Assessment policy revised January 2016
This document will continue to be revised throughout the year.

Overall aim of assessment at Twineham School:
To gather information about the performance of individual pupils, groups and cohorts and use this information to enable all children to achieve their best and raise confidence and self-esteem.

Practice
- Assessments should be positive, clear and meaningful.
- Pupils are formally assessed and data tracked every half term using the windscreen (best fit). Information is then entered onto our SIMS tracking document termly (Oct, Feb and July).
- If the strand has not been covered it should be left blank. Otherwise pupils should be assessed as either 'unable to assess' 'developing', 'emerging', 'secure' or 'mastered' against each relevant criterion in the expectations for that year and tracked accordingly. This may be shown by a U, D, E, S, M (see below for explanations).
- Assessment should be incorporated systematically into teaching strategies in order to assess progress and diagnose any support, whether to an individual, group, class or whole school. Assessment opportunities may be explicitly shown in planning. Actions from formative assessment should be noted on plans.
- Teaching assistants may be used to inform assessments.
- Assessment may take different forms including marking and feedback, observation, discussion and formal assessment of written work and tests.
- Pupils should be assessed against learning objectives and success criteria which are short discrete qualitative descriptions of what a pupil is expected to learn, know and be able to do
- Assessment judgements are moderated internally, with other Locality schools and at times by the LA to ensure our judgements are fair, reliable and valid.
- Assessments should be used to identify children's next steps.
- For those pupils who are 'secure' in an area we provide more challenging work but still use the expectations for that year. 'Mastered' can be used for these children.
- We will ensure that pupils with SEN or disabilities are assessed appropriately and effectively in line with our principles of inclusive assessment. From assessments children will be given appropriate interventions to aim for all children to reach ARE by the end of Y6.
- Children not on track to achieve ARE should be assessed against their lower year group curriculum. These children should then have an ILP (individual learning plan) to ensure that the children continue to make progress and this can be tracked. We will use the Twinkle tracking grids as an on-going record of progress. Main objectives will be circled and progress against these will be tracked at intervention meetings.
- Windscreens will be used to:
  *Set baseline at the beginning of the academic year and identify children not on track to reach ARE. These will be discussed at interventions meetings and interventions put in place to accelerate learning
  *Track progress of children at intervention meetings

- Venn diagrams will be used at the beginning of the academic year to identify the children not on track to make ARE in reading, writing and maths.
- Subject leaders will scrutinise their subject data on SIMS every February and July to inform them of gaps in children's understanding and identify CPD needs

What does Twineham School mean by:
U- Unable to assess- children were either not present or have no understanding of the concept
E- Emerging- evidence in work shows children just beginning to understand the concept
D- Developing when on track to meet expectations- this will be used up until Easter to show they are on track to meet ARE, they will then move to S or stay on D. If in the summer term they are still D they are no longer on track to reach ARE. In year 3 and 5 they may show at D for whole year and into the Autumn and Spring of the following year, due to the 2 year POS, for reading and writing
S- Secure- children are using the concept in every situation and in all pieces of work. At the end of the year they will have met ARE
M-mastered for Gifted and Talented children

Formative assessments
Formative assessments should be used to assess knowledge, skills and attitude and to identify gaps and misconceptions. They should be evident in everyday teaching and learning.
see Appendix 1

Summative assessments
The following summative assessments will be carried out each year:

Year group	assessment	when
R	Baseline assessment	Within first 6 weeks using Early Excellence baseline
	Ongoing assessment using 2 Simple	
1	Baseline assessment	By Autumn ½ term – information entered on SIMS Information updated by Feb and July
	Tracking document	Overall baseline for reading writing and maths by Autumn ½ term Updated every ½ term for intervention meetings to track overall progress
	ILP's	Updated every ½ term for intervention meetings
	National phonics test	June
	Maths	Twinkle assessments can be done as a year group termly or by topic
	Foundation subjects	Updated end of every term
2	Baseline assessment	By Autumn ½ term- information entered on SIMS Information updated by Feb and July
	Tracking document	Overall baseline for reading writing and maths by Autumn ½ term Updated every ½ term for intervention meetings to track overall progress
	ILP's	Updated every ½ term for intervention meetings
	National end of KS assessments	May

	Maths	Twinkle assessments can be done as a year group termly or by topic
	Foundation subjects	Updated end of every term
3	Baseline assessment	By half term Autumn term- information entered on SIMS Information updated by Feb and July
	Tracking document	Overall baseline for reading writing and maths by Autumn ½ term Updated every ½ term for intervention meetings to track overall progress
	SPAR	September and December
	ILP's	Updated every ½ term for intervention meetings
	Maths	Twinkle assessments can be done as a year group termly or by topic
	Foundation subjects	Updated end of every term
4	Baseline assessment	By Autumn ½ term- information entered on SIMS Information updated by Feb and July
		Overall baseline for reading writing and maths by Autumn ½ term Updated every ½ term for intervention meetings to track overall progress
	SPAR	September and December
	ILP's	Updated every ½ term for intervention meetings
	Maths	Twinkle assessments can be done as a year group termly or by topic
	Foundation subjects	Updated end of every term
5	Baseline assessment	By Autumn ½ term- information entered on SIMS Information updated by Feb and July
	Tracking document	Overall baseline for reading writing and maths by Autumn ½ term Updated every ½ term for intervention meetings to track overall progress
	SPAR	September and December
	P9 maths assessment	November
	Suffolk Reading	November and July
	ILP's	Updated every ½ term for intervention meetings
	Maths	Twinkle assessments can be done as a year group termly or by topic
	Foundation subjects	Updated end of every term
6	Baseline assessment	By Autumn ½ term- information entered on SIMS Information updated by Feb and July
	Tracking document	Overall baseline for reading writing and maths by Autumn ½ term Updated every ½ term for intervention meetings to track overall progress
	SPAR	September and December
	Suffolk Reading	November and July

	ILP's	Updated every ½ term for intervention meetings
	National end of KS assessments	May
	Maths	Twinkle assessments can be done as a year group termly or by topic
	Foundation subjects	Updated end of every term

To help us with our summative assessments we will use the following:
Writing:
Y1 use locality assessment grid
Y2 and Y5/6 use interim grid guidance from DFEE
Y3/4 –to review

The following can be used to support other subjects:
Reading- Twinkle year group packs for termly assessment
Spelling and GPS- Twinkle test practise papers
Maths- Twinkle assessments can be done as a year group termly or by topic.

How will we use this data?
- To ensure children progress, knowing their achievements and what they need to do next
- To internally track pupils attainment and progress
- To assist in the diagnosis and identification of special needs and more able
- To inform for possible intervention support
- To support adaptation of planning in order that teaching and learning meets the needs of all children
- To set targets for future learning
- To promote the greater involvement of children and parents in the learning process
- To have a consistent approach that measures school progress against national standards
- To help inform parents of their child's progress
- To become aware of the gaps in children's learning (due to the new NC and higher expectations)

Pupil progress/ Intervention meetings
Each half term the teacher, SENDCO and Headteacher will meet to discuss all the children in their class so appropriate support/interventions can be agreed.

Monitoring assessment will be done through:
- Annotated short term planning
- book scrutinies
- subject leaders will analyse the assessment outcomes to inform gaps in children's understanding and identify CPD needs
- Assessment co-ordinator and Headteacher will use SIMS to look at progress of individuals, classes and groups of children

Roles and responsibilities
The responsibility for assessment lies with the class teachers although overall responsibility lies with the assessment co-ordinator in conjunction with the Headteacher, overseen by the Governing Body.

This policy should be read alongside the Teaching and Learning policy and the Marking policy.

This policy was written using the recommendations of the Guidance for Assessment Policies (2015) and the Purposes and Principles of Assessment without Levels Report (2015)

Appendix 1 – Formative assessment:

• is part of a continuum of assessment;
• uses assessment information to feed back in to the teaching and learning processes;
• is an essential part of effective teaching and learning by sharing objectives and criteria for progress;
• involves the pupil directly and also involves the teacher who feeds back in to curriculum planning;
• provides information that is used to adapt teaching work to the needs;
• could ultimately lead to its most sophisticated state, self-monitoring by the pupils rather than feedback from the teacher;
• has considerable influence on learning;
• involves the teacher and the learner working together to close the gap between where the pupils are and where they want to be;
• formative assessment enables pupils to monitor and regulate their progress towards their goals;
• formative assessment requires very clear understanding by the pupils of the criteria used for assessment;
• formative assessment requires a thorough assessment of pupils work and current attainment to inform future planning and teaching and learning;
• formative assessment is a process of feedback and discussion and negotiation about steps to be taken towards the desired goal;
• formative assessment involves day to day interventions with pupils, including the marking of work, to help them understand what they need to do to improve their work and make progress;
• the role of the teacher in formative assessment is to systematically enable the process involving evidence, inference and action and to help close the gap between existing and desired levels of attainment;
• the role of the pupil in formative assessment is to use pre-determined clear criteria against which their work is being judged and use the subsequent information about how to improve their own work.

Indicators that assessment is being used formatively

In planning:
• evidence of the evaluation of learning outcomes;
• Use of success criteria
• evaluative comments about implications for teaching, such as change of pace or emphasis, where next?
• precise learning intentions targeted to groups of pupils or individuals;
• pupils needing additional help are identified;
• enrichment / extension work;
• time being given in the lesson to enable pupils to be engaged in formative assessment;
 (please also refer to non-negotiables list)

In the classroom:
• teachers listen and respond carefully to pupils,
• pupils are encouraged and enabled to participate actively in dialogue;

• Use of clear success criteria,
• misconceptions are recognized and dealt with;
• praise is appropriate and focused on the learning;
• the majority of the interventions are based on learning behaviours;
• the teacher uses a range of questioning skills effectively;
• teachers may observe or discuss the pupils self or peer assessments of their work, but the onus of responsibility should be on the learners;
• teachers adapt teaching to meet the needs of pupils as they arise;
• feedback to pupils offers information on the work completed, progress, improvement and the next steps;
• targets are set for individuals, groups, class;
• teacher draws upon a range of differentiation strategies to provide access to the learning and activities;
• pupils are involved actively in the assessment process and have the information skills to do so;
• recording systems are in the place for the teacher, and any other adult, to record significant moments/comments.

In pupils' books and on their work:
• verbal and/or written comments that give explicit feedback about attainment, achievement, progress;
• comments that provide explicit and constructive responses;
• strategies / scaffolds to enable pupils to improve;
• systems and opportunities for pupils to reflect on their own achievement;
• systems and opportunities for pupils to respond to teachers' comments;
• indication of specific short-term target;
• subsequent work draws upon previous comments and results in improvement.