

John Ruskin Primary School and Language Classes

# Assessment Policy

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***“Be responsible, be fair, stay positive and care”***

## Why do we assess children?

Effective assessment should provide information about what children can do and how they need to improve, which is then used to improve teaching and learning. Assessment is an integral part of the teaching and learning cycle at John Ruskin School and language classes.

Good assessment practice will:

- Raise standards of attainment and behaviour, and improve children's attitude and response;
- Enable the active involvement of children with their teachers, in their own learning by providing effective feedback which closes the gap between present performance and the standards required;
- Promote children's self esteem through a shared understanding of the learning processes and routes to improvement;
- Recognize the diverse linguistic and cultural backgrounds of the children;
- Guide and support teachers in their planning & evaluating of lessons;
- Enable the teacher to adjust teaching to take account of assessment information and how children learn;
- Draw upon as wide a range of summative assessment evidence as possible using a variety of assessment activities;
- Track children's performance and in particular identify those children at risk of underperformance;
- Provide information that teachers and managers can use to plan for individuals and cohorts;
- Provide information which can be used by teachers and children to understand their successes and areas for improvement;
- Provide information that can be used by parents and carers to understand their children's performance, progress and areas for improvement;
- Provide information which can be used to evaluate a school's performance against its' own previous attainment over time and against national standards;
- Provide opportunities for teachers and children to moderate judgements so that they represent shared perceptions;
- Provide children with regular opportunities to reflect and talk about their learning and progress.

## **Types of Assessment:**

### ***Summative assessment (Assessment of Learning):***

This provides a summary of individual children's achievements at a certain point in time, for example at the end of a key stage. It may take the form of a test, task or teacher assessment which is the teacher's professional judgment of the child's strengths and weaknesses based on evidence from sources such as marking, discussion, observation and referencing. (See later section)

### ***Formative assessment (Assessment for Learning):***

Formative assessment is carried out as part of teaching and learning in the classroom, as a continuing, on-going process and a continuing source of motivation to the pupil.

It provides information which teachers and children use to determine whether Learning Intentions (WALT) have been met, successes and areas for development. This is then used to adapt teaching to individual learning needs. It informs planning and enables teachers to identify the 'next step' a child needs to make in order to progress.

It can take account of evidence of achievement in a range of contexts, including through discussion with the child, marking, tests or tasks at the end of a series of lessons, and observation.

### ***Statutory assessment:***

These are summative assessments that the school are legally required to carry out.

## Statutory assessment at John Ruskin

### End of Key Stage Tests, Tasks and Teacher Assessments

Nationally all children's attainment is assessed at the end of the Early Years Foundation Stage (EYFS), year 1, key stage 1 (year 2) and at the end of key stage 2 (year 6)

- **Early Years Foundation Stage (EYFS)**

Foundation Stage Profile - At the end of the foundation stage (reception) teachers make judgments about the children's attainment against a set of criteria which relate to the 6 areas of the learning – personal, social and emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the world, physical development and creative development. The foundation stage profile captures the early learning goals for each of these areas as a set of 17 judgements; in each of these areas the children are judged as not meeting expected outcomes (emerging), meeting expected outcomes (expected) or exceeding expected outcomes (exceeding). A good level of development is reached when a child meets or exceeds expectations in the areas of personal, social and emotional development, communication, physical development, language and literacy and mathematical development.

When making these judgments teachers draw upon a range of evidence including ongoing observations, individual records of achievement, group record, work in books, marking comments, discussions with the child and information from other adults working with the child.

The outcome of this assessment is reported to parents.

- **Year 1**

Children in year 1 undertake the Phonics Screening test in June of each year. This test is produced by STA. Children are assessed as working at the expected level or working towards the expected level. The outcome of this assessment is reported to parents. Children who are not working at the expected level retake the test the following year.

- **Key stage 1**

Children in year 2 undertake tests in reading and mathematics. These tests are produced by QCA.

These tests are used to inform the teacher's assessment of a child's attainment in each of these areas; the teacher also makes an assessment of a child's attainment in the areas of writing and science. When making their assessments the teacher draws on a range of evidence including group records, marking comments, work in books, observations, referencing data, discussions with the child and information from other adults who work with the child. Moderation of these assessments is carried out in school and by participating in LEA moderation sessions.

The teacher assessments are reported to the parents. Test results are given if requested by parents.

## ▪ **Key stage 2**

Children in year 6 who are working at the expected level undertake tests in reading, mathematics and grammar, punctuation and spelling in May of each year. The tests are devised by QCA and the marks attained are converted to standardized scores which are used to assess whether children are working towards the expected level, working at the expected level or working at a higher level.

In addition, the teacher makes an assessment of their attainment in reading, writing, mathematics and science. When making their assessments the teacher draws on a range of evidence including group records, marking comments, work in books, observations, referencing data, discussions with the child and information from other adults who work with the child. Moderation of these assessments is carried out in school. Writing assessments are moderated regularly by the LEA.

Test results and Teacher assessments are reported to parents. Children who are working below the level of the tests receive teacher assessments of their attainment.

Detailed analysis of all statutory assessments are carried out to enable the school to evaluate teaching and learning and identify areas for development. Future planning is amended in response.

## **MTC**

Children in year 4 sit a Multiplication Tables Check (MTC). The purpose of the MTC is to determine whether pupils can recall their times table fluently, which is essential for future success in mathematics. It helps to identify pupils who have not yet mastered their times tables, so that additional support can be provided.

The MTC is administered during a 3-week check window in June. Teachers have the flexibility to administer the check to individual pupils, small groups or a whole class at the same time.

## **End of Year reports**

A detailed written report is produced for each child at the end of each academic year. It comments on the child's progress and attainment in English, Maths and Science and indicates whether a child is working below, at or above age related expectations in the other subjects of the national curriculum (years 1 – 6) or all of the Early Learning Goals (nursery & reception). It also includes comments about their attitudes to learning and their personal, social and emotional development. Results of any statutory and non-statutory tests are included in the report.

This record is discussed with parents at the summer parents evening and kept in their school file. Any parent who does not attend is sent a copy of the report.

## **Common transfer form**

When a child moves from John Ruskin school to a secondary school, a common transfer form is completed. This includes the pupil's statutory results in the tests and

the teacher assessments for each core subject. A copy of the year 6 report to parents is also sent to receiving schools.

## **Summative assessment at John Ruskin**

### **Non- statutory tests (years 3 – 5)**

At the end of years 3, 4 and 5 children who are working at appropriate levels undertake tests where their attainment in reading, grammar, punctuation and spelling and mathematics is assessed using Testbase optional tests for these years. The results of these tests are used to inform the teacher's assessment of the child's attainment in reading, writing and mathematics.

Detailed analysis of the papers is carried out to enable the school to assess teaching and learning and future medium term plans are amended in response to these evaluations.

### **Teacher assessments**

Teacher assessments of levels of achievement in reading, writing and mathematics are made at the end of each term for years 1 – 6. The school uses the Southwark Tracking and Assessment Record (STAR) to make these judgements. Teacher assessments of children's achievement in the prime areas of learning and literacy and mathematical development are made at the end of each term for nursery and reception.

IN EYFS Children are observed and those observations used as a basis for assessment once a term. (For children who did not attend a school nursery they will have an additional assessment in the first half of their Reception year to assess their on-entry level). Each week a group of children will be the focus of the adult's observations. Staff note down what the children did, said and achieved, and collate those notes, photographs and pieces of work to build a picture of the achievement of the individual.

Next steps are considered to feed into the planning for the class, group or individual and records are used to guide and support decisions made at the end of the Reception year against the Early Learning Goals.

### **Salford Reading tests (Years R – 6)**

Children in years R – 6 are assessed in December and May/ June using the Salford reading test. The results of the tests give each child a reading age. The results are then used to set a target for the next 6 months and to monitor progress in reading throughout the school.

Where a child/ class fails to make the expected rates of progress, a detailed analysis is undertaken of reading strengths and weaknesses. This is used to plan appropriate work. Children who continue to fail to make expected rates of progress are referred to the SENCO.

### **Referencing**

All national curriculum subjects and RE are assessed annually using a system called referencing. This is a form of teacher assessment. Teachers select 3 children from their class (one above average, one average and one below average) and work with their parallel teacher to assess the children's attainment in that subject against

expected outcomes for the curriculum covered that year. Children are assessed as working towards, meeting or exceeding the expected outcomes. Teachers then assess the attainment of all the children in their class using these children as a reference.

Curriculum coordinators monitor referencing for each year group annually. In this they moderate judgments and make judgments about attainment and progress within their subject. Feedback is given to the TLT and the individual teachers. Any issues arising are addressed through individual meetings or actions on the subject development plan.

## Formative assessment at John Ruskin

### Characteristics of assessment for learning

(From "Assessment for learning: Beyond the Black Box" William and Black 1999)

- It is embedded in the teaching and learning cycle;
- It involves sharing clear learning intentions with children;
- It aims to help children know and to recognize the standards they are aiming for;
- It involves pupils in their own self assessment;
- It provides feedback which leads children to recognizing what they have achieved, what their next steps are and how to achieve them;
- It is underpinned by the confidence that every child can improve;

### Teaching and Learning Cycle

This cycle forms the basis of all teaching and learning at John Ruskin from nursery to year 6.

Assessment criteria are identified at the medium term planning stage and are used as a basis for lesson evaluations.

Teachers are asked to reflect on what the implications for future learning are when evaluating lessons. This is recorded on the weekly planning sheets and future plans amended accordingly.

### Sharing learning intentions (WALT)

The main focus for each lesson is identified and turned into child friendly language that is clear and simple, it is not just the objective from the scheme of work or framework. This is based upon deciding what knowledge, skills, concepts or attitudes the teacher wants the children to know (Knowledge) to be able to do (skills), to understand (concepts) and or be aware of (attitude) by the end of the lesson.

This is shared with the children in the form of the WALT (From "Unlocking Formative Assessment" Shirley Clarke) – *we are learning to* . . . It is discussed with the children and written on the WALT & WILF board (except I nursery where it is only shared verbally) and at the top of the children's work. It is referred to in the plenary.

All weekly plans start with the WALT. This is monitored by the deputy headteacher.

### Sharing success criteria (WILF)

When a task is set the teacher shares with the children how they will know if they have met the learning intention and what the teacher will be looking for when marking. This is shared in the form of the WILF (From "Unlocking Formative Assessment" Shirley Clarke) *what I'm looking for* . . . this is again discussed with the children, it may even be decided upon by the children with the teacher and written on the WALT & WILF board (except in the nursery and reception where it may only be shared verbally). It is used as the basis for any self evaluation.

The WILF for each lesson must be stated on the weekly plan. When an activity is differentiated by outcome, this must be clearly stated in the WILF by stating what children must, should and could learn. This is monitored by the deputy headteacher.

### **Self and peer assessment**

Research has shown that if children actively assess their own learning and identify gaps in their own knowledge they will make more progress. A range of self & peer assessment activities have been identified and are used by teachers at John Ruskin. (See appendix 1)

Self assessment activities are regularly used throughout the curriculum – either in a written form or informally during lessons.

### **Feedback and marking**

*See marking and feedback policy*

### **Formative targets**

Children's targets for reading, writing and mathematics are set termly. The class teacher assess what level the child is working towards from the STAR framework and a leaflet with a breakdown of the skills/ objectives needed to achieve that level is placed in the front of the child's literacy book, numeracy book & topic book as appropriate for the subject. The teacher then selects one of these skills for the child's target. The child & teacher both record when they think the target has been met & a new target is set. Children are expected to refer to their targets when completing tasks.

These targets are used as the basis for planning for guided reading and writing sessions and focused maths activities.

### **EYFS Records and Achievement**

Children are observed and those observations are used as a basis for assessment once a term – those who did not attend a school nursery will have an additional assessment in the first half-term of their Reception Year to assess their on-entry level. Each week a group of children will be the focus of the adult's observations. Staff note down what the children did, said and achieved, and collate those notes, photographs and pieces of work to build a picture of the achievement of the individual. Next steps are considered to feed into the planning for the class, group or individual and records are used to guide and support decisions made at the end of the Reception year against the Early Learning Goals.

### **Language Unit**

Children in the Language Unit all have termly IEPs. The targets on these IEPs form the basis of planning. Children targets are monitored, reviewed and shared with parents.

## **Management and Monitoring of assessment at John Ruskin**

The assessment coordinator is responsible for ensuring that all assessment procedures are adhered to and monitoring the implementation of the assessment policy.

The headteacher, deputy head, subject coordinators and class teachers are responsible for the implementation of and monitoring of various aspects of the policy as outlined below:

### **Teaching and Learning Team (TLT):**

- The TLT meet regularly to analyse **all** assessment data. They determine actions/ strategies that are needed to address issues raised by the data, this is in conjunction with subject coordinators, key stage coordinators and individual teachers where appropriate.
- The TLT analyse the data presented in the school PANDA and the School Profile. (produced by the LEA)
- Planning is monitored by the deputy headteacher to review the clarity of WALT & WILF and the evaluation of learning and implications for future learning information.
- The TLT meet with all class teachers termly to review progress in maths, reading and writing and to plan strategies to address any issues.
- The headteacher or curriculum lead meets annually with subject coordinators to review data from referencing tasks and plan strategies/ actions to address any issues that have arisen.
- The headteacher meets with the SENCo and EMA coordinator to review data relating to their targeted children and plan strategies/ actions to address any issues that have arisen.
- Feedback is given to staff, governors and SLT.

### **Subject Coordinators:**

- Subject coordinators are responsible for analysis of SATs and referencing data. They give feedback to individual teachers and meet with the headteacher to discuss issues that arise and plan strategies/ actions to address these.
- They moderate levelling within their subject area.
- They monitor books/ portfolios to check for coverage, progression, attainment and marking.

### **SENCo and EMA Coordinator:**

- Monitoring the progress and attainment of targeted children, and plan strategies/ actions to address any issues.

### **Class teachers:**

- Completing statutory, summative and formative assessments. Identify assessment opportunities and success criteria (WILF) on plans.
- Are responsible for record keeping. Report to parents.
- Differentiate lessons appropriately.

## APPENDIX 1

### Self and peer assessment strategies

- Traffic lights/ smiley faces on work
- Thumbs up/ down
- Marks out of 5/ 10
- Tick sheet relating to WILF
- Completing a statement 'I did well because . . .'
- Complete statements 'I can . . .' 'I need to get better at . . .'
- Sharing test mark schemes with children and asking them to mark own work using the criteria
- Highlighting evidence that they think shows they have met the WALT/ WILF
- Answering questions about what was good about their work, what was difficult, what they think could be improved, how they might be helped etc
- Completing a written evaluation where they state what was good about their work, what was difficult, what they think could be improved, how they might be helped etc
- Telling children they got x answers wrong and them deciding which ones
- Have a WALT poster and children write their names/ put up picture of themselves if they think they've achieved the WALT
- KWL grids for a unit

**John Ruskin School and Language Classes- Equality Impact  
Assessment Form**

(covering race, disability, gender, age, religion or belief and sexual orientation)

