



Teacher Guide to the Assessment Cycle

Assessment for Learning Information (A4L) Assessment, both summative and formative, is integral to good teaching and learning.

Summative assessment is a method of evaluating children's understanding and performance at the end of a chunk of learning be it end of unit or term. Summative assessment takes two forms in Highfields Primary School. The statutory end of Phase assessment points i.e., Year 1 Phonic Screen, Year 6 SATs **and** our in-school baseline/diagnostic tasks and end of unit assessment points.

Formative assessment is the method used by teachers as a continual process or quest to find out what the children know, understand and how best to support them in the next steps of their learning.

This policy aims to clearly set out how and when assessment practices need to be carried out.

- Provide clear guidelines on what assessment must be taking place in school for both formative and summative assessment.
- Provide guidelines on how teachers carry out and record these assessments.
- Establish and provide clear guidance how pupil progress is monitored over the year throughout the school and what is expected of teachers.
- Provide clear guidance on end of term data points and target setting process throughout the school.
- Provide guidance on Moderation (In-school, AFLAM and LA)
- Provide guidance of how and when we report to parents.

Summative Assessment

Statutory assessment take place in Years 1 and 6 over the Year. Guidance can be found in the Reporting Arrangements documents produced by the STA. These guides are produced every year and should be downloaded by phase leaders and information then passed to the relevant teachers. The assessments consist of:

- Foundation Stage Baseline in Autumn Term
- Year 1 Phonics Screen in June
- Year 6 SATs in May

The relevant dates of these assessments will be indicated on the SIP every year.

Teachers will assess using the correct frameworks and procedures and will pass data to Phase Leaders. Phase Leaders will then input these in the correct spreadsheet. The data will then be checked. Deputies and Headteacher will check Reception, Year 1, and Year 6 before being passed to the Business Manager to be input on final sheet which will go to Headteacher to complete final check before uploaded to LA.

Phase Leaders will be responsible for making sure these summative assessments are input or transferred to Target Tracker.

In-school Summative Assessments

Assessments must be completed for **all** subjects taught – these assessments are mainly end of unit assessments or end of context assessments which is normally the end of term.

English

Reading

- FS, KS1 Phonics assessments
- Reading Recovery Benchmarking
- Accelerated reader
- NTS Reading Tests completed in assessment weeks towards the end each term for Years 2-6. (Year 6 do not need to complete these in the summer term as they complete SATs)

Writing

Diagnostic task before you plan the unit of work. Complete diagnostic grid and snip into short term planning. (Smart Notebook/PowerPoint etc.) Use this information to plan the unit of work to ensure children's needs are being met. It is good practice to go back to the initial diagnostic at the end of the unit and see where children have improved.

Maths

Diagnostic task before you plan the unit of work. Complete diagnostic grid and snip into short term planning. Use this information to plan the unit of work to ensure children's needs are being met.

Reviews at the end of the chapter give an indication of children's knowledge and skills in mathematics.

Insights

- Baseline Aut 1
- Test A after completion of Book A
- Test B after completion of Book B

Science

- A Diagnostic task from Rising Stars must be completed before teachers plan the unit of work. Teachers may ask children to complete these or they can be given to the children as discussion points (this is more appropriate in KS1). Whichever way they are administered, the outcomes must be taken into account in planning the unit.
- End of unit tasks from Rising Stars. These can also be administered with the children or completed as discussion. Try to choose a range of questions to encourage children to practice applying their knowledge with graphs and other diagrams.

Context and Other Subjects

History/Geography/Art and DT. Assess against objectives taught and the big question. Record assessments at the end of short-term planning in the class assessment folder. These assessments must be looked at when the current or next teacher teaches the subject again. This is so that teachers are aware of the children's knowledge and skills and can plan accordingly.

Music. Before each unit, video the children's starting points in music and then video again at the end of the unit. This will be monitored by the music lead. Use this evidence to plan your next unit of music.

For all other context subjects: PE, RE and PSHE. Look at the objectives taught over the unit. Use the end of unit questions to see if children have met objective and note down any children that needed extra support and which children exceeded in the subject. These can be added onto the class assessment record.

Computing Use the scheme of work questions and save work children complete in the class folder on the shared area.

Formative Assessment

This is teacher's day to day in lesson assessment. This must happen throughout the lesson and is used to shape the children's next steps and teaching for the next lesson or unit of work. A4L comes in the form of questioning, observation, discussion, and outcomes. Teachers will have a whole class feedback book issued at the start of the academic year. Teachers must use this book to record marking outcomes and ensure that other AFL is recorded and used as part of teaching. For other A4L information it is up to individual teachers on how this is recorded some may be in note form, snipped into short term planning, spreadsheets or their own form of recording.

Data Collection

End of Autumn 2, Spring 2 and Summer 2 (Dates are in the SIP) data drops in Reading, Writing and Maths must be completed on Target Tracker.

Science End of Unit – data must be input in Target tracker at the end of each unit completed using the statements. (If unsure please see Science Lead)

Target Setting

Target setting is thought about across the year. The targets set must be ambitious and considered carefully in conversation with phase leaders. Phase leaders must record these on Target Tracker.

Autumn Term – Teachers must be aware of the targets in their new classes and teach accordingly.

Spring Term – In January the current teacher in conjunction with Phase Leader will review these targets. Consider if children's targets need moving up.

Summer Term – Current teacher to set new targets in July before the end of the year. Targets to be checked by phase leaders taking into consideration previous milestones and any inconsistencies.

At each point in the year the Head teacher and Deputy Head will sweep and check targets.

Pupil Progress Meetings

These meetings happen four times a year and are an accountability measure to ensure teachers are held accountable to the children's progress in their classes. The dates are identified in the SIP. The process is as follows:

Data Input

- Children's end of term levels in reading, writing and maths are to be input by the teacher on target tracker before review meetings happen in phase.

- Done by dates identified in SIP.
- Phase leaders to interrogate 'Age related Expectation Summary Report' for the Year group to help form discuss in data review meetings.

Data Review Meeting

Completed in phase meeting time.

Phase Leaders to shape discussions around progress.

Questions to consider:

- What do your percentages look like? Why?
- Who has made exceptional progress? Why?
- Who is at risk of not meeting targets? Why?
- Who has not made any progress? Why?
- What progress have pupil Premium children made? Why?
- Who are your target children for next term? Why?
- Remember in these discussions try to be as specific as you can be. Not reading at home, 'being lazy' and 'not confident' are not reasons why children haven't made progress as good quality first teaching will deal with these issues.

Prior to Pupil Progress Meetings teachers must

- Ensure the reports are run from Target tracker. These can be saved as a PDF.
- Ensure proforma is filled in and returned by the deadline.

Pupil Progress Meeting

- Will be chaired by Assessment Lead and supported by Deputy or Head.
- Discussions will be centred around the proforma and Steps Targeted Progress sheet from target tracker. This report identifies how far away children are from their end of year target.
- Teachers will be able to discuss children in their class and leave the meeting with some strategies and support those children at risk.

Post Pupil Progress Meeting

- Provision Meetings will take place with Phase Leaders
- Reshaping of interventions and other support strategies to be discussed

Moderation

Moderation is an essential process of checking teacher assessment judgements against a checklist of criteria. This is an important part of the data cycle to check that judgements are correct so senior leaders can confidently track progress and use the information to support whole school development priorities.

- To agree consistent principles and approaches to moderation to ensure consistency across year groups
- To establish a shared and consistent understanding of end of year expectations
- Establish children's gaps in learning and identify next steps

External Moderation

AFLAM sessions within the trust

- To meet our statutory responsibilities to moderate with other schools

Year 2 and 6 Moderation Drop in Sessions

- Run by the LA outside of school time
- Essential part of assessment within the statutory requirements

Internal Moderation

Foundation Stage

Moderation in Foundation stage will happen between teachers and phase leader across the whole year. Judgements are checked and cross referenced to the Foundation Stage Profile.

Years 1 -6

Writing

- Year 6 use TAF checklist to moderate end of Spring ready for external moderation if happening.
- Years 1, 2, 3, 4 and 5 use Leicester City LA checklist to ensure consistency. Year 2 can use previous (or updated versions) Year 2 TAF checklist to support their judgements
- Moderation will happen with Senior Leaders to cross check evidence and judgements.

Reading and Maths

- moderation happens within the CPD time.
- Teachers meet to go through judgements and provide evidence to back up judgements using the correct checklist.
- Identification of next steps to children's learning can be made during these sessions.

In order that moderation meetings:

- support the formation of accurate teacher assessment judgements in line with the national curriculum programme of study statements.
- facilitate identification of gaps in learning to inform next steps for teaching.

all teachers will:

- respect the confidentiality of any information received from other teachers;
- bring the appropriate evidence of work in books / video etc.
- be prepared in advance.
- evidence needs to be clearly identified.
- use the correct proforma.

Reporting to Parents

Parents Evenings

These are an essential part of our duty to report to parents in their child's progress.

Autumn – Parent presentation and opportunity for parents to meet 1 to 1 if required.

Spring 2 – Parents evening

Summer 2 – Children's written report is sent home and parents have an opportunity for a meeting if required.

- Requirements of Parents Evenings
- Books should be made available for parents to read before or after the meeting.
- Teachers should tell parents children's progress across the curriculum.
- Inform parents in children's expected progress and targets
- All SEND children need extra time to go through IEP or targets with parents
- Keep a record of which parents haven't made appointments, you must attempt to contact and if no appointment is made report to SLT

Parents Reports

Reports about children's progress are sent home towards the end of Summer Term. All the dates are identified in the SIP.

Teachers will use target tracker to write and report on children's progress. The reports should not be over a A4 page. Teachers must make sure that they outline the children's progress and their next steps. To ensure consistency teachers must read the example report that will show the types of comments that can be made.

Reports are a professional document so teachers must ensure that spelling (in particular, children's names), pronouns and grammar are correct. After teachers have completed the reports, they will need to proofread. During CPD time, there will be another opportunity to proofread where teachers will swap and read each other's. It is essential that all are correct before being sent home to parents.

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