

What is Assessment?

In education, the term **assessment** refers to the wide variety of methods or tools that teachers use to gather information from a variety of sources. This is done to develop a deeper understanding of what children know, understand and can do in order to evaluate, measure, and document the academic attainment, progress, skill acquisition, or special educational needs of each child. The process culminates when the assessment gathered is used to improve and develop further learning.

"Assessment for learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there". J. Rowe 2007

Recording and Reporting

The expectation is that teachers keep an **Assessment File** in their class and regularly share the contents with their Learning Mentors in order to provide appropriate and personalised tasks for each child. **Personalisation Folders** are maintained by the admin/Pastoral Support team (see appendix for contents page) and are regularly reviewed and updated by the class teams. Records of the children's attainment and achievements are kept in many ways here at Beormund (in no particular order):

- ✓ Teacher's weekly lesson plans - annotations/assessment box on school format.
- ✓ Phonics screening and subsequent planning sheets.
- ✓ National Curriculum progress using STAR (emerging, developing, securing)
- ✓ Guided Reading Planning and Assessment sheets for Curriculum 2014 (STAR).
- ✓ Assessment resources available from the different computer programmes e.g. Bug Club, Abacus, RM Maths, WordShark, Education City et al.
- ✓ Marking in children's books and/or folders - refer to additional section on marking.
- ✓ Personalised Learning Plans (PLPs) written for English and Maths. Targets are written in relation to:

<p>English</p> <p>READING - Word reading READING - Comprehension WRITING - Composition WRITING - SPAG SPOKEN LANGUAGE</p>	<p>Maths</p> <p>NUMBER - Place value NUMBER - Calculation (+ or -, x or ÷) MEASUREMENT or GEOMETRY STATISTICS TIMES TABLES</p>
--	---

Please note: a teacher will deem how many targets will be necessary for each child - defining what is best practice for that particular child in raising attainment.

- ✓ Readiness to Reintegration documents - recording and charting the social, emotional and academic behaviours of each child. From these documents the children agree three behaviour targets for the term.
- ✓ Salford Reading tests - carried out twice a year
- ✓ Reading recovery levels - using the PM Benchmark kit
- ✓ Basics record sheets - staff annotations and messages relayed to each other in relation to setting work for each child.
- ✓ B Squared using P levels - for those working below National expectations. This is useful to highlight small steps of progress.
- ✓ End of Year Reports which are shared with parents and carers
- ✓ Records of Achievement which the children leave with at the end of their time with Beormund. Class Learning Mentors are responsible for choosing an exceptional piece of work each half term, mounting this and writing a brief explanation for their portfolios.
- ✓ Dyslexia screening.
- ✓ Pupils' Attitude to Learning survey - which impacts on academic progress
- ✓ Pupil Progress meetings will be made every half term. Led by a member of SLT, teachers will engage in professional dialogue about the children in their class and the progress that they have made.

Here at Beormund we share the aims of the [Assessment for Learning Strategy](#) in that:

- Every child knows how they are doing, and understands what they need to do to improve and how to get there. They get the support they need to be motivated, independent learners on an ambitious trajectory of improvement;
- Every teacher is equipped to make well-founded judgements about pupils' attainment, understands the concepts and principles of progression, and knows

how to use their assessment judgements to forward plan, particularly for pupils who are not fulfilling their potential;

- Our school has in place structured and systematic assessment systems for making regular, useful, manageable and accurate assessments of pupils, and for tracking their progress;
- Every parent and carer knows how their child is doing, what they need to do to improve, and how they can support the child and their teachers.

Baseline Assessment – assessing new starters

National Curriculum levels have been removed and not replaced. As a consequence, we at Beormund will refrain from referring to levels after Sept 2015 and will instead refer to subject-specific criteria based on age-related expectations and the curriculum.

In light of the new national Curriculum a team of consultants from Southwark have launched a STAR assessment package. Acknowledging that most of our children come from neighbouring Southwark mainstream schools we have chosen to adopt the essence of this approach. This looks at age related expectations and defines them by Emerging, Developing, Secure (and in reading, Mastery). However, like new starters that arrive from out of Borough, we will consciously need to validate these inherited assessments (even those assessed through STAR) in order to gain a more reliable Baseline.

Marking and Assessment

All pieces of children's work must be acknowledged by an adult. At the very least it should be marked with an **I** or **WS** (refer to the school's Editing Code) or with a statement related to the child's attitude or aptitude to the task. Teachers then choose relevant work to closely mark.

All children respond differently to different forms of feedback and teachers as individuals, as well as collectively as a class team, will know what is best for each child. The main expectation is that children have opportunities to respond to your marking and that there is evidence that marking is having an impact on their learning.

When teachers introduce learning that should share a Learning Intention. This could be also named an LO (Learning Objective) or as a WALT (We Are Learning To) and WILF (What I'm Looking For). Another tool to aid self and peer assessment is to introduce a success criteria making the outcomes measurable and explicit. We acknowledge that this is not relevant in all lessons.

Children need to be encouraged to self-assess their work wherever possible. The simplest form being a set of smiley faces:



This task is easy and I was comfortable completing it.



This task didn't test nor challenge me.



This task was a challenge but I persevered - I never gave up!



This task was difficult and I need more help with my learning.

In its simplest form it would be:

EASY

OK

CHALLENGE

TOO DIFFICULT

For those more competent at reviewing their work and more eloquent in explaining their learning process, encourage children to write a brief synopsis at the end of the task.

Peer assessment should be encouraged too although we of course acknowledge that for some children with SEMH this will require support. It can be a long process as the pupils may still be coming to terms with teacher marking (the term editing should be encouraged). We should never lose sight of a goal, however, and this tool should be used, where possible, in a number of different lessons. One idea is to use the three stars and a wish template to ensure the children praise before sharing how they believe the work could be improved.

The purpose and principles of assessment - The three main forms of Assessment are:

In school formative assessment which is used by teachers to evaluate pupils' knowledge and understanding on a day-to-day basis and to tailor teaching accordingly.

In school summative assessment which enables schools to evaluate how much a pupil has learned at the end of a teaching period.

Nationally standardised assessments such as Key Stage SATs tests.

Monitoring of Assessment

Book scrutiny Alongside Learning Walks, this strategy is able to plot the Learning journey of a child and chart their progress.

Pupil Progress Meetings Relevant members of SLT will meet at least once a term with class teachers to discuss children's attainment and achievement

Moderating This will be with colleagues in school as well as neighbouring mainstream settings and the local PRU.

Relevant Resources and Proforma - all available on the server (Assessment folder)

- ✓ Editing Code
- ✓ KWL chart
- ✓ STAR documentation
- ✓ Two stars and a wish proforma
- ✓ Next steps stickers

APPENDIX – Further reading

Core Assessment Principles DfE

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/304602/Assessment_Principles.pdf

Primary Assessment and Accountability under the New National Curriculum:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/298568/Primary_assessment_and_accountability_under_the_new_curriculum_consultation_document.pdf

Commission of Assessment without levels

<https://www.gov.uk/government/groups/commission-on-assessment-without-levels>

Marking Policy Review Group

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/469167/Marking_Group_ToR.pdf

Other sources of data - theories adopted by another school

<http://www.artcostacentre.com/html/habits.htm>

http://teacherstoolbox.co.uk/T_Dweck.html

NAHT Assessment Commission Report

<http://www.naht.org.uk/assets/assessment-commission-report.pdf>