



Grasmere Academy

Assessment for Learning Policy January 2017

Introduction

Grasmere Academy is committed to applying assessment for learning. Assessment for learning provides the basic, essential elements of good or better teaching that allow maximum impact upon learning. This policy should be referred to in conjunction with the policies on teaching and learning, Presentation and Feedback and SEND/Inclusion

Inclusion

We are committed to providing effective learning opportunities for all pupils and apply the the principles for inclusion to planning and teaching. Suitable learning challenges will be set for all pupils with the aim of maximizing achievement for all pupils at an appropriate level for each individual. Teachers will respond appropriately to pupils' diverse learning needs and be aware of the needs of differing genders, special educational needs, disability, as well as different cultural, social and ethnic backgrounds. We are committed to the principle of equality of opportunity and this will be reflected in the curriculum offered to pupils and in the conduct of staff and pupils.

Aims

- To maximise learning, attainment and achievement
- To make teaching more focused to the needs of the children
- To provide an appropriate curriculum
- To ensure that pupils are tracked effectively
- To make planning clear and appropriate to the children's needs
- To help with staff provision and the identification of intervention groups

Objectives

Effective assessment for learning will involve:

- Sharing learning intentions – so children know what they are learning in a language suitable to their age

- Identifying success criteria - which will make the children effective, independent learners
- Questioning - to identify the understanding of the children
- Observation – monitoring children’s application during learning
- Discussion – in a variety of individual, paired or group situations
- Oral feedback – informing the children throughout the lesson of their progress and feedback on future learning
- Quality marking - please refer to the separate marking and feedback policy
- Peer assessment – children assessing the work of their peers
- Self assessment – children assessing their own work
- Target setting – clear personalised targets for every child
- Tracking - effective monitoring of children’s progress to help with the allocation of staff and resources
- Pupil progress meetings – class teachers will meet formally with the appropriate Assistant Head Teacher and the Head Teacher to discuss the progress of each child in their class on, at least, a termly basis.

Assessment Types

We use a range of assessments:

- Diagnostic – identifying pupils strengths and weaknesses within all learning areas
- Evaluative – making judgements about the effectiveness of learning and teaching
- Formative – informing the planning process of the next steps to learning
- Summative – measuring pupil performance and achievements at a particular stage.

Role of Stakeholders

Assessment for learning is collaborative and involves all members of the school community.

- **Governors** – Oversee the policy and ensure that assessment for learning drives learning and teaching within the school
- **Leadership Team** – Have a vision that the school will collectively apply assessment for learning so there is maximum impact of children’s learning and achievement
- **Teachers** – Apply assessment for learning fully within their teaching to maximise learning and teaching opportunities
- **Teaching Assistants** – Use assessment for learning techniques to help teachers and children make judgements on the learning and identify the next stages for learning
- **Parents/Carers** – Are aware of the children’s targets and support children in achieving the next stage of their learning
- **Children** – Have responsibility for their own learning and are able to support their peers in their learning

Assessment Timetable

Foundation Stage

Nursery

An initial baseline is completed and recorded in individual Foundation Stage Profiles within the first half term of a child beginning nursery. Evidence of achievement (photographs, anecdotal notes, detailed observations and samples of work) is: collected throughout each child's time in nursery; formally recorded in individual Learning Journeys to aid completion of the Foundation Stage Profile.

Reception

Baseline assessments are completed and recorded in individual Foundation Stage Profiles within the first half term of a child beginning reception. Evidence of achievement (nursery profiles, photographs, anecdotal notes, detailed observations and samples of work) is: collected throughout each term. Profile results are submitted to the LA during the summer term and handed to the Year 1 teacher at the end of the academic year. From April 2015 the Academy will be identifying which ne Reception Baseline will be adopted, for se In September 2015.

Year1

Profile results are initially used to set targets for English and maths. Targets are kept in teachers' planning files and are displayed for the children in class. A clear transition programme is put into place so that the Foundation Stage Profile can be continued in Year 1 until the children are emerging into the National Curriculum.

Individual Education Plans (IEPs)

IEPs are written and reviewed three times each year as part of the assessment for learning procedures. Please refer to the SEND policy for specific procedures.

Literacy

- Assessments are carried out daily through questioning, discussion, observation, self-assessment, peer assessment and marking.
- Weekly planning is annotated with formative assessment to identify the next steps to learning and the achievement of pupils.
- When appropriate, children are given weekly spellings, which they are tested on, in school.
- Half termly writing assessments are carried out and pupils' progress is levelled using North Tyneside Assessment Guidelines (NTAG's).
- Individual NTAG's records are kept for individual pupils in reading and writing these are updated every half term.
- Phonics tracking is updated regularly.

Numeracy

- Assessments are carried out daily through questioning, discussion, observation, self-assessment, peer assessment and marking.
- Weekly planning is annotated with formative assessment to identify the next steps to learning and achievement of pupils.
- NTAG adapted records are kept for individual pupils in Maths. These are updated every half term. Planned assessment tasks are set to check children's application of key learning objectives.

Year 2 - Year 6

Target Setting – Targets are set for writing, reading and numeracy as children meet their them, and new targets are set. These are recorded in the front of children's books and are taken directly from the Academy's assessment sheets. Evidence is needed three times before a target can be secured. Maths targets are also recorded in the children's mathematics exercise books in the same way. Targets are shared and evaluated with the children. Literacy and numeracy coordinators monitor the targets.

Individual Education Plans (IEPs)

IEPs are written and reviewed three times each year as part of the assessment for learning procedures. Please refer to the SEN policy for specific procedures.

Literacy

- Assessments are carried out daily through questioning, discussion, observation, self assessment, peer assessment and marking.
- Weekly planning is annotated with formative assessment to identify the next steps to learning and the achievement of pupils.
- Children are given weekly spellings which they are tested on in school
- NTAG writing assessments are completed at the end of each half term.
- Phonics tracking is updated each half term for children in Year 3 and below.
- Grammar and Punctuation sessions are delivered for KS2.

Numeracy

- Assessments are carried out daily through questioning, discussion, observation, self assessment, peer assessment and marking.
- Weekly planning is annotated with formative assessment to identify the next steps to learning and the achievement of pupils.
- Pre and Post Unit assessments are completed.
- Regular assessments are carried out through mental and written papers.
- Half Termly teacher assessments are carried out based on individual NTAG assessment sheets.

Science

- Assessments are carried out weekly through questioning, discussion, observation, self assessment, peer assessment and marking.
- Weekly planning is annotated with formative assessment to identify the next steps to learning and the achievement of pupils.

Recording Assessments

- All weekly assessments are recorded within planning files to evaluate the teaching and learning and identify the next steps to be taken.
- All half termly assessments are handed into SLT and a record is kept in a class assessment file.

Role of the Governors

Governors determine, support, monitor and review the school policies. They support the use of appropriate teaching strategies by allocating resources effectively. They ensure that the buildings and equipment are safe. They monitor pupil attainment across the school and ensure that staff development and performance management promote good quality teaching.

Resources

All resources needed to record assessment can be found on the school curriculum computers under the planning and policy documents.

Assessment without Levels

Within this current academic year 2014 – 2015 the Academy is still using 2 assessment systems (Yr 2 and 6 using APP and Yrs 1,3,5 using NTAG sheets) For this reason the Academy is still recording in levels. However it is the intention that gradually the Academy will move towards a system with no levels. This will be through consultation from DFE and LA guidance.

Since January 2016 the Academy has moved to an assessment without levels system in line with current DFE / LA Guidance. It is making judgements on children's abilities assessing which National Curriculum year band they are working within and whether they are developing secure or exceeding it. The Academy is also tracking progress and benchmarking this against National expectations using the interim frameworks published by the DFE.

Assessment Cycle



Grasmere Academy
Learn • Flourish • Achieve

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