as a replacement for p-levels. Therefore, if a pupil is not yet working within the scope of the National Curriculum, summative assessments are reported as p-levels.

All pupils are also assessed against attainment of their IEP targets, which are set across all areas of learning and are related to the objectives outlined in the pupil's Statement of Special Educational Needs/Education Health Care Plan. Sub-targets are set and assessed on a termly basis. Formal analysis of performance is given in the Annual Review.

To ensure that a range of assessments are taking place and that these assessments are accurate and consistent, the following procedures are used:

- Moderation of work in school
- County moderation of P levels
- LA recording of P levels and NC levels
- Monitoring of Progress Files by SLT

Pupil progress is tracked using baseline and statistical data.

All pupils in the ARB create a Celebration Book each year. This documents their achievements, celebrations and enjoyment of learning and is compiled by the pupil in the form of work samples, photographs and other evidence. It is given to the pupil when they leave to take home.

Arrangements for the Governance, Management and Evaluation of Assessment

The Teaching, Learning and Assessment Governors' Working Group and the SLT are responsible for ensuring that the Assessment Policy is maintained and followed. As it is a 'live' policy, it will be regularly updated and reviewed.

The success of the policy and of our assessment practices overall will be judged in terms of:

- Are our assessment practices manageable for teachers? (As the Commission on Assessment without Levels final report states, 'The Commission hopes that teachers will now build their confidence in using a range of formative assessment techniques as an integral part of their teaching, without the burden of unnecessary recording and tracking.')
- Are our assessment practices useful for teachers? (Do they identify 'next steps' for individuals and groups of pupils? 'Over time, new forms of assessment should become an integral part of day-to-day teaching, avoiding the need for unnecessary tracking and recording [Using SIMs, teachers are only required to assess what has been taught.]. Teachers should see a greater responsiveness in pupils to assessment feedback as a reflection of the effectiveness of the new practices.' [Our continued focus upon the Growth Mindset, BLP and AfL should enable this 'greater responsiveness'] Commission on Assessment without Levels final report)
- Are our assessment practices useful for pupils? (Are pupils aware of their 'next steps' so that their learning can progress? Do pupils have input giving them 'ownership' of their [assessment for] learning? Do our assessment practices enable pupils to become better learners?)
- Are our assessment practices useful for parents/carers? (Do they enable parents/carers to see how they can help their children improve? '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 [in the form of Learning Conversations, which have now replaced the traditional 'Parents' Evenings'] 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.' Commission on Assessment without Levels final report)

- Are our assessment practices useful for leaders (including governors)? (Do leaders have an overview of achievement across the school? Can leaders monitor the progress of individuals/groups/cohorts?)
- Are our assessment practices useful for external agencies (Ofsted, the government, County etc.)? (Can our pupils' achievement be compared with that of pupils' in other schools locally/nationally?)
- Are our assessment practices tailored to our curriculum? ('Assessment and pedagogy are inextricably connected. Assessment of pupils' attainment and progress should be directly linked to the curriculum followed by the school. Removing levels encourages schools to develop approaches to in-school assessment which are better tied to curriculum content... Similarly, the freedom to choose their own approaches to assessment is consistent with the freedom many schools have to develop and deliver their own curriculum and allows schools to ensure their curriculum and approach to assessment are aligned.' Commission on Assessment without Levels final report)
- Do our assessment practices enable **all** of our pupils to succeed? ('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' Commission on Assessment without Levels final report)

Following feedback from a parent about our assessment policy, there is a screenshot of SIMs on the next page to give you an idea of what it looks like and how it is used. Your child's end of term reports for English, Maths and Science were produced directly from SIMs. Please do ask your child's class teacher or Mrs Crowder if you would like any further information.

Grade Distribution
Lock Targets
Export
Reports
Narrow

					Y	Y	Y	Y	Y		
					N	N	N	N	N		
Summary Columns		Overall	Strengths	Next Steps	Ma Place Value S 5.01	Ma Place Value S 5.02	Ma Place		S 5.05	Ma P	
% of PoS Expectations Achieved	% of School Expectations Achieved	CAS Ma Num Place Value Overall	CAS Ma Num Place Value Strengths	CAS Ma Num Place Value Next Steps	read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit	count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000	interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero		round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000	solve number problems and practical problems that involve all of the above	read R 1000 (M years w numera
82.35 %		5M			M	M	S	S	S	S	
72.55 %		5S			S	D		S	S	S	
90.20 %		5S			M	S	M	S	S	S	
68.63 %		5S			S	S	D	D	S	S	
90.20 %		5S			S	S	M	S	S	S	
13.73 %		5D			D	E		E	D		

National Curriculum Programme of Study statements.

National Curriculum Programme of Study statements.

The teacher's assessment of pupils' overall grasp of the strand – in this case, place value in maths.

The teacher's assessment of pupils' grasp of each statement.

E=Emerging
D= Developing
S=Secure
M=Mastered