



Coleman
Assessment Strategy

Assessment at Coleman Primary School is an integral part of teaching and learning and provides a vital mechanism for raising standards and pupils' achievements. We have a continuous and systematic assessment system in place which forms a fundamental part of the effective teaching strategies across the school. By implementing a workable, explicit, whole school assessment strategy, we continue to strive towards our goal of achieving the best for all children.

Introduction

Assessment is integral to high quality teaching and learning and lies at the heart of the process of promoting children's learning at Coleman Primary School. It helps us to ensure that teaching is appropriate and that learners are making expected progress. It provides a framework for setting educational objectives, monitoring and communicating children's progress. At Coleman, assessment must be a part of all teaching strategies, to help identify areas for development and track progress. It helps us to strengthen learning across the curriculum and helps teachers enhance their skills and judgments so that all learning is personalised to enable all children to make progress in each lesson.

Aims

This strategy aims to:

- Provide clear guidelines on our approach to formative and summative assessment.
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents.
- Clearly set out how and when assessment practice will be monitored and evaluated.

Principles of assessment

The key assessment principle for Coleman Primary School is to ensure that the purpose and the use of assessment and data is clear, relevant and in-line with school's aims and values.

Assessment for learning and assessment of learning are distinguished clearly in our understanding of the key types of assessment: formative and summative and within this, our aims are:

- To gather only necessary information about the performance of individual pupils, groups, and cohorts which is used to set specific targets, related to learning, at different levels and to ensure that effective interventions are in place.
- To ensure that all data collection is proportionate and that practices are helpful for pupil progress and measures, without increasing the expectations put on teaching staff that would increase teacher workload.
- To provide information for planning, teaching and curriculum development, as well as part of our SEND monitoring and interventions.
- To ensure that assessment procedures are fair and consistent for all pupils.

- To inform parents of their children's progress at parent evenings in the autumn and spring terms and through an annual report in July.
- To ensure that efficient assessment and recording are key parts of Coleman's performance management policy, in line with the Teachers Standards.
- To ensure that assessment is used to inform curriculum provision.
- To allow pupils to show what they know, understand and can do in their learning; as well as helping them understand what they need to do next to achieve their targeted levels.

Assessment approaches

At Coleman Primary School, we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use three broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

In-school formative assessment

Effective in-school formative assessment enables:

- Teachers to understand how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons.
- Pupils to measure their knowledge and understanding against learning objectives and identify areas in which they need to improve.
- Parents to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve.

At Coleman, we ensure that formative assessment is pivotal in each lesson and forms the basis for the next steps of learning which will be taking place. We adopt a wide range of formative assessment strategies and techniques in school. The main strategies are listed below:

- Marking and feedback forms part of formative assessment and this is outlined in the Marking and Feedback policy.
- Questioning is a main part of any classroom teaching and at Coleman, we strive to ensure effective questioning is central to understanding, developing and consolidating new skills and concepts.
- Self-assessment and peer-assessment is used throughout a variety of sessions where children can, for example, use linked or other strategies to work out if their or their work partners original response or answer is correct.
- Learning intentions are always shared at the beginning of each lesson with the children to ensure that they know the expectation and the outcome that they should have secured.
- Oral feedback along with marking plays an important role and is often used to explain more complex steps or when reading teacher feedback becomes a barrier to a child accessing their own feedback.

- Teachers and children reflect on performance and set targets for further development.

Ongoing formative assessment ensures; knowledge, skills and understanding are continually assessed and that the next steps of learning are supported and developed; gaps are identified, and interventions or sessions are put in place to address this and that misconceptions are quickly acknowledged and addressed.

In-school summative assessment

Assessment at Coleman serves many purposes, but the main purpose of assessment in our school is to help teachers, parents and pupils plan their next steps in learning.

Effective in-school summative assessment enables:

- School leaders to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment.
- Teachers to evaluate learning at the end of a unit or period and the impact of their own teaching.
- Pupils to understand how well they have learned and understood a topic or unit of work taught over a period of time. It should be used to provide feedback on how they can improve.

At Coleman Primary School, we use the outcomes of assessment to check and support our teaching standards and help us improve. Working with other schools is crucial in this process, along with using external tests and assessments. We assess pupils against learning intentions and success criteria, which are short, discrete, qualitative and concrete descriptions of what a pupil is expected to learn, know and be able to do. This assessment criteria is derived from the school curriculum, which is composed of the National Curriculum objectives.

The achievement of each pupil is assessed against all the relevant criteria three times per year, at the end of the: autumn, spring and summer terms, for reading, writing and mathematics. Within this, children are continually assessed against their age-related expectation with: 'EXS' being the expected, 'WTS' being those children who have not yet met their age-related expectation and 'GDS' being the children who are working within their age-related expectation at greater depth. Where a pupil is assessed as working below their current year group expectation, they will be assessed against the school's internal assessment criteria. Teachers will identify children's working levels and assess accordingly. Where appropriate, teachers will use Pre- Key Stage 1 or 2 standards to precisely identify gaps in knowledge and to support current and future assessment. Children not engaged in subject specific study and accessing an alternative curriculum will be assessed against the Engagement Model.

Assessment judgements are validated by a body of evidence including observations, book scrutinies and test results. Teachers attend the local authority year group assessment training to ensure they are up to date with the latest guidance to support their knowledge and skills when moderating work to ensure teacher judgements are accurate. Judgements in reading, writing and mathematics are jointly moderated with colleagues in Coleman's local Development Group to ensure assessments are accurate.

At Coleman, no one resource is used to base in-school summative assessment, as we believe this gives a much wider picture of ability and thus a more reliable measure of attainment and achievement. An overview of assessments used are detailed below by subject:

In maths:

- Coleman follows White Rose to support the delivery of maths throughout the school. White Rose 'end of unit' short assessments are used at the end of a unit to ensure that teachers have an understanding firstly, of how the children are achieving with a particular concept and both the effectiveness of their teaching.
- NTS (National Test-style) end of term assessments are used at the end of each term for Years 1, 3, 4, and 5. These assessments allow teachers to make informed judgements along with a child's end of unit tests, work within their book and along with discussions how a child has performed over the term and then this outcome will be recorded on Insight Tracking.
- Years 2 and 6 use a range of past SATs practise papers.
- QLAs (Question Level Analysis) are completed in line with the NTS test to identify successes and areas for further teaching.

In reading:

- NTS standardised assessments are used at the end of each term in Years 1, 3, 4 and 5.
- Years 2 and 6 use a range of past SATs practise papers.
- The aim of the above is to provide teachers with the basis to form a judgement, along with work within a child's English book and reading journal along with discussions about how a child has performed over the term and then this outcome will be recorded on Insight Tracking.

In writing:

- Independent writing tasks take place during each half term from years 1-6. These tasks, along with other pieces of independent writing, are used to make a judgement on a child's writing outcome. This outcome will be recorded on Insight termly.

Nationally standardised summative assessment

Nationally standardised summative assessment enables:

- School leaders to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment.
- Teachers to understand national expectations and assess their own performance in the broader national context.

- Pupils and parents to understand how pupils are performing in comparison to pupils nationally.

At Coleman, nationally standardised summative assessments include:

- Early Years Foundation Stage (EYFS) Baseline and profile at the end of reception.
- Phonics screening check in year 1.
- Multiplication Tables Check in Year 4.
- National Curriculum tests and teacher assessments at the end of Key Stage 1 (year 2) and Key Stage 2 (year 6).

Assessment of Foundation subjects

At Coleman, we have implemented an assessment strategy which is designed to have a consistent approach throughout each foundation subject, to allow children to become familiar with each step of the assessment process.

The strategy covers children's prior knowledge so to act as a starting point for teachers new learning, concentrates on retrieving the key knowledge throughout a unit of work (the children will refer to key knowledge as Target Memories), and finally assessing the children as the unit is complete.

1) Knowledge Harvest:

In the half term before, teachers are required to find out what the children already know and what they want to know and to then make sure they are answered over the course of the upcoming unit. This process is to avoid and repetition of previous teaching and learning.

2) NIK (Now I Know):

- EYFS/KS1 verbal talk partners, discuss the **Target Memory** from previous lesson (Teacher could record this on a PowerPoint).
- In KS2, there will be a NIK page after knowledge organiser at start of every foundation topic. At the beginning of each lesson, children recall and record the **Target Memory** from previous learning. For practical subjects such as music and PE this can be verbal.
- Target memories should link to each subjects Knowledge Progression Map. Image prompts should be used where appropriate to support recall of target memory.
- During the NIK discussion, further learning from the previous lesson can be discussed, however, this knowledge is 'nice to know, not need to know' and retrieval of the target memory is required in the first instance.

3) Half time:

Midway through the unit the children will complete a key fact check - verbal in EYFS/KS1, written in KS2. An example of this is below:

Subject leads will use this data to support the effective implementation of their subjects.

In the half term after the new learning:

In History/Geography, RE, Science, children will complete a quiz the half term after the completion of the topic. Up to 10 questions based on key knowledge (**target memories**) and skills from the knowledge organiser. These quizzes will be used to support the teachers' assessments and to reinforce previous learning. Any misconceptions will be clarified.

With the remaining foundation subjects, teachers will have a discussion session, referring to target memories and reinforcing previous learning.