



## Assessment Policy Parkfield Community School

Assessment is a continuous process integral to learning and teaching. It is how teachers gain knowledge of their pupils' needs, achievements and abilities, enabling planning and delivery to be more effective, thereby raising attainment for every child.

Our principles of assessment are:

- to provide information to support progression in learning through planning;
- to provide information for target setting for individuals, groups and cohorts;
- to share next steps and learning goals;
- to involve children with self assessment;
- to help pupils know and recognise the standards for which they are aiming for;
- to raise standards of learning;
- to identify children for intervention;
- to inform parents and other interested parties of children's progress;
- to complete a critical self evaluation of the school.

### Formative Assessment

Formative assessment opportunities are a natural part of teaching and learning and are constantly taking place in the classroom through discussion, listening and analysis of work. This allows teaching to be adapted on a minute-by-minute basis within the classroom. 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 improve.

To achieve this at Parkfield Community School we will:

- evaluate pupils learning to identify those pupils with particular needs so that any issues can be addressed in subsequent lessons/catch up sessions;
- adjust plans to meet the needs of the pupils;
- ensure pupils are aware of the learning intention and success criteria at a suitable point during the lesson and encourage them to evaluate their progress so that they understand the next steps they need to make;
- share targets with parents to include them in supporting their child's learning;
- encourage pupils to evaluate their own work against success criteria based upon specific, key learning objectives;
- provide feedback (written/oral, that is both constructive and informative) to children to encourage dialogue and develop the self-assessment skills of learners. This will be in accordance with the learning support and maths marking policies;

- incorporate both formative and summative assessment opportunities in medium and short term planning;
- assess all subjects termly using a common format and make relevant comments about pupils progress, especially those working below or above the national average in Pupil Progress meetings.

At Parkfield we will use formative assessment strategies such as:

- working walls;
- targets – Learning Ladders;
- sharing the learning intention and success criteria. (This may take part at any point during lessons – It is not always at the start);
- self and peer evaluation (including effective teacher modelling);
- discussion, effective questioning, talk and modelling;
- sharing the learning journey – children know what is next – Learning Ladders
- the use of visualisers.

### **The use of Effective Questioning**

When asking questions, we believe it is vitally important to provide children with thinking time to answer them and a talk partner to practise their answer/s with. This allows all children the opportunity to answer questions. Suitable 'random' children can then be selected to feedback answers to the class (no hands up) e.g. using named lolly sticks or a computer random name generator.

The types of question asked, the way they are asked and the responses given influence both the self-esteem and the level of participation of pupils. At Parkfield, we aim to cultivate a supportive environment in which pupil contributions are valued highly and where wrong answers are not detrimental to the self-esteem of pupils. Such mistakes should be valued positively as part of the learning journey experience.

Low order questions for factual recall may be used in class to check on previous learning, but we aim to minimise these and to make more use of more open, higher order questions, such as Socratic questioning (there are 6 types of these questions – see Appendix 4). Additional types of question stems can be found in Appendix 5 and 6.

These are questions that probe the underlying logic or structure of our thinking and enable us to make reasoned judgments.

To develop the quality of answers at Parkfield, teachers are expected to model answers and to encourage children to expand their answers where necessary. One-word answers should be actively discouraged.

Research shows that common errors in teachers' questioning include:

- asking too many questions at once;
- asking a question and answering it yourself;
- asking questions only to the brightest or most likeable;
- asking a difficult question too early;
- asking irrelevant questions;
- over relying on closed type questions;
- always asking the same type of question;
- asking questions in a threatening way;
- not indicating a change in the type of question;
- not using probing answers, particularly in terms of getting children to justify their answers;
- not giving pupils time to think;
- failing to see the implications of answers;
- failing to build on answers.

### **Using self and peer assessment**

There are a whole host of different methods and strategies that can be used by the children to peer and self assess their work. At Parkfield we do have our own Formative Assessment Developmental Continuum, which states which strategies should be used in which year groups. This helps to ensure progression in the children's formative assessment skills throughout the school.

- Formative assessment should be an integral part of lessons and everyday practise. It is NOT a bolt on and should never be considered as such;
- Whichever strategies are used, these MUST be taught AND regularly modelled. A visualiser is a powerful tool for this;
- Using fewer strategies well, is better than using many strategies poorly;
- The children must be given time to peer/self assess regularly and effectively;
- Children should be given opportunities to improve their work based on their peer and self-assessment (where appropriate);
- Formative assessment should not be tokenistic e.g. thumbs up, thumbs down as the lesson finishes;
- It is good practice, as a year group, to discuss at the start of the year a consistent approach to formative assessment. This will then ensure consistent practise across the year group. This should also be regularly reviewed and shared within a year group.

For successful formative assessment to take place, the following should be present:

- Children should know where they are, in terms of their learning, and what they need to do to improve;
- Children should be aware of the purpose of self and peer assessment;
- Children should know what to do if they get stuck;
- An attitude of 'It's ok to make mistakes' should be present and these mistakes should be used as teaching opportunities (a risk taking culture should be encouraged);
- The children should feel able to give honest positive and developmental feedback on their own work and that of others;
- The opinions of all should be valued;
- Children should be encouraged to ask questions (a community of enquiry);
- Rules for peer assessment should be modelled and established e.g. more stars than wishes, two children looking at one piece of work at a time etc;
- Strategies used by the children should be regularly modelled by the class teacher/teaching assistant;
- Suitable resources should be readily available e.g. smiley faces, green pen, highlighters etc;
- Formative assessment should be carried out within a range of group sizes and children should have the opportunity to work with a range of other children.

### **Formal Assessment Cycle**

Formal assessment is a systematic part of our school's work which will be used to track each cohort in the school. It is through an effective tracking system that the needs of every pupil can be met and that the school develops a clear understanding of how to raise standards.

The assessment cycle at Parkfield Community School will include:

#### **1. Data from statutory assessments**

- Foundation Stage Profile;
- Year 1 Phonics test;
- Key Stage 1 assessments;
- Key Stage 2 assessments;
- Assessment from EYFS Baseline to end of KS2 outcomes.

#### **2. Information from termly and end of year assessments**

- End of year formal assessment tasks Year 2-6;
- Writing assessments (no less than 6 per year);
- On going teacher assessments in all subjects on a termly basis;
- Non-statutory tests.

## **Reporting**

Reporting to parents / carers provides the opportunity for communication about their child's achievements, abilities and future targets. The end of year reports will be written so that they have a positive effect on pupils' attitudes, motivation and self esteem, detailing next steps.

At Parkfield Community School we will:

- provide opportunities for two parent consultation evenings, so that parents can discuss how well their child has settled and be involved in target setting process; have opportunities for a mid-year progress report and have a final end of year report;
- provide an end of year written report which include results of any statutory tests and assessments and gives information relating to progress and attainment;
- discuss pupil progress at the request of parent by appointment.

The leader of assessment will:

- provide support and guidance with assessment and keep up to date with current information;
- resource the school with relevant tests and update assessment cycle;
- highlight pupils and groups of pupils who have made less than expected progress or are working below expectations;
- analyse results to identify attainment and progress made by pupils and for groups of pupils, such as: disadvantaged, gender, vulnerable children and children from different ethnic minority backgrounds;
- report to governors regarding the policy, statutory test results and cohort targets.

## **Moderation**

Moderation is important to ensure a consistent approach in assessment throughout the school. It is important that when teacher assessments are carried out, there is evidence recorded to justify judgements made.

At Parkfield Community School we will:

- use Learning Ladders & OTrack materials (assessing pupil progress) to benchmark and moderate pupils;
- meet regularly when in phase/year group meetings to moderate writing and maths learning/assessments;
- moderate work through monitoring planning and through book scrutinies, feeding findings back to members of staff;

- collate evidence to back up teacher assessments as appropriate;
- participate in moderation both internally and externally.

Parkfield Community School  
July 2016

To be reviewed in 3 years.