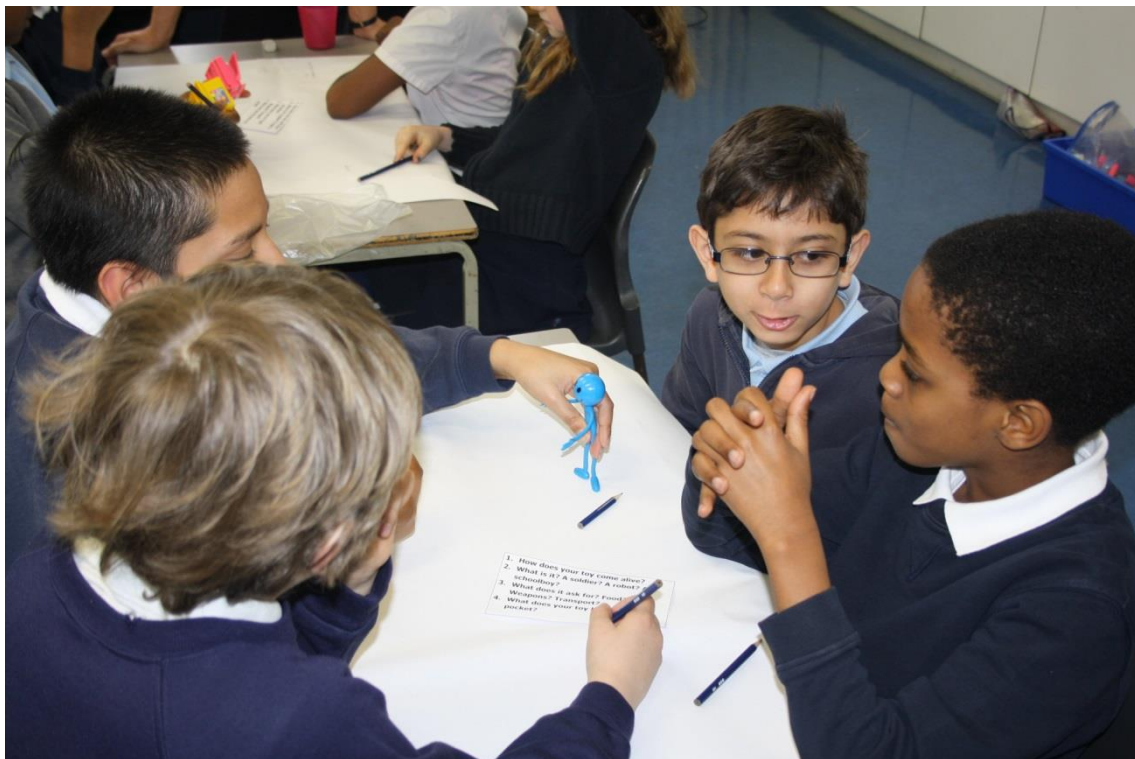




Assessment Policy



Rationale

At Millfields Community School we believe that effective assessment provides information to improve teaching and learning and helps us to secure the highest possible standards of progress and attainment.

Aims and objectives

The aims and objectives of assessment in our school are:

- to enable our children to demonstrate what they know, understand and can do in their work
- to help our children understand what they need to do next to improve their work
- 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 school, governors and outside agencies with information and accountability data

Ofsted has stated the following:

- Ofsted recognises that marking and feedback to pupils, both written and oral, are important aspects of assessment. However, Ofsted does not expect to see any specific frequency, type or volume of marking and feedback. Marking should be consistent with the school's policy and should cater for different subjects and different ages of pupils in different ways in order to be effective and efficient in promoting learning.
- Ofsted does not expect to see performance data and pupil tracking to be presented in a particular format. Such data should be provided to inspectors in the format that the school would ordinarily use to track and monitor the progress of pupils.
- (Ofsted inspections – clarification for schools March 2015, No. 140169)

Assessment at Millfields

The school's assessment cycle clearly identifies the key areas for assessment. It also establishes the staff members responsible for implementing and monitoring assessment and the schedule within which assessment takes place. There are a range of formative and summative methods used in order to track progress both day to day and across longer periods of time.

Assessment Methods

Teachers use formative assessment to support children in identifying areas of success and areas for improvement. It is integral to teaching practice and is used to both plan appropriate teaching and learning activities and adapt these to our children's needs. It is also used to identify children requiring extra support and to ensure that all pupils achieve well. We understand that this assessment is a professional judgement and therefore we use a wide range of evidence to accurately assess children's attainment and progress. Teachers actively seek ways to challenge children's understanding in order to gain a full picture of their attainment.

In the foundation stage Nursery and Reception staff informally monitor development and keep detailed records on the baseline data programme, the EYFSP and in individual learning journey files. The EY teachers make summative judgements three times a year – this information is based on three categories – emerging, developing or secure within the appropriate age and stage band. Formative assessment is achieved day to day through teaching and observations.

All children in Year 1 (and some in Year 2) participate in the phonics check. Results are included in the end of term report. In KS1 Phonics assessments are conducted regularly to monitor progress throughout the year and to identify pupils in need of additional support. Reading assessments take place approximately every 8-10 weeks in the form of a running record. Reading groups are adjusted accordingly and interventions put in place where necessary to help accelerate progress.

Children in Year 2 and Year 6 are assessed in May using the National Test papers (SATs). The results of these assessments are reported to parents and governors within annual reports.

In the core subjects we use performance statements as our primary assessment tool. These performance statements are derived from the National Curriculum for each year group and are converted into user-friendly

language and stuck in the front of pupil books. Teachers are able to see easily which children are meeting the expected standard each term and what the gaps are. The teacher makes summative assessments three times a year, this information is based on three categories – emerging, developing, secure (or secure+ within the appropriate year group)

Pupils are given individualised feedback and are given time to reflect and improve their work following marking.

In the foundation subjects we have developed key assessment tasks for each unit of work that enables the teacher to understand how well the child has developed the relevant skills and knowledge.

We plan our lesson objectives for individual lessons based on a mixture of assessment information combined with the broad learning objectives within the school's curriculum plan. These in turn reflect the demands of the National Curriculum.

Inclusion

Millfields is an inclusive school and we work hard to meet the needs of all children. Class teachers are responsible and accountable for the progress and development of all pupils in their class. Additional staff are deployed effectively to support children with specific, identified needs and where are not making expected progress. Where a child is identified as not making expected progress the class teacher, Inclusion Leader, parents and external agencies meet to plan tailored support. These tailored support plans are reviewed regularly.

Reporting to parents

We have a range of strategies that keep parents fully informed of their child's progress in school. We encourage parents to contact the school if they have concerns about any aspect of their child's work.

Each term we offer parents the opportunity to meet their child's teacher. At the first meeting of the school year we review the targets that we have identified for their child. At the second meeting of the year (which we hold at the end of the spring term) we evaluate their child's progress as measured against national expectations. At the third meeting of the year we review their child's written report, their progress and attainment.

During the summer term we give all parents a written report of their child's progress and achievements during the year. In this report we also identify target areas for the next school year. We identify if the child is working above, at or below national expectation. In this written report we include a space where the children can offer their own evaluation of their performance during the year. We also include an opportunity for parental feedback.

In reports for pupils in Year 2 and Year 6 we also provide details of the standard achieved in the national tests.

Each of our teachers gives parents a half-termly information booklet on the class topic that identifies the main areas of study for that particular class. In this booklet the teacher identifies how parents can support any elements of the work during the term.

Feedback to pupils

We believe that feedback to pupils is very important as it tells them how well they have done and what they need to do next in order to improve their work. We have an agreed policy for marking, as this ensures that marking is consistent.

We give children verbal feedback on their work whenever possible. We usually do this when the children are working during the lesson although we sometimes give feedback on a particular lesson at the beginning of the next one. When we give written feedback to a child, we relate this to the learning objective for the lesson. By so doing we make clear whether the objective has been met and we produce evidence to support the judgement. If we consider that the objective has not been met, we make clear why this was the case. In both cases we identify what the child needs to do next in order to improve future work.

We encourage the children to make comments about their own work and the work of fellow pupils. We encourage older pupils to be the first markers of some pieces of work.

We allow time in some lessons for the children to absorb any comments written on their work and to work on improvement points. We do this to ensure that the time that our teachers spend marking really has an impact on the children's work.

Consistency

Subject leaders use the school based and any available national exemplification materials to make judgements about the performance information of the children's work. Teachers discuss work in moderation meetings so that they have a common understanding of the expectations in each subject. By doing this we ensure that we make consistent judgements about standards in the school. The school also meets with other schools in the borough for moderation and invites external specialists in to validate our judgements. Members of the Senior Leadership Team and subject leaders conduct learning walks and book scrutinies to monitor standards across the school.

Monitoring and review

Our Senior Leadership Team is responsible for monitoring the implementation of this policy. They inspect samples of the children's work and to observe the policy being implemented in the classroom.

Brief Overview of Assessment Methods (see assessment cycle for more detail)

Maths	Writing	Reading
Formative	Formative	Formative
Observation (EY) Marking and green pen questions Questioning/discussion in class Range of AfL techniques Self-assessment activities Work in books independently Maths Whizz	Observation (EY) Marking of writing in English books independently Green pen response work Writing in topic/science books Writing tutorials (Yr. 5/6)	Observation (EY) Hackney Loves Reading snapshots Supported Reading (Rec & Y1) Reading conferences Oral work in class
Summative (Internal)	Summative (Internal)	Summative (Internal)
Mental Maths tests – weekly End of unit & term maths assessments	Spelling tests Practice Grammar Tests Extended writing assessments	Star Reader Tests (Termly) Benchmarking (KS1 Half termly) Yr. 1- Yr. 6 - BM
Summative (External)	Summative (External)	Summative (External)
Reception EYFS baseline EYFSP Y2 Statutory Tests Y6 Statutory Tests	Reception Early Excellence Baseline EYFSP Y2 Statutory Tests Y2 & Y6 writing assessment tasks Y6 GPS Test	Reception Early Excellence baseline EYFSP Y1/2 Phonics Test Y2 Statutory Tests Y6 Statutory Tests

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