

Assessment: summative and formative

1 Why: the School's Aims and Purpose of this Policy

At Marlborough School we believe our pupils learn best when planning is clear and well matched to their individual needs within a progressive structure. Assessment is a continual process by which teachers find out about their pupils' capabilities and achievements to inform this planning enabling the effective implementation of the school's curriculum.

The purpose of this policy is to provide a structure that allows for assessment to be used in the following ways to check children's learning:

- Diagnostically:
 - Identify children's attitudes, strengths and weaknesses;
 - Find out what knowledge, understanding or skills are not properly learned preventing the expected progress.
- Evaluatively:
 - Inform the direction and strategic planning of the whole school by evaluating the impact of planning, teaching and the curriculum on pupils' achievements.
- Summatively:
 - Identify and monitor progress over a period of time. (A summary of where pupils have reached.)

2 What: Statutory and school requirements

Assessment is observing and making judgements about children's development and progress with an aim to raising achievement. It consists of day to day, periodic, transitional, peer and self assessment. It enables the planning and implementation of the National Curriculum and informs the statutory procedures.

Assessment is used to:

- Gather information to inform teachers what will be taught next.
- Gather information about the performance of individual pupils, groups or cohorts to inform target setting at a range of levels.
- Inform parents of their children's progress
- Promote continuity and progression between year groups
- Provide information to inform strategic planning of the school
- Identify and support individual needs
- Provide information to external auditors
- Support the professional development of teachers
- Assist in evaluating the success of curriculum delivery
- Encourage teacher reflection on the appropriateness of teaching styles

Statutory assessment

This is characterised by Teacher Assessment and standard tasks and tests:

- The foundation stage profile is completed in the Reception class in accordance with national guidelines. Statutory assessment is carried out at the end of the reception year.
- At the end of key stages 1 and 2 teacher assessment is made of the level achieved in each of the attainment targets in English, maths and science. Tests and tasks are administered in accordance with statutory requirements.
- Teacher assessment in all applicable attainment targets is made and recorded continuously throughout both key stages.

- For children transferring to another school other than at the end of a key stage TA for all attainment targets in English, maths and science is provided.
- Records of assessments are passed to the next school.

School Assessment

Teachers carry out in-year and end-of-year teacher assessments, benchmarked against the National Curriculum levels in literacy and maths for children in y1, y3, y4 and y5. Judgments are underpinned by secure evidence which may include appropriate 'formal' tests and/or tasks (such as QCA, NFER, etc) as well as marking of open tasks and the RM Maths Learning System:

- CLL:
 - NFER-Nelson group reading and spelling tests
 - Reading records and home school diaries
 - The analysis of unaided writing (levelled)
 - Marking ladders for pupil / teacher assessment
 - The use of skills ladders and trackers for AT1 activities (Listening and speaking)
- MD
 - Assessments matched to key objectives
- KUW, CD, ICT, PD
 - Assessments are matched to curriculum skills ladders and trackers
 - In addition for PD, attainment is matched to key skills identified by the Falmouth and Penryn Sports Partnership (for transitional data)

3 How: Ensuring a consistent approach to judging children's achievement

- Assessments are made against learning objectives and criteria negotiated with the pupils wherever appropriate.
- Pupils are involved in their own assessment evaluation (see Marking and Feedback policy)
- The outcome aids planning for the class, group or individual
- Strategies used depend as much upon the subject area, age and ability of the child as well as the "type" of assessment required. Strategies may include:
 - focused observation to assess skills and attitudes.
 - asking questions to assess knowledge and concepts
 - active listening to group discussion or reporting back
 - marking and responding to work
 - pupil self- assessments
 - peer group assessment
 - tests and tasks
 - teacher reflection
 - filming and photographs
 - reflections in learning logs
 - thumbs up and other verbal or visual prompts
 - pupil conferencing

The timing of assessments

- much assessment is continual.
- an annual overview (attached to this policy) is regularly updated for statutory and school agreed assessments

Data and record keeping

- Assessment and recording is an integral part of the school's appraisal system
- Assessment and recording are manageable and relevant.

- Data, teacher analysis of data and predictions as required are made available to the head teacher and the assessment coordinator.
 - Teachers are responsible for putting required data and analysis onto the school's network in the appropriate cohort folder.
 - Assessments for individual curriculum areas (other than reading, writing and maths) are recorded in the skills trackers.
 - Records for each cohort are currently on the public drive: staff: yellow: individual needs: 3di progress records tracking monitoring.
 - Teachers are also responsible for checking comments made by the head / assessment coordinator especially those relating to progress made by individual pupils.
- Lesson assessments made against learning objectives and success criteria can be noted on the relevant planning and future planning may indicate actions reflecting these assessments.
- The class file of children's unaided writing, analysed and levelled, is passed on to the next teacher.
- Red learner sheets and self – portraits are updated annually
- Internal reporting
 - Time is set aside at the end of the summer term for assessment and reporting.
 - All relevant records and data are available to the next teacher.

Partners in Learning and Reporting Arrangements

Our children learn best when all those involved are kept informed.

The child:

- is the centre of the assessment process.
- is aware of criteria for assessment and is actively involved in measuring success against these criteria.
- knows how achievements and attainment fit into the “bigger picture,” skills ladders and if appropriate, how these relate to national expectations.
- knows how to improve (see related policies)

The parents:

- are active partners in learning.
- are kept informed of their child's progress through regular meetings at “parent's evenings”, open afternoons and learning sessions - additional consultations may be requested by either parents or teachers.
- in addition, it is a legal requirement to give written reports to parents on the progress of their child. The school gives this report in the summer term.

For Y2 and Y6 children involved in statutory assessment, levels of attainment are given.

The teachers:

- are the facilitators of the child's learning through assessment.
- are responsible for the recording and reporting process.
- are responsible for acting upon the findings of assessment through planning, intervention programmes or consultation with parents and other professionals.
- are responsible for informing class assistants and other adult helpers of assessment criteria.

Class assistants:

- supply information to inform the assessment process as directed by the teacher.
- feed into class assessments through independent observations and knowledge of pupils.

Head and coordinator:

- monitor the assessment process.
- look for patterns and trends.
- evaluate the impact and implications for whole school curriculum planning.
- inform staff of findings.
- set the focus for further action and intervention.

Governors:

- monitor school assessment.
- gain an overview of patterns and trends.
- evaluate the impact on the school's performance.