



Cledford Primary School and Gainsborough Primary & Nursery School

A Federation of Cheshire East Primary Schools



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Federation Assessment for Learning Policy

Reviewed: October 2022

Signed:

Mrs J Sercombe (Chair of Governors) _____

Mrs AJ Booth (Federation Headteacher) _____

Mrs J Nurse (Principal) _____

Mr C Adlington (Principal) -----

Review date: October 2024

Federation Assessment for Learning Policy

Rationale: Assessment for learning is a continuous process. It is how teachers gain daily knowledge of the pupils' needs and progress enabling them to stay at the cutting edge of their pupils' learning thereby ensuring every child has the opportunity to reach their potential.

Aims of assessment for learning

Assessment in our federation:

- Provides essential daily information to staff and children about levels of understanding
- Identifies children's strengths and gaps in their skills/knowledge
- Identifies next steps for learning
- Informs future planning and teaching and learning strategies
- Enables appropriate strategies to be employed
- Tracks the child's rate of progress
- Facilitates an evaluation of the effectiveness of teaching and learning
- Ensures opportunities to deepen understanding
- Provides information for target setting for individuals, groups and cohorts
- Identifies underachievement and those pupils needing targeted support or interventions
- Provides opportunities for feedback to pupils about their progress, how they can improve and encourages self-assessment and promotes learner engagement
- Identifies that learning and teaching is inclusive of all abilities and needs of the children

Types of Assessment

Formative/Assessment for learning: This is the on-going assessment carried out by teachers as a natural part of teaching and learning. Formative assessment is constantly taking place in the classroom through discussion, listening and analysis of work. It is essential that teachers know how well a child has progressed and that pupils understand how well they are doing and what they must learn to help them to improve.

Formative/Assessment for learning assessment strategies:

- Evaluation of pupils' learning to identify specific needs so that any issues can be addressed in subsequent lessons – supporting pupils to know more and remember more
- Adjusting plans to meet the needs of learners
- Ascertaining pupils' ability to recall prior learning
- Skilful questioning by the teacher (higher order questioning)
- Encouraging pupils to ask questions to extend and clarify their thinking
- Ensuring pupils are aware of the learning objective and encouraging them to evaluate their progress and understanding so that they know the next steps they need to take
- Using plenaries/exit passes at the end of the lesson to check understanding
- Providing opportunities to reflect on their learning (metacognition)
- Using pre-learning tasks to enable pupils to access the mastery approach to learning
- Marking work so that it is constructive and informative in accordance with the school feedback policy
- Continuous teacher observation of pairs, groups and individuals
- Making continuous judgements about pupils' attainment in relation to Age Related Expectations for example through the use of low stakes quizzing
- Informal end of unit tests*

*See appendix for examples of testing in Foundation subjects

Summative Assessment

There are two summative assessment points in our school year. These help staff to:

- Track the progress of pupils towards end of key stage expectations across the curriculum
- Provide regular feedback to parents and carers about children's progress
- Produce recordable measures which can demonstrate comparison against expected standards in the school and against national averages and to reflect progress over time

What do we assess?

- Knowledge and understanding
- Skills
- Attitudes and capabilities

When do we assess?

- Routinely as part of the on-going teaching and learning process (formative assessment/assessment for learning)
- At assessment points in January and June (summative assessment)
- As required to identify and indicate any specific difficulties (diagnostic testing)
- Statutory assessments; start and end of EYFS, end of key stage 1 and 2, Year 1 phonics screening, Y4 Multiplication Tables Check

Assessment in the Early Years Foundation Stage

On entry to the school children are assessed using NFER baseline. On-going formative assessments then take place to ensure that next steps in learning are appropriately planned to help children make progress. Pupils are assessed using the Early Years Foundation Stage Profile (EYFSP) which is based on the teachers' continuous observations and assessments in the following areas:

The prime areas of learning:

Communication and language

Physical development

Personal, social and emotional development

The specific areas of learning:

Literacy

Mathematics

Understanding the world

Expressive arts and design

Each child's developments and achievements are recorded in the profile. There are 17 ELG (early learning goals) descriptors and for each ELG, practitioners must judge whether a child is meeting the level of development expected at the end of the Reception year (expected), or not yet reaching (emerging). Children are defined as having reached a Good Level of Development (GLD) at the end of EYFS if they have achieved the expected level for the ELGs in the **Prime** areas of learning and the specific areas of mathematics and literacy. This helps teachers and parents/carers to understand broadly what a child can do in relation to national expectations.

Records and record keeping

Judgements about a child's attainment are made twice a year and information is entered onto the school tracking system, DC Pro.

Thorough data analysis provides information about percentages of children on track to achieve age related expectations within a cohort and identifies pupils who are below, in addition to tracking progress. The information is used to identify intervention groups, and track the progress and attainment of groups of pupils including those who are able, those with special educational needs and those in receipt of pupil premium funding.

Analyse school Performance (ASP) each year also provides the school with information about end of key stage cohorts and their attainment and 'value added' progress.

Reporting

Information about each child's attainment and progress is shared with parents/carers. They are invited to attend parent meetings in the Autumn and Summer terms to discuss progress and information is shared about each child's attainment in relation to school age related expectations. An annual written report is sent home in the Spring term each year which celebrates achievements, provides information about attainment, attendance and learning characteristics and sets individual targets for the following term. Should the need arise, parents are welcome to discuss the progress of their child at other times during the school year.

For children at the end of each key stage and at the end of year 1 and year 4, information is sent home about the results of statutory tests.

Moderation

Moderation is important to ensure accuracy and a consistent approach in assessment throughout the school. It ensures that teachers have a shared understanding of the standards that the children are expected to achieve.

In our federation we:

- Meet regularly in staff meetings and phase meetings to moderate writing and maths books
- Moderate assessments through termly book scrutiny and feedback findings to staff
- Participate in moderation schemes in the local authority for end of key stage assessments
- Participate in cluster moderation exercises with local schools and across the Federation

The assessment coordinator will:

- Formulate and regularly review the school's assessment policy in consultation with the school leaders and staff
- Provide support and guidance with assessment and keep up to date with current information and the needs of the school
- Resource the school with relevant tests
- Maintain the tracking system (DC Pro) and analyse the information it provides
- Highlight pupils who have made less than good progress or who are not on track to achieve school age related expectations
- Analyse results to identify attainment and progress made by pupils and for groups of pupils such as those in receipt of pupil premium funding, vulnerable pupils, gender, EAL, and SEND
- Report to Governors regarding school in-year data analysis and statutory test results.

Appendix 1

Assessment in Foundation subjects

Why?

Assessing children's learning in the foundation subjects enables teachers to identify pupil's retention of knowledge, misconceptions and next steps.

Who and what?

It is the responsibility of teachers to create assessment activities based on the learning objectives from their planning.

Teachers should also check the children's understanding of the *subject specific vocabulary* for each unit.

When?

It is good practice to assess for learning each lesson. This may take the form of a quick oral recap activity (see agreed school pedagogy for teaching & learning) or a short recorded task. All tasks need to be quick and pacy as new learning is the priority.

How?

There are many different ways teachers can deliver end of unit assessment.

Interactive quiz (Kahoots)

Create your own quizzes on line for the children to complete on ipads/computers.

Examples of quizzes can be found on this hyperlink <https://www.courthousejunior.co.uk/quizzes/>

Powerpoint quiz

Create a powerpoint quiz; the children can record their answers in their book and then mark their answers as it is reviewed at the end. This method allows teachers to spot any whole class areas for recap or misconceptions.

Paper quiz

Simply creating a quiz that can be printed, completed and glued into books.

Tell me what you know about...../ Would you like to live in theperiod? Why?

It is important to ensure that children can talk confidently about their learning. Simply asking children what they know about a topic and giving them 5 mins with a partner to recap is an effective way to assess their learning and substantive knowledge

Flashback 4

Asking pupils to retrieve prior learning in this easy to remember format has been shown to help pupils remember their learning and make appropriate links:

Last lesson, Last week, Last unit, Last Year
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Talk like an Expert

Asking pupils to retrieve their learning orally, presentation style, usually at the end of a unit. (This is a good way for pupils who struggle to record their knowledge)

Brain Dump

Giving pupils the opportunity to retrieve prior knowledge about a topic. Eg 'Tell me everything you know about

Kagan Style activities

For example:

- Rally Robin
- Quiz Quiz Trade
- Think Pair Share
- Challenge Grids

Suitable tasks include for end of unit assessments include:

- Circle the correct answer -
- Label the picture/map –
- Multiple choice –

- Match the word to the definition
- True or False?

- Explain –
- Name two things.....
- Sequence

- Explain the cause and effect of
- Compare how
- In your opinion what do you think..... Explain your answer.
- Describe
- Write down a paragraph explaining

Expectations

Assessments should be inclusive of all pupils, including those with SEND and pupils who have EAL.

Examples of previous Geography and History assessments papers can be found on staff share.