

# MIDDLESBROUGH ASSESSMENT POLICY

This policy was created through the MAP Teaching, Learning & Assessment Delivery Group in collaboration with several Middlesbrough schools and Middlesbrough Schools' Teaching Alliance. It is available for all Middlesbrough schools to use and amend as required. Special thanks to all of the schools who attended and supported.

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# MIDDLESBROUGH ASSESSMENT POLICY

## OBJECTIVES

- To inform the next steps in teaching and learning for maximum impact for all pupils
- To provide information about pupil progress to all stakeholders key performance indicators appropriate for pupil ages (as set out in the primary curriculum)
- To use an effective mix of formative and summative strategies in order to formulate a full picture of pupils progress
- To provide meaningful data which will be used for analysis, whole school planning and accountability, contributing to whole school self-evaluation and school improvement planning.

## AIMS

- To provide an appropriate curriculum for all pupils
- To ensure quality first teaching based on individual needs of all pupils
- To track pupil achievement through setting challenging targets for attainment and achievement
- To ensure the swift and effective identification of learning interventions when needed
- To give reliable and accurate information to all stakeholders about pupil progress
- To continually reflect upon and moderate best practice, both internally and through networking with other schools, in order to ensure that our assessments are fair, reliable and valid

The assessment policy is a live document, reviewed regularly to improve assessment practice in school and to remain up to date with government guidance. Evaluation of teaching and learning is linked to the continual professional development of all staff to ensure teacher expertise in curriculum, pedagogy and assessment.

## FORMATIVE ASSESSMENT

In school, formative assessment is an integral part of teaching and learning. It is an everyday tool that teachers use to inform the planning process and next steps in learning. It enables pupils to become confident effective learners, who understand what they have achieved successfully and know what they need to do to improve. It enables pupils to make good progress by setting them challenging goals.

Formative assessment is used to monitor pupil learning on a day to day basis, supporting teachers to make professional judgements on progress and attainment.

Teachers are then able to identify their strengths and weaknesses, and target areas immediately. It supports groupings for pupils and interventions required.

## EFFECTIVE FORMATIVE ASSESSMENT STRATEGIES ENABLES:

- Effective ongoing feedback, both verbal and written, supporting pupil to understand what they are doing successfully and where and how to improve their work through next steps in learning
- Opportunity for pupils respond to feedback either immediately or within next pieces of work
- High quality targeted questioning, enabling children to demonstrate what they know, understand and can do
- Effective self and peer assessment, based upon shared and understood learning objectives and success criteria
- Observations of pupils working
- Opportunity for teachers to re-shape lessons, in order to meet the pupils learning needs.
- Teachers to plan appropriately for the subsequent lessons
- Teachers to plan precisely for intervention (catch up pre-learning or prior learning)

## SUMMATIVE ASSESSMENT

Summative assessment is used to evaluate pupils' learning and progress at the end of a period of teaching. This is an integral part of teaching and learning.

Summative Assessment is used effectively to support teachers understanding of identification of gaps in knowledge, skills and concepts. It is also used to demonstrate where children have acquired skills and are ready for next steps in learning.

The outcomes of in-school summative assessments support teachers in making rounded professional judgements on the achievement of a child at a particular time and in specific areas of learning. In school summative assessments is also used as a guide to inform teachers and senior leaders on learning and progress within specific groups, classes, year groups and across school. Resources can then be directed appropriately within school.

## EFFECTIVE SUMMATIVE ASSESSMENT

- Confirms, supports and evidences formative judgements
- Enables pupils to be tracked consistently
- Enables teachers to identify what children can do (e.g. question level analysis)
- Informs intervention programmes
- Inform SEND (evidence)
- Inform parents/carers/pupils/governors/SIP
- Inform transition across year and phases of education
- Enables progress and attainment to be tracked effectively

## NATIONALLY STANDARDISED SUMMATIVE ASSESSMENT

We ensure all statutory assessments are administered in accordance with guidance and reported to all stakeholders as appropriate. Nationally standardised summative assessment provides information on how pupils are performing in comparison to pupils nationally and how the school is performing in comparison to schools nationally.

Results from national tests are used to inform School Improvement Plan

## NATIONALLY STANDARDISED ASSESSMENTS ARE:

- Foundation Stage GLD
- Year 1 phonics screening test
- KS1 SATs in English and maths (end of Year 2)
- KS2 SATs in English, maths and science – sample only (end of Year 6).

## GOVERNANCE/MANAGEMENT/LEADERSHIP

### INVOLVEMENT OF GOVERNORS

- Governors have a crucial role in ensuring the school has accurate assessment information for all children
- Governors approve the assessment policy regularly
- Governors are aware and ensure that formative assessment drives learning and teaching within school.
- Governors are well informed about pupil achievements and hold teachers to account for ensuring every pupil achieves well.
- Governors are made aware of how groups of children are performing and the progress they are making.
- The school will report to governors termly on progress made in each year group and for each identifiable group of children.
- Governors will promote challenge for the school and will meet regularly with subject leads to review progress.

### ACCOUNTABILITY AND MONITORING

Assessment leader, Senior Leadership Team and subject leaders ensure the policy is implemented consistently throughout the school using strategies such as:

- Discussion with teachers, children parents/carers
- Sampling teachers planning
- Lesson observations
- Learning walks
- Work scrutiny
- Tracking children's progress

All leaders drive improvement and have a vision that the school will collectively apply assessment for learning so there is maximum impact of children's learning and achievement.

Assessment information is shared with all staff to ensure effective use of teaching and learning, high expectations used consistently throughout the school to challenge pupils and drive improvement in standards.

## MODERATION

Validity of teacher judgements will be through a range of methods including:

- Parallel class swap (year meetings)
- Key stage meetings/staff meeting
- Progress meetings
- Cluster groups or external partners
- Local authority (statutory)

## ASSESSING THE LEARNING JOURNEY

Within the new National Curriculum, we assess our pupils as emerging, developing or secure within an Age Related Expectations leading to greater depth. The vehicle we use to progress learning at all levels, is the 'mastery approach'.

For example:

- making and explaining connections in their learning
- using and applying concepts independently
- articulating/teaching the concept to others
- synthesising and generalising their learning
- showing resilience
- finding alternative ways

Depth of learning is achieved once a child has mastered these skills and demonstrated an ability to confidently apply them in a range of challenging contexts across the curriculum.

Teachers ensure that children are not accelerated too quickly through the curriculum content but ensure that all aspects of the age-related expectation are mastered before moving them on.

INSERT YOUR OWN SCHOOL ASSESSMENT CYCLE