

# *Stepney Primary School*



*A Small School With Great Expectations*

## Assessment for Learning Policy

At Stepney raising the achievement and basic skills of pupils and ensuring that they reach their full potential is the responsibility of all staff

## 1. AIMS

At Stepney, we aim to:

- assess pupils attainment and progress on a continual basis;
- use assessment to inform and modify planning in order to maximise the teaching and learning opportunities to ensure progress is made by every individual;
- provide accurate assessment of pupils to ensure these accurately reflect their levels at any particular time. These assessments will be in line with national standards and consistent throughout the school.

## 2. PLANNING FOR ASSESSMENT

### 2.1 Long term plans:

- show the thematic units to be covered each term in each phase group across the school
- show subject progression across the school
- show cross-curricular links between subjects

### 2.2 Pacing grids:

- outline how a thematic unit will be delivered across a half term
- show the intended outcome for each subject area
- show cross-curricular links between subjects

### 2.3 Schemes of work:

- feature precise learning objectives matched to children's learning needs;
- are informed from strengths and weaknesses in ongoing and summative assessments;
- identify assessment opportunities for the unit.

## 3. DATA ANALYSIS

Assessment Manager 7 is used to track pupils for:

- baseline;
- KS1 statutory assessments;
- QCA Optional SATs;
- KS2 statutory assessments;
- Teacher assessments in core subjects.

Attainment Overview sheets, compiled from analysing the results of statutory and other formal assessments are used for reading, writing and numeracy to track pupil levels and progress and inform planning and target setting.

Use is made of RAISE online, the Local Authority Schools Annual Standards Snapshot (SASS) report and other benchmarking information and comparative data such as the Fisher Family Trust.

#### **4. PROCEDURAL ARRANGEMENTS FOR RECORDING OF ASSESSEMENTS DURING THE SCHOOL YEAR**

Assessment is seen as an on-going process in order to carefully monitor the progress of each pupil.

It is expected that an average child in Foundation Stage is expected to achieve 78 points by the end of the school year.

A timetable is provided giving a clear and detailed schedule of the assessment and reporting procedures which will take place during the year in each year group.

Records of children's attainment /progress/test results are available on the SPTO system for all core subjects. Foundation subject data is collated and analysed by subject leaders.

##### Admin

A member of the school office staff has specific responsibility for:

- ensuring membership of specific groups of children such as SEN, EAL are updated;
- transferring information to and from other schools efficiently, using the statutory transfer format.

The Assessment Co-ordinator has responsibility for updating the SPTO tracking system and producing attainment overview sheets to supplement this tracking.

#### **4.1 Short Term**

Teachers are expected to assess children's work according to \*the (2014) Revised National Curriculum Age Related Expectations and the Early Years Foundation Stage Curriculum. Teachers are also expected to refer to APP guidance. Differentiated objectives and levelled Target Card links will be shown on unit plans. Assessment of children's guided reading will be recorded in a separate folder which will be reviewed on a termly basis by the literacy co-ordinator. Assessed writing will be recorded in the Rainbow Writing books where they are easily compared to pupils' ongoing written work. Records of spelling tests, tables tests, and phonics trackers are kept by class teachers.

\*Years two and six teachers will continue to assess children's work according to the former National Curriculum levels until September 2015.

#### **4.2 Termly**

##### Core subjects

The school uses an online school tracking system (SPTO) to monitor pupil progress and attainment for Reading, Writing, Numeracy and Science. Attainment overview sheets are also used to give staff an 'at a glance' overview of their class. At the beginning of the Autumn term the attainment overview sheet will show the Teacher Assessments recorded in the previous summer term. SAT's and Optional SAT's will be recorded on Assessment Manager 7. These will form the baseline for the forthcoming term/year. At the end of each term there will be a meeting for staff to assess reasons for progress rates of individuals, why some have made more or less progress than targeted and strategies outlined to redress imbalances in the next term.

Each term, pupil targets for literacy and numeracy will be set based on their achievement during the term and inline with the forecast for the end of year. These judgements will be recorded from tests, moderated work and teacher assessment. Parents will be informed of their child's targets each term. This information will form part of the online Curriculum Map.

#### **4.3 Foundation Subjects**

Teachers will record their assessment of foundation subjects on assessment sheets; these will record whether children have reached Age Related Expectations in that subject, or are working above or below the national expectation. They will cover the units which have just been studied and will show the names of children working at Age Related Expectations plus those working above and those below. Data for the different cohorts and vulnerable groups is easily identifiable. The assessment sheets will then be passed to Subject Co-ordinators, who will analyse the data and present their findings in the end of year report to governors.

#### **4.4. Yearly**

Targets will be set for each individual child based on the test results and teacher's assessments. These records will be passed on to the child's next teacher, so that continuity and progression can be achieved between year groups.

### **5. REPORTING TO PARENTS**

Parents will:

- be given both formal and informal opportunities, throughout the year, to become involved in their children's learning;
- receive annual written reports which meet statutory requirements and which are informed by assessment and recording processes in the school;
- be given clear information, which they can understand, about their children's progress, and which outlines strengths and areas to be developed. Realistic targets should be set;
- at the end of each key stage, receive teacher assessment and national task/test results;
- at the end of Year 1, receive the results of the Year 1 Phonic Check;
- be told how individual attainment relates to comparative national data.

### **6. EQUAL OPPORTUNITIES AND INCLUSION**

At Stepney we believe in equal opportunities for all pupils, whatever their age, gender, ethnicity, attainment and background. In addition to the tracking of every pupil's progress during the year, staff will pay particular attention to the achievement and attainment of:

- boys/girls
- minority and ethnic faith groups, travellers, refugees and asylum seekers
- pupils who have EAL
- pupils with SEN
- gifted and talented pupils

- children ‘looked after’ by the local authority
- other children, such as sick children and those from families under stress
- pupils at risk of disaffection and exclusion;

to ensure that these pupils are effectively included in all subjects and are showing at least good progress. The Inclusion Team (comprising of the Headteacher, the Deputy and the SENCO) will specifically monitor attainment and achievement of these pupils.

## **7. PUPILS WITH SPECIAL EDUCATIONAL NEEDS**

Children with Special Educational Needs will be included in all lessons and their progress monitored.

The teacher will plan differentiated activities to ensure that all pupils make the maximum amount of progress. Mrs R Brocklebank and Mrs K Wilde are the Special Educational Needs Co-ordinators and part of the Inclusion Team.

## **8. GIFTED AND TALENTED/MORE ABLE**

Through all subjects Stepney Primary School recognises that every child has an entitlement to an appropriate education. At Stepney we recognise the importance of high standards for more able children and therefore appropriate challenge will be set for more able pupils within lessons with their progress being monitored and assessed. High achievement is rewarded in class and during achievement assemblies. The Inclusion Team oversee the progress and attainment of A,G & T children.

## **9. CHILDREN WITH ENGLISH AS AN ADDITIONAL LANGUAGE**

Children with English as an Additional Language will be included in all lessons. Teachers will be aware of specific needs and target work appropriately. Children will be assessed in line with assessment procedures for other pupils. In addition pupils with English as an Additional Language who are not yet working on National Curriculum levels, should be assessed using the EAL Steps provided by the LA Ethnic Minority Team.

## **10. TARGET WORK**

Basic Skills sessions and other interventions across the school, will be used to provide targeted support for all groups of pupils. Pupil Premium funding is used to release class teachers to provide additional one to one and small group support for those pupils entitled to free school meals.

### **10.1 Year 6 Booster**

It is expected that Year 6 pupils will also have the opportunity to attend “booster classes” to prepare them for their SAT tests.

## **10.2 Target Setting**

- The Governing body with the headteacher will agree targets with the LA to raise standards in the core subjects;
- Realistic numerical targets are set annually throughout the school for individual pupils;
- Targets are regularly reviewed throughout the year, particularly at the end of each term when the attainment overview sheets are updated;
- Pupils are aware of their targets and understand what they need to do in order to improve;
- Parents are involved in the target setting process through formal and informal methods. e.g. parents evenings, discussions with staff, reports and targets sent home on curriculum summaries.
- In KS1 three targets are set for literacy and three for numeracy each term. In KS2 there are three or four targets – these targets are outlined in the curriculum map sent out to all parents.
- Our target is for all pupils to make at least good progress and for all pupils, with the exception of those identified as having SEN, to achieve Age Related Expectations.

## **10.3 Teaching for Learning**

- The classroom environment supports assessment for learning;
- Teachers communicate learning objectives and success criteria to pupils;
- Teachers use a range of strategies to assess pupil learning;
- Oral and written feedback to pupils about their work is provided promptly and regularly;
- Working walls within classrooms link specifically to learning objectives and expected outcomes, informing children of strategies to achieve their targets/goals;
- Marking is consistent and in line with the overall policy throughout the school e.g. using green ink, informing children when they have achieved their objectives and what they need to do to progress;
- Pupils are given opportunities to assess their own work and each other's work, giving feedback as appropriate.
- Pupils understand their achievements and know what they need to do to make progress.

## **11. RESOURCES**

The school is well resourced. An assessment cupboard houses assessment tests for optional SATs and previous SATs (for use in mock and practice lessons). Each teacher has access to the SPTO pupil tracking system. Testbase is available via the school's computer network. Teachers can access this to provide levelled work for lessons, homework, end of term assessments.

## **12. ROLES AND RESPONSIBILITIES**

### **12.1 The Head teacher will:**

- set high expectations and exercise effective overall management responsibility for assessment procedures and standards throughout the school;

- encourage a whole school approach, keeping parents, governors and support staff well informed of children's progress and standards;
- (with the governing body) ensure a member of staff has a clear job specification for assessment with opportunity to implement their role;
- support individual teachers;
- regularly review and monitor the Improvement Plan for Assessment for Learning;
- ensure that statutory assessment arrangements , including baseline assessments, are in place;
- ensure that staff receive time during the week for Planning, Preparation and Assessment (10% of working time).

## **12.2 Governors will:**

- support the headteacher in exercising effective overall management responsibility for assessment procedures and standards throughout the school;
- monitor and review the Improvement Plan for Assessment for Learning;
- monitor assessment outcomes in developing and understanding the strengths and weaknesses of the school.

## **12.3 The Assessment Co-ordinator:**

The current co-ordinator, who has explicit responsibility for assessment standards and procedures is Paul Browning. The Co-ordinator will:

- lead by example showing a thorough understanding of assessment and reporting procedures;
- provide assessment test materials (Optional SATs etc) and resources to record assessments;
- offer support to teachers in planning teaching with a view to assessment and progress;
- work alongside the SLT to monitor and evaluate teaching, assessment and progress;
- establish, maintain, develop and monitor the impact of procedures, such as the attainment overview sheets, termly review/pupil progress meetings, foundation subject assessment meetings, which ensure assessment is an integral part of teaching and learning.
- identify INSET needs, plan and deliver INSET;
- with the governors and the head teacher, identify needs and set targets for improvement;
- analyse results/standards in order to identify areas of weaknesses. These will then be used to set targets (changed each term) and monitor progress of children;
- In conjunction with the Inclusion Team, monitor progress of the different groups of children, including SEN children, traveller education children, EAL children, AGT children, LA children and the difference between boys and girls.

## **12.4 Teachers will:**

- have a good understanding of the purposes of their assessments and the assessment procedures within the school;
- ensure that assessment forms an integral part of the teaching and learning in their classroom;

- keep up-to date records of children's assessed levels, via class work, tests etc.
- have day-to-day responsibility for implementing the policy;
- participate in staff development activities related to curriculum planning and assessment, including the moderation of children's work within school and externally;
- use the National Curriculum, Early Years Foundation Stage Curriculum and the Ages and Stages guidance to aid planning and assessment using the yearly objectives and planning grids for medium-term planning (pacing grids) and short-term planning (unit plans);
- give homework in line with the school homework policy and relating to the class work and pupils' assessed levels;
- participate in transition meetings at the end of the year, to ensure all assessment data is transferred to the next class teacher.

### **13. PERSON RESPONSIBLE:**

This policy has been updated by Miss J Atkinson  
 Summer 2015  
 To be reviewed Summer 2016

### **14. PUBLIC SECTOR EQUALITY DUTY**

Please note: When we have updated policies from April 2012 onwards, we have referred to the requirements of the PSED, which state that as part of their statutory duties, schools need to comply with this by 6<sup>th</sup> April 2012.

The Equality Act 2010 replaced and unified all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It aims to ensure that people have equality of opportunity in accessing and experiencing public services. Schools when carrying out their day to day work should have regard to the following:

- eliminating discrimination
- advancing equality of opportunity and
- foster good relations across all characteristics

Schools cannot unlawfully discriminate against pupils because of their disability, gender, race, religion or belief, sex and sexual orientation. Protection is now extended to pupils who are pregnant or undergoing gender reassignment. This means it is now unlawful to discriminate against a transgender pupil or a pupil who is pregnant or recently had a baby.

This policy was reviewed and updated with reference to this duty. The author/s of this document and the Policy Committee of the Governing Body, which checks all policies before publication, considered this policy in the light of these requirements to ensure that Stepney Primary School adheres to these statutory regulations.

PBrowning  
 Head Teacher (April 2012)