

# BRAYWOOD CE FIRST SCHOOL



*Aspire, Learn, Achieve*

## Assessment for Learning Policy

*"Assessment for Learning (AfL) means using evidence and feedback to identify where pupils are in their learning, what they need to do next and how best to get achieve this. In practice, this means obtaining clear evidence about how to drive up individual attainment; understanding between teachers and pupils on what they need to improve, and agreement on the steps needed to promote sound learning and progress"* (Govt. Personalised Learning Statement)

This policy has been formulated by teaching staff in order to support the teachers and to ensure that each child is receiving the best quality teaching and learning through assessment, planning and recording.

*'From tiny acorns, mighty oak trees grow, watered and nurtured by God.'*

### Aims and Objectives

- To recognise achievement and provide information at the end of each key stage of learning.
- To fulfil the current legal requirements for assessing, recording and reporting for our children whilst remaining realistic.
- To give children the opportunities to review their work, self assess and set future targets.
- To allow teachers to plan work that accurately reflects the needs of each child.
- To provide regular information for parents that enables them to support their child's learning.
- To provide the head teacher and governors with information that allows them to make judgements about the effectiveness of the school.

### Planning for Assessment

- We use the National Curriculum and strategies to support our teaching alongside various educational published schemes. We use the assessment guidance in these schemes to help us identify each child's level of attainment.
- We plan our lessons with clear learning objectives. We base these upon the teacher's detailed knowledge of each child. We strive to ensure that all tasks set are appropriate to each child's level of ability. Our lesson plans make clear the expected outcomes for each lesson. We make a note of those individual children who do not achieve at the expected level for the lesson, and we use this information when planning for the next lesson or when revisiting this topic. We also keep this information as a record of the progress made by the class.
- Children are aware of their targets and where they should be aiming for with their learning objective during a lesson. Each subject area suggests different methods how this can be achieved either through their target books, 'I can' statements, learning questions or longer term assessment through mind mapping, displays etc.

## **Target Setting**

- We set targets in Mathematics and English for all our children during each academic year. We regularly discuss individual targets and communicate these to parents at every opportunity. We review continually the progress of each child during the year and set revised targets. Parent/child consultation are structured opportunity where teachers can focus on targets with children and their parents three times a year.

It is important to use a range of assessment strategies and techniques in order to ascertain the knowledge, skills and understanding of all our children.

These may include:

- Focused observation, general impressions, questioning, discussions and listening.
- Marking, practical tasks, short informal tests, work scrutiny and pupil self or peer assessment. PM Reading assessments, Science observations, ICT framework, target booklets on Reading, Writing and Maths which follow the children through the school. Children's learning log.
- Foundation Stage Profile, SATS, Optional SATS,
- Diagnostic assessment with EP, SATs, Optional Sats
- Monitoring children work
- Target setting and APP grids all colour coordinated.
- Moderation

Assessment opportunities are planned for in our Schemes of Work, long and short term plans and Individual Education Plans.

## **Recording**

- We recognise various methods of assessing a child's learning. The type of assessment that we make varies from subject to subject. We focus on recording information that affects future learning. Children have a special book, 'Wow books and target books which records a child's progress throughout their time at Braywood. Parents have access to this documentation so that they are fully informed of their child's progress.
- We take the objectives for individual lessons 'the leavening question' from the broad learning objectives within the school's curriculum plan. These in turn reflect the demands of the National Curriculum. Our teachers record the progress of each child against these broad objectives. This enables them to make a judgement about the work of each child in relation to the national Curriculum level of attainment. This allows us to monitor the progress of each child. Each teacher passes this information on to the next teacher at the end of each year.

## **Formal Assessment Procedures**

- Foundation Stage profile at the end of Reception Year.
- Targets will be projected for these children at the end of Year 2
- End of Year 1 Teacher Assessments in all Curriculum.
- End of Year 2 SATs Teacher Assessments and Tests plus Assessments in all Curriculum areas.
- End of Year 3 & 4 Optional SATs plus assessment in all curriculum areas.
- Science termly Assessment.
- APP grids for all subjects
- Maths, Reading, Writing booklets and Speaking & Listening presentation.
- Writing, Mathematics, ICT and Science one or two Assessments a term.
- Results from SATs and Option SATs are stored on SIMS. These track the children as a cohort or individually.
- Each child's learning log
- Results from data will be analysed and shares with Staff, Governors and parents, alongside the Raise-on-line and LEA Attainment Analysis.

## **Non Core Subjects**

All subjects have an APP (Assessing pupil progress) grid which reflects the National Curriculum levels and ultimately informs the next steps in our planning. Non-core subjects are no different. The teacher has the level descriptors and progress is formally recorded twice a year. A child has an electronic record of their progress which alongside their target book is colour coordinated so teachers can see at a glance where the child is, where their next targets are and where they are in relation to national standards. This is also very clear to parents.

## **Informal Assessment Procedures**

Each Class teacher has an "Assessment Folder". This records any Teacher assessment/evaluation individually or as a cohort. They also have a special book and Wow book which records their progress from Foundation to Year 4. There is also digital records of all of the children's achievements. Children take their main books home but the school keep a high/middle/low sample of work

## **Moderation**

Internal – Moderation is carried out through regular staff meetings to agree and monitor levels in core and none core subjects, lesson observation by subject leaders and headteacher, work scrutiny, compilation of moderation files for writing and science and work with other schools.

External - The school takes part in the LEA monitoring exercises, our Foundation and Year 2 class is monitored every 2-3 years and subject leaders attend regular training exercises to share good practice.

**Pupils Records of Achievement** are in the Green folders. These are kept in staff room.

## Contents

### 1. Foundation Stage Profile

This will be discussed with parents at the end of the Foundation Year.

### 2. National Test/SATs Results(and papers) Key Stage 1.

### 3. Personal Profile

Completed by Staff, Parents and children

### 4. Copy of School Reports

A Special Needs folder is held separately for each child on the Special Needs register and contains:-

Assessment details – Aston Index, TASS Reports, IEPS, etc  
Notes on Parent/Review meetings/

## Written Reports to Parents

Parents receive a written report each year in the Summer term.

Reporting of National Curriculum attainment is dictated by legal requirements.

Parents also have the opportunity to discuss their child's work in October/February /July where personal targets are shared. Parents are encouraged to talk to staff about their child's progress at any time throughout the year.

## End of Key Stage 1 Assessment

This is usually completed by the end of the Summer Term. The Statutory National Tests are completed by the year 2 children in May. The results of these are sent to the RBWM via Assessment Manager. A copy of the printout is put in their folder. Parents are given the results and an accompanying leaflet to explain them.

SAT material, Assessment papers and SCAA exemplification booklets are available to confirm teacher assessment during the Key Stage 1 and to help support the assessment of Science, Writing and Maths.

Staff have produced a portfolio of Writing at Key Stage 1 and 2 showing levels working towards W-4, using level descriptors. New examples of work will be added each year. Annotation sheets are attached.

A similar portfolio for Science is also in preparation.

#### Transfer between classes

Class Teachers should meet at the end of the Summer Term and discuss Strengths/Weaknesses and abilities of each child. New class teachers should be familiar with 'test' results, as this will obviously inform future planning.

Teaching staff have access to records of all children in the school.

#### Transfer to Middle Schools

Prior to transfer in Years 3 and 4 children will complete the Mid Key Stage 2 tests in Maths/English. The results of these are sent on a 'Transfer Document' and discussed at the transfer meetings with the relevant Middle School, with summative records, Key Stage 1 SATs results and examples of work (as required) plus results of an 'Internal test for Science'. Pupils with specific SEN needs will have a specific dedicated meeting and initiatives to support transition.

These are all available for parents to see and discuss at the Parents' Evening held in July.

This policy will be reviewed annually by Governors and formally reviewed every 3 years by Staff and Governors. .

## Subjects to be assessed

Subject	Format	Where / when
<b>English</b> <ul style="list-style-type: none"> <li>Reading assessment</li> <li>Phonics</li> <li>Speaking assessment</li> <li>Writing assessment incl handwriting</li> <li>Reading age</li> <li>Spelling age</li> </ul>	Teacher's plans and records APP & targets Ruth Miskin Treasure chest speakers  Tasks, APP and targets  Tests	Each term  Every 6 weeks  Assessment folder  Sept / July
<b>Mathematics</b> <ul style="list-style-type: none"> <li>Test</li> <li>AT1</li> </ul>	Teacher's plans and records, Abacus, APP and targets	Half term On-going Assessment folder
<b>Science</b> <ul style="list-style-type: none"> <li>Assessment</li> </ul>	Ginn or teacher assessment	Half term Assessment folder
<b>ICT</b> <ul style="list-style-type: none"> <li>Assessment of skills</li> </ul>	ICT electronic records	Half term
<b>RE</b> <ul style="list-style-type: none"> <li>Verbal &amp; written assessment</li> </ul>	'Special Book'	Ongoing
<b>Art &amp; DT</b> <ul style="list-style-type: none"> <li>Skills development</li> <li>Project plans</li> </ul>	Sketch book  DT sheets	Two Terms a year
<b>Topic</b> <ul style="list-style-type: none"> <li>Topic assignments</li> </ul>	Children's books	Ongoing
<b>PE</b> <ul style="list-style-type: none"> <li>Assessment of skills</li> <li>Extra curricular</li> </ul>	Teacher's observations  Subject leader	Ongoing
<b>Music</b> <ul style="list-style-type: none"> <li>Assessment of skills</li> </ul>	Musical talent stops	Ongoing
<b>French</b> <ul style="list-style-type: none"> <li>Test S &amp; L</li> </ul>	Teacher assessment	Each Term
<b>Foundation Stage</b> <ul style="list-style-type: none"> <li>Baseline</li> <li>Foundation Stage Profile</li> </ul>	Teacher assessment EYFS Profile Target book	When first arrive at school Ongoing
<b>SEN</b>	See provision mapping IEP	