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| marlborough-LowRes  Marlborough Primary School Assessment Policy This policy was agreed and adopted in  February 2022  **This policy will be reviewed in**  **June 2023**  **Signed:**  **Headteacher**  **Signed:**  **Chair of Governors** |

Assessment plays a fundamental role in ensuring each individual learner is supported and challenged accordingly. It should contribute to developing a holistic picture of the learner – their strengths, the ways in which they learn, and their areas for development – in order to inform next steps in learning and teaching. Assessment should not be used to make a one-off judgement on the overall achievement of a learner at a set age or point in time against descriptors or criteria on a ‘best-fit’ basis.

**Assessment Development Plan**

At Marlborough Primary School, we recognise that assessment is an integral part of good practice in the classroom. Therefore we:

* identify progress made by an individual learner and record progress where appropriate.
* understand the pupils’ learning journey, over time.
* understand how pupils have learnt and reflect on progress made.
* enable practitioners to provide feedback and help plan their future learning, including interventions, additional support and challenge where required.
* give the pupils next steps and longer term objectives to move their learning forward.
* communicate pupil progress to parents/carers.
* enable each pupil to maximise their full potential as well as identify specific challenges and support that particular groups of learners might need.
* contribute to the school improvement and self evaluation plan, which will in turn be shared with consortium and the Governing Body.

**The Nature and Purpose of Assessment**

At Marlborough Primary School, assessment compliments and assists teaching and learning and feeds our future planning. In all classes, assessment should be complimenting teaching pedagogy, with teachers using assessment tools to determine progress made throughout each lesson and to use this information to adjust and adapt teaching methods and strategies according to the progress made.

**Good assessment practice will:**

* enable the active involvement of pupils in their own learning
* enable the teacher to adjust teaching to take account of assessment information;
* draw upon as wide a range of evidence as possible using a variety of assessment activities;
* track pupil performance and identify groups of learners that need further support or challenge;
* provide information which can be used by teachers to have a greater understanding of pupils in their care;
* provide information which can be used by parents or carers to understand their child’s strengths and the next steps in their learning journey
* provide information which can be used by or is requested by other external parties;
* provide information which can be used to evaluate a school’s performance against wider networks.

**Types of Assessment and their Purposes**

There are two main **purposes** of assessment:

* **Assessment of Learning:** **AoL** (also known as Summative Assessment).
* **Assessment for Learning: AfL** (also known as Formative Assessment).

**Summative Assessment – Assessment of Learning**

Assessment of Learning(AoL)is any assessment which **summarises** where pupils are at a given point in time – it provides a snapshot of what has been learned, in terms of both attainment and achievement. Summative assessments take place after pupils’ have completed a block of work, whether that be on a term or modular basis. They are a more formal way to sum up pupil progress.

There are different types of summative assessments that we carry out ‘after the event’, often periodic (rather than continuous), and they are often measured against a set standard. Summative assessment can be thought of as helping to validate and ‘check’ formative assessment – it is a periodic measure of how children are, overall, progressing in their learning.

**Formative Assessment – Assessment for Learning**

Formative assessment is the use of day-to-day assessments to gauge and explore pupils’ understanding of a topic. It is best thought of as an assessment for learning or AfL.

Formative assessments are what we carry out to help inform the learning ‘in the moment’. It is the process of seeking and interpreting evidence for use by pupils and their teachers to decide where the pupils are in their learning, where they need to go and how best to get there. Formative assessment is continuous, informal and should have a central and pivotal role in every lesson. It is the process of gathering information about the learners and using the information gained to understand the pupils’ strengths, areas for development and identify any barrier for learning (when appropriate).

If used correctly, it will have a high impact on current learning and help guide instruction and teaching, it will engage the learner and make assessment indistinguishable from the learning.

To summarise, when planning and delivering learning experiences, we will always use a wide range of assessment tools and methods, to develop a holistic picture of the learner – their strengths, areas for improvement and the support and challenge needed to take their learning forward.

**Assessment Roles and Responsibilities**

**Class teachers will:**

1. provide clear planning and share learning objectives and (where possible) co construct success criteria with our pupils;
2. use assessment information to inform planning;
3. provide purposeful constructive feedback to our pupils using both verbal and written comments;
4. attend learner review (pupil progress) meetings to engage in professional dialogues about individual pupils and groups of learners
5. engage with pupils to set next steps or targets;
6. report to parents on pupils’ progress, attainment and next steps through Parents Consultation evenings and written reports;
7. carry out school-based assessments, Welsh Government assessments e.g., Personalised Assessments and statutory assessments e.g., the Needs Assessment;
8. record summative assessment results on class assessment record sheets
9. ensure that pupil information and any appropriate records are transferred to the receiving class teacher before the end of the academic year in addition to professional dialogues regarding individual pupils;
10. share information about children transitioning in and out of the school setting with other appropriate colleagues, schools and professional parties.

**The Leader of Assessment will:**

* develop and maintain tracking systems ensuring that information on pupils’ attainment is used effectively to ensure pupils’ progress.
* analyse and interpret data (as required), together with research and inspection evidence, to inform policies, practice, expectations, targets and teaching strategies.
* manage effectively the transition of pupils during each phase of their education (Entry to Nursery and Reception, Foundation Phase to Key stage 2, Key stage 2 to Key Stage 3).
* support the Assistant Headteacher (for Standards and Continuous Improvement) in setting challenging targets for pupil attainment leading to whole school improvement.
* lead the school’s internal moderation programme
* coordinate the programme of internal assessments (RWI, Big Write, reading, spelling, maths, Early Years baseline) coordinate all external assessments (Personalised Assessments).
* support the Assistant Headteacher (for Standards and Continuous Improvement) to coordinate the end of term reports to parents.
* support the AHT (for Standards and continuous improvement) in leading learner review (pupil progress) meetings

**The Leader of Standards and Continuous Improvement will:**

1. ensure the school meets the statutory requirements for assessment in accordance with Welsh Government.
2. inspire, challenge, motivate and empower staff to have high expectations of their children to raise standards for all.
3. to monitor implementation of assessment procedures and tracking of summative assessments and ensure their effectiveness and impact in raising attainment.
4. ensure that information on the progress of pupils is used to improve the support given to individual and groups of learners.
5. identify variations between performance of different groups of learners, liaise closely with the Assistant Head teacher or Leader of Wellbeing to identify and remove barriers to learning which may affect pupil achievement.
6. work proactively with teachers, HLTA’s and teaching assistants to ensure that pupil progress feedback is used effectively to review intervention support and raise standards across the school.
7. to lead on the strategic analysis and dissemination of data across the school and undertake appropriate activities to investigate further the issues affecting achievement.
8. provide regular updates on pupil progress or summative assessments to the Senior Leadership Team and Governing Body.

**Feedback- Verbal and written**

At Marlborough Primary School, we recognise the immense impact feedback has on pupil self-esteem and motivation because it tells them how well they have done and what they need to do next to improve their work. Pupils are given verbal feedback whenever possible as this enables immediate improvement to be made. When lesson time does not allow time for verbal feedback, comments are written, where appropriate, on the pupil’s work. These comments are related to the learning objective or success criteria as discussed at the start of the lesson, identifying strengths and areas needed developing. Age-appropriate written comments are given to all pupils. Time should be provided at the start of lessons for pupils to read and follow up on these comments to improve future attainment. This ensures that the time teachers spend marking really has an impact on pupils' work. Pupils are encouraged to initial the comments to show they have been read in Key Stage 2 and to use their feedback to set themselves future targets.

**Self-Assessment**

A culture of Growth Mindset is important for children to want to strive for improvement and to look forward to their work being critiqued by the whole class or their learning partner. Focusing on success is important within a positive learning environment and celebrating 'Marvellous Mistakes' is key.

Pupils are encouraged to evaluate their own work and that of their peers. Self-assessment encourages pupils to reflect on what they have learned, focusing on successes, and looking forward to what they need to improve on and learn next. Peer assessment is the process where pupils have the opportunity to reflect on the learning of their peers. Reflections are based on the criteria which is co constructed with the pupils. The success criteria are the key focus for discussing successes and the improvement needed. Sentence stems are modelled and used to organise thoughts.

Each week, pupils complete Learning Journeys which contain pieces of work that they are proud to show. They are asked to reflect on their own learning and give ways to improve their learning as well as expressing what they would like to learn next.

Pupils need time, support and scaffolding to develop these skills as they progress throughout the school. This process could start as early as Nursery or Reception and could gradually provide pupils with the skills to become competent and active in self-evaluation and peer-evaluation.

There are recognised benefits to Self and Peer Assessment.

* It encourages communication by getting pupils to talk openly about their own and others’ work.
* It encourages positive relationships within the class.
* Peer assessment paves the way for self-assessment and individual learning. This is because it can develop the pupil’s understanding of success criteria and constructive criticism as well as self-reflection.
* It improves pupils’ work and gives them something useful to act on for next time, as long as time is given for children to respond to the feedback and an opportunity to edit and improve their work.
* It makes feedback less daunting for children because it’s from a peer/themselves rather than a teacher. As we all know, children often make the best teachers!
* It gives children new inspiration and techniques to use in their own work. Seeing others’ work - whether it’s creative writing, reasoning in maths, scientific data or a piece of artwork or a dance – all can help them to magpie ideas.
* It makes sure every child has their work acknowledged by someone else, because it’s impossible for teachers to respond to every child individually in a lesson.
* It develops character strengths.

**Pupil Target Setting**

Individual pupil target setting is the next logical step from pupil self-evaluation and effective marking and feedback.

Each pupil will have a personal target for Literacy, Numeracy and Health and Wellbeing. These targets will be reviewed half termly with the class teacher and new targets will be set if they are achieved. Literacy and Numeracy targets will be noted in corresponding exercise books. Health and Wellbeing targets may be noted for example, as a display, in a floor book or Curriculum Project books.

**Assessment Procedures**

**Early Years Baseline**

Since September 2022, we have developed our own baseline assessment. initial assessment tool will be used to assess the children within the first six weeks attending Nursery and Reception. The children will be assessed on aspects of Languages, Literacy and Communication, Mathematics and Numeracy and Health and Wellbeing. Each assessment may be completed with an individual child or within a small group and photographic or observation notes will be made as to whether a child is succeeding or needs further support. The findings of the baseline will be used to inform planning and to implement strategies to support individual or groups of learners.

The baseline assessment will be used with all Nursery and Reception children and any pupils new to the school, or at their time of entry throughout the year.

**Teacher Assessment**

Summative Assessments will be carried out throughout the academic year in all year groups. Please see below the assessments administered throughout the year.

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| **Summative Assessments** | **Year** **Groups** **Involved** |
| Baseline Assessments | Nursery, Reception |
| PM Benchmarking | Reception – Year 2 |
| RWI Assessments | Reception Year 2 |
| SWST Spelling Test | Year 1-Year 6 |
| GL Reading Assessment | Year 3- Year 6 |
| Mental Calculation Assessment | Year 2-Year 6 |

Staff will record results of the assessments on the Assessment Record Sheets which acts as a Pupil Tracker year on year.

New pupils are to carry out the following assessments when arriving at Marlborough:

Pupil Portrait - Class teacher led

Writing- Class teacher led

Puma Maths Intervention Team

RWI Assessment (FP)- Intervention Team

PM Bench marking- Intervention Team

There are agreed transfer arrangements with receiving schools and settings when pupils transfer from previous school or childcare settings in the Early Years and to Key Stage 3. All statutory regulations are complied with, with the emphasis on making the transfer process as seamless as possible. Contact is made and information shared between appropriate school staff and staff transferring or receiving pupils to a new or from a previous educational setting.

**Foundation Phase Observation Books**

In the Foundation Phase, when carrying out activities which are not recorded in pupil books or on Seesaw, staff use observation books to keep field notes and a record of pupil achievement. Observation books are only used for Languages, Literacy and Communication, Mathematics and Numeracy and Health and Wellbeing. These field notes can be used to monitor pupil progress and to inform future teaching and learning.

**Personalised Assessments**

Personalised or online assessments in reading, numeracy and reasoning are designed to support individual learner progression. The assessments are for formative use, so that teachers in all maintained schools have information on the reading and numeracy skills of their learners and a common understanding of strengths and areas for improvement in these skills. When planning progression, teachers are encouraged to give full consideration to the skills identified by the assessments (not the scores alone), alongside any other relevant classroom-based information.

The assessments are focused on understanding learner progress, and are not be used for school performance or accountability purposes.

The Personalised Assessments are divided into Reading, Numeracy (Procedural) and Numeracy (Reasoning). The reading test focuses on both reading and comprehension skills, the procedural numeracy assessment focuses on numerical facts and procedures and the reasoning numeracy assessment provides information on how well learners can apply their procedural skills to solve numerical problems.

The personalised assessments are accessed online using the pupils’ individual Hwb accounts. Under teacher guidance, all pupils from Year 2 to Year 6 will individually complete a practise (or familiarisation) assessment online in each of the three areas, in the summer term. The school will decide, year by year, whether one or two attempts of each assessment will be made. After both attempts the system will generate learner feedback and also a learner report. The learner feedback is shared within two weeks of the whole class completing the assessments whilst the learner report will be shared with parents and carers as a part of reporting to parents at the end of the school year.

<https://hwb.gov.wales/curriculum-for-wales/reading-and-numeracy-assessments/personalised-assessments/administration-handbook-2021-to-2022/#introduction>

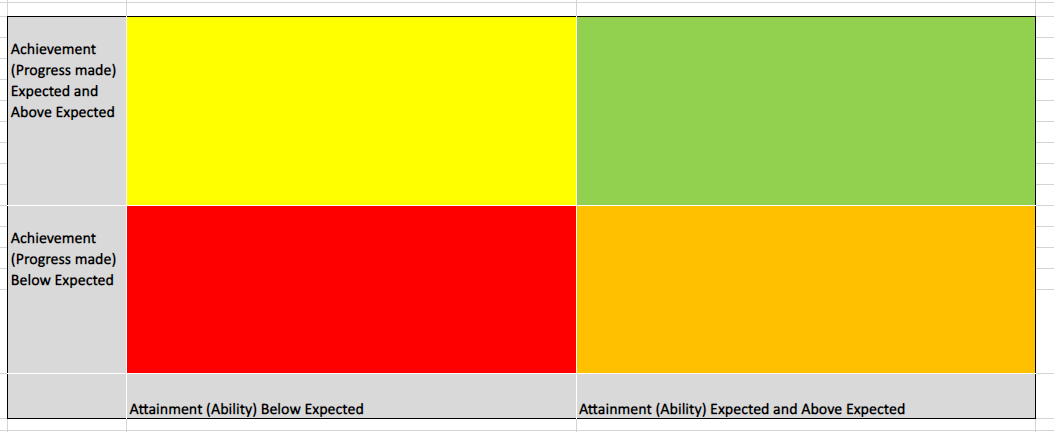
**Learner Reviews**

Monitoring pupil progress is one of our many responsibilities as class teachers and is an integral part of our School Improvement Plan each year.

Learner Review meetings will take place every term, where staff have time to discuss the progress of the children in their class. The aim is to discuss pupils’ progress focusing on groups of learners and to discuss strategies to enhance progress for pupils.

Staff will be asked to consider the progress of pupils in Reading and Maths and Writing, using a wide range of evidence including teacher assessments, class work, Personalised Assessment feedback and so on. Staff will enter pupil names on a Rubric for each area.

See below an example of the Rubric.



The information on the Rubric will be used to track groups of learners: ALN, FSM, EAL, MAT and P/LAC.

Information is analysed by the Leader of Achievement, The Leader for Standards and Continuous Improvement, the ALNCo, SLT and teaching staff to measure the impact of learning, from teacher intervention and programmes from the intervention team. This data is used to monitor progress across the school and determines whether further interventions need to take place.

**Moderation**

This is carried out both in school and across the cluster to ensure consistency of expectations. Many schools have also found it useful to collate materials and other information which are linked to a range of work of an individual learner, a learner profile.

**School Moderation**

At Marlborough Primary School, we use moderation as outlined by the school’s Senior Leadership Team. As part of this process, the schools AOLE teams will monitor skills taught and standards across each key stage. Evidence gathered can be used to support and strengthen judgements on pupils’ attainment. Meetings take place with staff to have professional conversations around pupils’ achievement, being certain that relevant evidence reflects pupils’ achievements.

**Cluster Moderation**

Cluster Moderation ensures consistency across the cluster and is an opportunity to share good practice and ways to evidence progression.

Standardisation involves a process of using samples of the work of the same pupil or of different pupils to enable teachers to reach an agreement on appropriate expectations.

**Reporting**

We comply with the statutory arrangements for reporting.

All the records, which are kept within our school, support the following reporting process;

1. to parents; through a written report and verbal feedback;
2. to other teachers, professionals or outside agencies;
3. to other schools, when requested.

We have a range of strategies that keep parents fully informed of their child’s progress in school. We are always willing to engage with parents and encourage them to contact the school if they have and questions or concerns about any aspect of their child’s learning journey.

**Annual Reports**

Pupil reports are written termly and shared with parents at the end of each term. The written report outlines progress made by the child during the term and suggests ways forward or the next steps in their learning journey.

Each term teachers will report on Languages, Literacy and Communication, Mathematics and Numeracy and Health and Wellbeing. They will also report on the AOLE area that has been predominately been taught that term, give suggested ways forward and write about the pupils’ personal qualities and dispositions. Additionally, children from Year 2 to Year 6 will reflect on their learning over the term.

When writing reports, we try to ensure that;

* reports avoid the use of jargon;
* comments focus on pupil’s learning and achievement rather on what has been taught;
* comments will be based on skills and knowledge learnt as well as experiences had;
* strengths are celebrated and weaknesses are highlighted in an unambiguous way;
* next steps or ways forward are suggested and will be achievable, purposeful and challenging;
* reference is made to the pupils' use of character strengths, their effort and attitude in school;

At the end of each term, the accumulative report is shared with parents and carers, while at the end of the academic year the full report is shared with parents and carers to inform them of their child’s progress. In addition to the written report, parents will receive a copy of the attendance recorded for the academic year and parents of pupils in Year 2 to 6 will receive the Learner Report from the Welsh Government Personalised Assessments.

All reports and any parental responses to the report are kept the pupils’ confidential files within the class.

**Parental Consultations or Meetings**

Parents are encouraged to become involved in their child’s learning and development. There are frequent opportunities for informal feedback throughout the year with all teachers. There is a very established ‘open door’ policy where parents are encouraged to express any concerns at any point during the school year. This is a two-way system where teachers will contact the parent should an issue arise.

In addition, our parents are offered the opportunity to meet with their child’s teacher in the autumn and summer terms. If their child has additional learning needs they also have an opportunity to request a meeting with the ALNCO.

At the first meeting of the school year, in the autumn term, class teachers can share information about the class and how all children can be supported at home. They may also discuss how an individual child has settled into their new class, their attitudes to learning as well as any areas of concern that have been identified.

At the second meeting of the year, class teachers discuss and evaluate progress made by the individual child.

Parent consultation meetings may take place in person or online or a combination of both. All meetings held virtually will be hosted using the online platform <https://www.parentseveningsystem.co.uk/>

Parents and carers are able to book a meeting at a time where the class teacher is available to meet. They use the same booking system to attend the meeting online, at the designated agreed meeting time. Each appointment is for 10 minutes. Guidance to enable parents to book and attend the meeting successfully, is shared in advance.

**To Summarise**

In summary, the assessment procedures and approaches are continually being reviewed and updated in accordance with the new Curriculum for Wales documentation, using guidance as found on:

<https://hwb.gov.wales/curriculum-for-wales/assessment-arrangements/>

and guidance from the Local Authority.