At Two Mile Ash school high expectations of learning, behaviour and respect for each other underpin everything we do. Our teachers strive to create independent, articulate thinkers and learners who have the confidence to achieve their ambitions. This drives us in our pursuit for excellence every day.
Assessment Policy 2017-18

Aims

At Two Mile Ash School we have created a broad, balanced, rich and vibrant curriculum, to excite and motivate our children, enabling them to develop confidence in themselves as independent, enthusiastic life-long learners.

At Two Mile Ash School we aim to provide opportunities that will enable all our children to become successful learners who enjoy learning, make progress and achieve. We encourage our children to be creative and imaginative and develop a lifetime love of learning.

We believe the key purpose of assessment is to move all children on in their learning in order for them to reach their full potential, now and in the future. Continual monitoring of each child’s progress gives a clear picture of what each child is achieving and their next steps.

It is important that each teacher knows what has been remembered, what skills have been acquired, and what concepts have been understood. This enables teachers to reflect on what children have learnt and this informs future planning. The outcomes of our assessments will help children become involved in raising their own expectations.

Through assessing, recording and reporting on pupils’ work, we aim to:

- enable individual pupils to make progress in their learning;
- be underpinned by confidence that every child can improve;
- involve both teacher and pupils reviewing and reflecting upon assessment information;
- provide feedback which leads to pupils recognising the ‘next steps’ in their learning and how to work towards achieving these;
- include reliable judgements about how learners are performing, related, where appropriate, to national standards;
- enable teachers to plan more effectively;
- provide us with information to evaluate our work, and set appropriate targets at whole-school, class and individual pupil levels;
- enable parents to be involved in their child’s progress;
The Principles of Assessment

The principles that underpin assessment at Two Mile Ash School are:

**Assessment is at the heart of teaching and learning.**
- Assessment provides evidence to guide teaching and learning;
- Assessment provides the opportunity for students to demonstrate and review their progress.

**Assessment is fair.**
- Assessment is inclusive of all abilities;
- Assessment is free from bias towards factors that are not relevant to what the assessment intends to address.

**Assessment is honest.**
- Assessment outcomes are conveyed in an open, honest and transparent way to assist pupils with their learning;
- Assessment judgements are moderated by experienced professionals to ensure their accuracy.

**Assessment is ambitious.**
- Assessment places achievement in context against nationally standardised criteria and expected standards;
- Assessment embodies, through objective criteria, a pathway of progress and development for every child;
- Assessment objectives set high expectations for learners.

**Assessment is appropriate.**
- The purpose of any assessment process should be clearly stated;
- Conclusions regarding pupil achievement are valid when the assessment method is appropriate (to age, to the task and to the desired feedback information);
- Assessment should draw on a wide range of evidence to provide a complete picture of student achievement;
- Assessment should demand no more procedures or records than are practically required to allow pupils, their parents and teachers to plan future learning.

**Assessment is consistent.**
- Judgements are formed according to common principles;
- A school’s results are capable of comparison with other schools, both locally and nationally.

**Assessment outcomes provide meaningful and understandable information for:**
- pupils in developing their learning;
- parents in supporting children with their learning;
- teachers in planning teaching and learning.
The purposes of assessment

There are three broad overarching forms of assessment, each with its own purposes:

Day-to-day in-school formative assessment:
- Question and answer during class;
- Marking of pupils’ work;
- Observational assessment;
- Regular short re-cap quizzes;
- Scanning work for pupil attainment and development.

In-school summative assessment:
- End of year exams;
- Short end of topic or unit tests;
- Reviews for pupils with SEN and disabilities.

Nationally standardised summative assessment:
- National Curriculum tests at the end of Key Stage 2
- National Curriculum teacher assessments at the end of Key Stage 2

The primary purposes of day-to-day in-school formative assessment

For pupils:
In-school formative assessment helps pupils to measure their knowledge and understanding against learning objectives and wider outcomes and to identify where they need to target their efforts to improve.

For parents:
When effectively communicated by teachers, in-school formative assessments provide parents with a broad picture of where their children’s strengths and weaknesses lie and what they need to do to improve. This reinforces the partnership between parents and the school in supporting children’s education.

For teachers:
In-school formative assessment should be an integral part of teaching and learning. It allows teachers to understand pupil performance on a continuing basis. It enables teachers to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. In this way, it supports teachers to provide appropriate support or extension as necessary. It also enables teachers to evaluate their own teaching of particular topics or concepts and to plan future lessons accordingly.

For school leaders:
In-school formative assessment provides a level of assurance for school leaders. If school leaders are confident their staff are carrying out effective formative assessment, they can be assured that problems will be identified at the individual level and that every child will be appropriately supported to make progress and meet expectations.
The primary purposes of in-school summative assessment

For pupils:
In-school summative assessment provides pupils with information about how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can continue to improve.

For parents:
In-school summative assessments can be reported to parents to inform them about the achievement, progress and wider outcomes of their children across a period of time, often a term, half-year or year.

For teachers:
In-school summative assessment enables teachers to evaluate both pupil learning at the end of an instructional unit or period (based on pupil-level outcomes) and the impact of their own teaching (based on class-level outcomes). Both these purposes help teachers to plan for subsequent teaching and learning.

For school leaders:
In-school summative assessment enables school leaders to monitor the performance of pupil cohorts, to identify where interventions may be required and to work with teachers to ensure pupils are supported to achieve sufficient progress and expected attainment.

The primary purposes of nationally standardised summative assessment

For pupils and parents:
Nationally standardised summative assessment provides information on how pupils are performing in comparison to all other pupils nationally.

For parents:
Nationally standardised summative assessment also provides parents with information on how the school is performing in comparison to other schools nationally.

For teachers:
Nationally standardised summative assessment helps teachers understand national expectations and assess their own performance in the broader national context.

For school leaders and school governors:
Nationally standardised summative assessment enables school leaders and school governors to benchmark their school’s performance against other schools locally and nationally, and make judgements about the school’s effectiveness.
Approaches to Assessment at Two Mile Ash School

At Two Mile Ash School, all teachers assess the children on a daily basis to ascertain pupils’ understanding and identify where there are any gaps. This helps to inform the teacher of what to focus on in future lessons and prompts the teacher to consider how his or her teaching approach can be adapted to improve pupils’ understanding and can plan the next stage in each child’s learning. It helps the teacher to monitor progress and provide motivation for the children. At Two Mile Ash, we have a growth mind-set and avoid ideas of fixed ability and emphasise the opportunity for all pupils to succeed.

Entry assessment information is received from first schools for all pupils to allow pupils’ progress to be measured across the Key Stage. Additional summative assessments are used to track the pupils’ progress at key points across the year and allows teachers to measure the pupils’ attainment against the National Curriculum expectations. Pupils will be statutorily assessed at the end of Key Stage Two (Year 6), which provides a summative end of Key Stage attainment result and allows the school’s performance to be measured against other schools nationally.

Knowledge and skills in relation to the end of Key Stage expectations are developed by:

- tracking progress from our Key Stage 1 entry data and the school’s baseline assessments
- using milestone indicators 1, 2 and 3 as markers of progress towards these expectations
- using end of year assessments as a measure to track progress and attainment of pupils towards the end of Key Stage expectations
- using the essential learning objectives as a method of tracking progress within and across subjects
- planning work for children who are falling behind or with special educational needs, giving due regard to information and targets contained in their previous Individual Education Plans and provision maps
- setting targets for the pupils in each academic year based on their success and what they need to improve.

Classroom Monitor is used for data tracking and its subsequent analysis provides SLT, governors and external stakeholders with critical insights into progress of key groups/ individuals and effectiveness of teaching and learning strategies. Using this information, targets are set for children at the end of each academic year for the following academic year. These will be based upon conversations with current and future teachers and an analysis of all the information regarding the child – progress, specific learning needs, home life etc. All of this will be used to inform aspirational, ambitious targets. None of this will be used as an excuse for lack of progress; it will instead inform thinking as to how to overcome identified barriers to learning.
TMA Essentials Curriculum

From Year 3 to Year 6, pupils’ performance will be tracked in terms of achievement of age-related Milestones. The school tracks progress towards each milestone using Basic, Advancing and Deep criteria. It ensures the focus is on the depth of learning rather than rapid progression through a system.

Our Essentials curriculum divides each subject into 3 sections:

- Essential opportunities
- Essential Learning Objectives
- Milestones for progress

Essential Opportunities (Breadth of Study) are not assessed. This is because this section does not include any qualitative statements to describe a pupil’s accomplishment.

Essential Learning Objectives are the assessment foci in the Essentials Curriculum. The Purpose and Aims of Study have been used to create the learning objectives. In the Essentials Curriculum, learning objectives are not ‘achieved’. They are advanced: systematically and gradually from Year 1 through to Year 6.

The milestones provide assessment criteria for each learning objective. They describe progression as follows:

- **Milestone 1** - the expected attainment by the end of Year 2
- **Milestone 2** - the expected attainment by the end of Year 4
- **Milestone 3** - the expected attainment by the end of Year 6.

Assessment of Depth of Learning

In each milestone, pupils may demonstrate three levels of understanding of the content: Basic, Advancing and Deep learning. These three levels of understanding represent cognitive domains.

**Basic:** understanding of basic facts and ideas relating to a concept – can tackle questions, sometimes with support. Low level cognitive demand. Involves following instructions.

**Advancing:** more independent application, can explain, use or summarise understanding. Higher level of cognitive demand. Involves mental processing beyond recall. Requires some degree of decision making.

**Deep:** have a full understanding and can apply independently in different contexts/problems solve/etc. Cognitive demands are complex and abstract. Involves problems with multi-steps or more than one possible answer. Requires justification of answers.

English (Reading and Writing) Mathematics, Science, D&T, PE, Art and Design, History, Geography, MFL, PSHE, RE and Computing are assessed using this system.
Assessment before/after lessons

- Teachers mark work from previous lessons. Marking maximises what will impact on the progress of individuals: specific next steps or close the gaps. It should be scaffolded as appropriate to allow all children to make progress.

- Teachers reflect on previous lessons taught. They consider whether the pitch of the lesson was appropriate. They identify children who struggled and consider reasons why. They adapt and scaffold the learning to support and challenge the children who grasp concepts more rapidly.

- Teachers use the information gained to adapt planning as appropriate for groups, individual pupils or the whole class.

Assessment opportunities during lessons

- The use of rich questions and answer sessions to fully explore children’s understanding. The teachers will use the information they get from children’s responses to adapt lessons: move on quickly if they are secure; scaffold further if needed; re-group children if some need extra support.

- The provision of immediate and effective feedback. Teachers do not simply reward ‘getting it right’: they provide feedback on the response (correct or incorrect) and what the next steps are – further challenge or scaffold understanding. Teachers reward perseverance, resilience, an ability to accept failure as central to the learning process and tackle it with determination and greater effort.

- The active involvement of children in their own learning. The children participate in learning conversations, which gives them opportunities to formulate answers and share strategies/ideas with partners. The teachers listen to these conversations as they can provide invaluable insights into children’s (mis)understanding. They continue these conversations throughout the lesson – regular dialogue with children will further inform the teacher’s understanding of where the children are and where they need to go next, allowing them to move the learning on at a suitable pace.

- The need for pupils to be able to assess themselves and understand how to improve. Peer and self-assessment is modelled and scaffolded as appropriate to allow all children to reflect meaningfully on their learning, empowering each pupil to realise their own learning needs and to have control over future targets. There are many strategies that teachers will employ to inform understanding of where children are and what their next steps should be.

- A recognition of the profound influence assessment has on the motivation and self-esteem of pupils. The use of quality marking and feedback provides immediate information for teachers and immediate feedback for children to correct misconceptions or to move learners on. Children are given opportunities to respond to marking during lessons or at another point
shortly after. Target setting ensures pupil motivation and involvement in their own progress and raises achievement and self-esteem.

**Termly Assessment**

- Termly progress tests in Mathematics, Reading and Spelling, Grammar and Punctuation are carried out and analysed to identify strengths and areas for further development and track progress towards meeting end of year expectations.

- Teachers update Classroom Monitor with any assessment information from the half term.

- Teachers use gap analysis on Classroom Monitor to inform planning of next steps for class/groups/individuals.

- Teachers take part in moderation sessions. This ensures judgements are accurate and consistent across year groups and the whole school and there is a common understanding of the expectations in each subject and year group.

- SLT and SMT examine planning, records, assessment data and carry out work scrutiny to ensure high quality outcomes and consistency of approach and a common understanding of the expectations for each subject and year group.

- Pupil Progress Meetings are held half termly. Teachers meet with Year Group Managers to discuss current outcomes, progress towards targets, what is working, and where changes need to be made to ensure gaps are closed. Year Group Managers meet with SLT, the Head of Pupil Support and Core Curriculum Leaders to discuss cohort and vulnerable group outcomes, progress towards targets in addition to reviewing and evaluating current intervention and provision and deciding on next steps.

**Annually**

- Baseline assessments are carried out when the children enter Year 3.

- End of Year assessments are carried out in Years 3-5 in Reading, Spelling, Grammar and Punctuation and Mathematics. This data will inform end of year Teacher Assessments.

- Statutory End of Key Stage Assessments will be carried out in May 2018 for Year 6 pupils. The results of these assessments are reported annually to parents. The national expectation is that children should aim to achieve the expected level at the end of Year 6. Raw scores will be translated to scaled scores using a conversion table. The national standard will be ‘100’
Inclusion and SEND

Two Mile Ash is an inclusive school and works hard to meet the needs of all children. Class teachers are responsible and accountable for the progress and development of all pupils in their class. High quality teaching is available to all children, including those with additional needs. The school aims to ensure that all additional support in the classroom is deployed effectively. Where a child is not making the expected progress, the class teacher will work alongside the Inclusion Manager, parents and external agencies (where appropriate) to plan tailored support.

Formative assessment is at the heart of assessment for children with identified special needs or disabilities in the same way as it is for all other children. Modifications will be made by teachers to ensure questioning, talk, marking and feedback etc. are all suitable for children, depending on their specific needs.

Continuing Professional Development

All teachers and teaching assistants have regular CPD opportunities to develop a robust understanding of assessment practices across the school. Weekly teaching and learning sessions directed by SMT and SLT provide support in making accurate assessments of learning objectives and recording formative assessments and subsequently using this to inform future planning.

Reporting to Parents

A range of strategies keep parents fully informed of their child’s progress in school. Parents are encouraged to contact the school if they have concerns about any aspect of their child’s work. Each term, parents are offered the opportunity to meet their child’s teacher. At the first meeting of the school year, targets are reviewed that have been identified for their child. At the second meeting of the year, their child’s progress, as measured against the targets, is evaluated. Targets are predicted for the end of the year and end of key stage. At the end of the summer term, all parents receive a written report of their child’s progress and achievements during the year plus identified target areas for the next school year. Individual comments on all subjects of the National Curriculum and on religious education are made. Parental feedback is sought.

A child’s performance will be reported to parents using the language of “working towards the expected standard” (for the child’s year group) “working at the expected standard” or “working at greater depth within the expected standard”. This is consistent with language used in the DfE Assessment Framework 2017-18.
## Two Mile Ash School - Classroom Monitor Tracking Attainment

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<thead>
<tr>
<th>Milestone 2</th>
<th>Basic</th>
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<th>Deep</th>
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<tr>
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**Links to Other Policies**

This policy should be read in conjunction with:
- Quality Feedback and Marking Policy
- Teaching and Learning Policy
- Inclusion Policy

*Updated September 2017*