

## Delivering Effective Learning:

### A Rationale For Assessment At King Athelstan



#### Vision

We believe in the relentless pursuit of excellence to achieve high standards.

We are driven to inspire our school community to be aspirational, ambitious and to “dream big.”

We empower children with choices which prepare them for a life of opportunity.

We teach children that hard work delivers success; we encourage children to take risks and ask brilliant questions in order to inspire a love and passion for learning.

We teach children to think.

We put children’s happiness and welfare at the heart of everything we do.

We value friendship, kindness and respect.

We celebrate the excellence in each individual.

We expect families to work with us to form a strong team around every child.

We teach children to be good citizens.

We are proud of our school:

Come as you are and leave us great.

***Our aim is to provide outstanding learning for all children. Our principle of assessment is to ensure that provision meets the needs of every child.***

**Our approach to formative assessment is to:**

- Clarify, share and understand learning intentions and criteria for success;
- Facilitate effective classroom discussions, activities and learning tasks that elicit evidence of learning;
- Provide feedback that moves learning forward with an open classroom culture;
- Create a community of reflective learners who are able to self and peer assess.

**Our approach to summative assessment is to:**

- Inform our judgements of attainment for individual pupils, groups, classes or cohorts
- Allow reflection on the process of learning and provide an opportunity to maximise the effectiveness of learning and teaching

## Quality of Learning and Teaching

At King Athelstan 'Inspiring Excellence' is at the heart of everything we do. We strive to instil a love of learning in every child, and a desire to achieve their potential at our school and in future life. Pupils are active and increasingly empowered partners in their learning journey. Staff are activators of learning and promote a "Growth Mindset". Rich engaging learning experiences challenge all learners and relevant contexts make learning meaningful for them. Fluency of key knowledge, understanding and skills is balanced with opportunities to deepen and enrich their learning.

### Assessment for Learning (AFL)

We use Assessment for Learning to ensure that learning objectives, success criteria, children's individual targets for English and maths and activities are tailored to suitably challenge each individual, group and class. Children and adults are jointly involved in this process. Assessment takes place before, during and after lessons to inform planning. In-class assessment is used on a continuous basis to move learning on. Specific, precise verbal feedback drives this process. We understand the importance of using a variety of forms of assessment and ensure that every child knows the next steps necessary to extend or consolidate their learning. We choose the most relevant forms for each learning opportunity. In English and maths a success criteria is used to facilitate AFL, encourage self-assessment, review success and identify areas for development.

An important aspect of Assessment for Learning is marking. Children's work is marked on a daily basis, either with the child or following completion of the piece of work. Children refer to their marking before beginning the next piece of work in the same subject. The marking will identify 2 or 3 areas of achievement (usually via the learning objective and/or success criteria) and a next step to move learning on. In Mathematics this may take the form of an extension calculation or reasoning challenge. In English this may take the form of re-working a sentence, correcting spellings and grammar, or responding to a question that extends learning. When marking writing, there needs to be clear focus on in-text marking of grammar.

Learners are given time to respond and show the impact of their ongoing dialogue with their teachers.

[Click here to see Marking Policy appendix](#)

### Assessment Systems and Procedures

At King Athelstan we see assessment as an ongoing tool to promote learning. Formative assessment (AFL) is at the heart of what we do and informs Summative assessment. Assessment is fundamental to enabling outstanding learning.

#### **1. Target Tracker**

King Athelstan Primary School uses Target Tracker to record judgements about children's attainment and progress from Nursery to Year 6. This consists of assessing children against "Statements" from the National Curriculum within a year group Band. Depending on the Statements they have achieved, the children are placed on a "Step" within a Band e.g. a child in Year 2, who is working within the expected range for a Year 2 child, will be placed on one of the following Steps within Band 2:

- B (Beginning) - the pupil is accessing their age related curriculum during Autumn 1
- B+ (Beginning Plus) - the pupil continues to access their age related curriculum at Autumn 2
- W (Working Within) - the pupil continues to access their age related curriculum at Spring 1
- W+ (Working Within Plus) - the pupil continues to access their age related curriculum at Spring 2

- S (Secure/Age Related Expectation) - the pupil is secure at age related expectations in most of the skills and all of the KPIs (Key Performance Indicators).
- S+ (Secure Plus) - the pupil is/has secured the vast majority of the skills, achieving the 'gold' standard. All pupils are expected to be exploring greater depth for various skills as they progress through their age related curriculum

### **Progress**

A child achieving age related expectations at year end is "Secure" in their year group Band. A child making expected progress over a year moves 6 Steps to "Secure" in the next year group Band e.g. Secure in Band 2 (Year 2) to Secure in Band 3 (Year 3). If a pupil is secure in their current age-related Band they automatically progress to the next band (when they move to their new year group Secure+ can be bypassed e.g. 2s to 3b). Greater Depth in learning is provided within each step for those pupils that require more challenge (planning facilitates greater depth throughout the year for those pupils needing greater depth provision). S+ is only used when a child is working at greater depth in their age-related band (eg. a Year 3 child cannot move from band 2s to 2s+ in year 3).

Similarly, a child working out of band may move from Working Within Band 2 to Working Within Band 3 over a year, with the aspiration always to accelerate progress and reach "Secure" in the appropriate Band. Some children are targeted to make accelerated progress of steps per year.

Each Step within the Band system has a numerical value. This allows the school to export data into a bespoke Excel package that shows the progress of groups, cohorts and Key Stages.

The skills gap for pupils will close year on year as a result of differentiating via Greater Depth rather than moving on to the next set of skills.

### **2. SEND**

Additional, bespoke assessment for children with special educational needs is recorded and monitored through our 'SEND Support Plans'. These are personalised plans which are reviewed every half term with parents and carers and include small step targets to ensure children are making good progress within their individualised goals. (See 'Inclusion' section of website for more information.)

### **3. EYFS**

Children in the Foundation Stage are assessed throughout the year using the Foundation Stage Profile for children in Reception and Nursery. They are then placed in Steps within each Band using Target Tracker. Pupils work towards their Early Learning Goals and are then assessed at the end of the academic year against the National Expected standards. There are 4 data capture points throughout the year (October, January, March and June) and the expected progress for an academic year is 6 points for Reception (incorporating reaching the ELG) - in line with Key Stage 1 and 2. The expectation for most children in Nursery is 6 steps, however, some may make 5 steps from 30-50 months 'B' at baseline to 30-50 months 'S' at year end.

### **4. Assessment Methods**

Teacher assessments are based on evidence in books as well as teacher's day to day practice working alongside pupils, allowing teachers to highlight Statements as appropriate. Assessment for Learning (AFL) and, increasingly, children's own peer assessment in lessons, plus the children's focus on their individual targets in both English and maths, all provide additional evidence for Statements. Teachers make a 'best fit' Step assessment at the data capture points. In years 3, 4 and 5 White

Rose tests in maths are administered termly and NREF reading tests are taken in autumn 2 and summer 1 to support teacher assessment.

Periodic testing of children in Years 2 and 6 is carried out to assess their progress, identify gaps and prepare them for formal testing in May each year. These also inform teacher assessments input on Target Tracker.

Teachers in all year groups use Target Tracker to identify gaps in both curriculum coverage and attainment for both individuals and groups.

## **5. Early Reading Assessment**

Phonics trackers are used in reception and KS1 throughout the year to monitor progress against the school's progression (RWI). These trackers identify gaps and ensure teachers can use 'keep up' rather than 'catch up' strategies to ensure the gaps are closed quickly and children are able to access the breadth of the phonics curriculum whilst recapping and embedding sounds already taught, including reading high frequency (tricky) words. Children in Year 1 (and children in Year 2 who scored below 32 the previous year) are assessed termly using previous phonic screening materials to monitor progress alongside our trackers and prepare them for the format of the phonic screening check in June.

The school colour band scheme is linked to the RWI phonics progression and is used alongside the phonics trackers and screening check to assess and monitor progress in early reading. The colour banded books support assessment of phonics, decoding, blending and once past 'orange' level, fluency, expression and comprehension. When children are fluent and confident readers, they are able to read books that are not linked to the scheme: free readers. Formative assessment of reading happens daily, during phonics and whole class reading sessions and in assembly guided reading groups.

## **6. Moderation**

The school carries out internal moderation to produce agreed "Step" standards within each Band. Moderation across the school is carried out in all year groups during INSETs and formally by subject leads for Reception, Years 2 and 6. In addition, moderation for Reception and Years 2 and 6 is also led by the Local Authority, with other schools, to benchmark levels. Additional, informal moderation sessions are also arranged with other local schools to support teacher judgements (including moderation for Reception and Nursery).

## **7. Assessment of Foundation Subjects**

Medium term plans adapted into bespoke assessment formats for each year group are used to record children's progress and attainment in foundation subjects in the spring and summer term. This information is then used by teachers to record children's attainment in steps on Target Tracker. These assessment formats and the end of year summative data are closely monitored by Subject Leaders.

**At King Athelstan we:**

- Classify pupils' progress in all foundation subjects as 'working towards', 'secure' or 'working above' the expected standard for their year group
- Consider our curriculum's purpose and aims for these subjects, and assess whether pupils are meeting them
- Assess progress against the key skills set out in the programme of study for each subject
- Evaluate children's understanding of vocabulary and their ability to remember key facts and information ('sticky knowledge')

- Use Assessment for Learning (AFL) to support teacher judgments during lessons and at the end of topics using a range of retrieval techniques
- Look at pupils' attitudes and the process that they follow, as well as at the end product that they create
- Assess children's higher order thinking skills through their use of Bloom's Taxonomy success criteria

## 8. Attainment and Progress

Children's attainment and progress is formally measured, following each official input of Target Tracker data. Data is published for Reading, Writing and maths for individual classes; year groups; gender; SEN; Pupil Premium (PP); EAL; birth dates; and 'Homegrown'. This data informs our judgements on where additional support is needed. At year end, and earlier for Year 2 and 6, Speaking and Listening and Science are assessed, Other subjects (e.g. History, D/T, RE) are assessed against the national curriculum and age-related subject skills progression. At end of year, pupils are assessed as either Working Towards, Working At or Working Above the expected standard for their year group for all foundation subjects.

## 9. Reporting Assessment to Parents and Carers

Children's attainment and progress is formally shared with parents and carers in the form of parent/carer consultations in the autumn and spring terms (these are held half termly for children with SEND plans) and through their end of year reports in the summer term. However, parents and carers are also kept informed of their child's progress throughout the year through telephone conversations, targeted meetings and reading records.

# Marking Policy

## English:

King Athelstan's marking policy places the responsibility back on the children to correct their own mistakes (with purple pen). It is also a brilliant AFL tool, as if they don't know why you have 'circled' a word or 'drawn a box' - then clearly they don't understand their mistake, and this in turn, results in a valuable learning opportunity.

Genre feedback and more complex whole class feedback about the task, is pointed out at the beginning of the next lesson - not written in books - to save time and also to make sure they hear the important critique from the teacher directly.

## Marking Hierarchy (the order of focus):

- Handwriting specific letters (choose letter families first)
- Finger spaces
- High frequency spelling
- Full stops/ capital letters
- Missing words / tense
- Sense e.g. plurals, adding ed, ing, ly, s
- Spelling more complex words
- Punctuation , ! ?
- Repetition, word choice, openers, genre, linking paragraphs, conjunctions, impact on reader
- Complex punctuation : ; ( ) -

## Marking key:

- Underline spellings (then write the spelling to be copied x3 or highlight the digraph missing)
- Circle grammatical mistakes, letter formation etc. that you expect to be changed e.g. was/were or tense errors
- Add a box for missing letters or words  walk = walked
- Put punctuation in the margin for children to fill in themselves (KS2) or for KS1 add a box for them to fill in
- Tick words related to the success criteria (or that are adventurous)
- Write A, PA or NA next to the learning objective to show achievement
- Tick/ smiley face the success criteria where achieved ☺
- Children to tick success criteria
- Write 's' for support next to the LO if they were heavily supported

KS1 also use other symbols on labels and in marking to support children's understating of next steps which links to colourful semantics:

Abc = capital letters

● = full stops

Draw a letter = Letter formation

Bubble = adjectives

Clock = time conjunctions 

Line = keep letters on the line

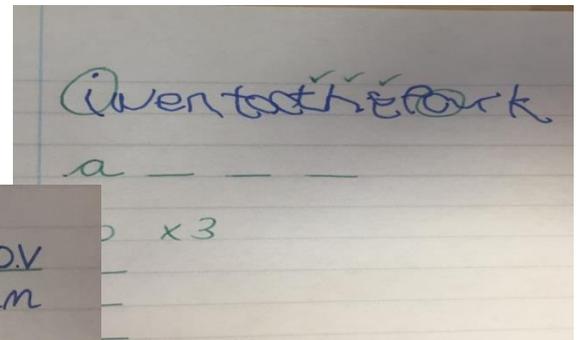
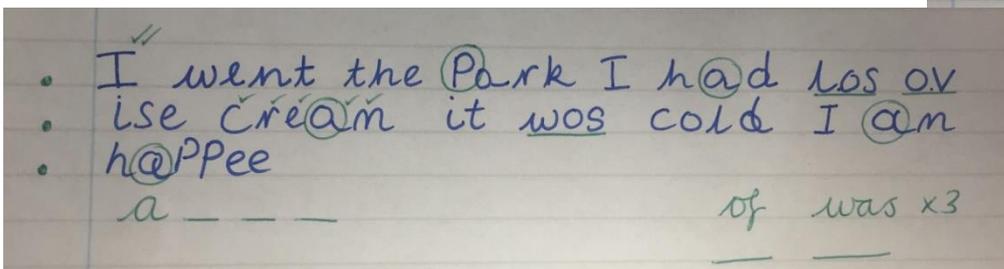
Purple Arrow = conjunctions

Colourful semantics symbols for adverb/ verb/ conjunctions/ adjectives

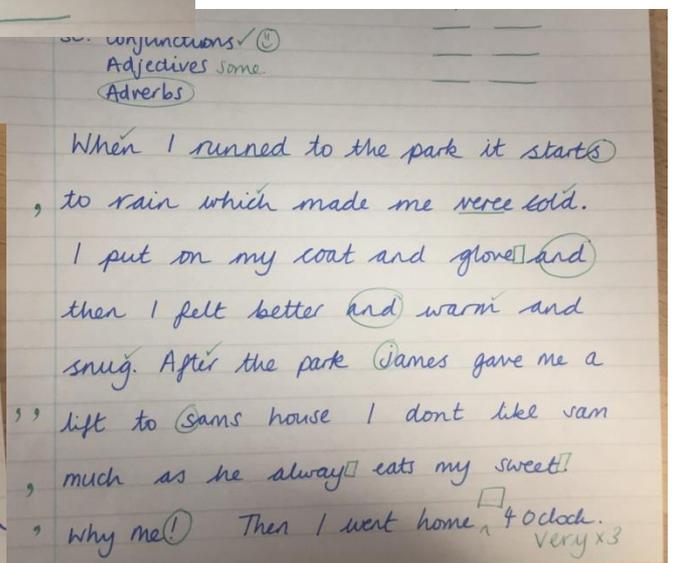
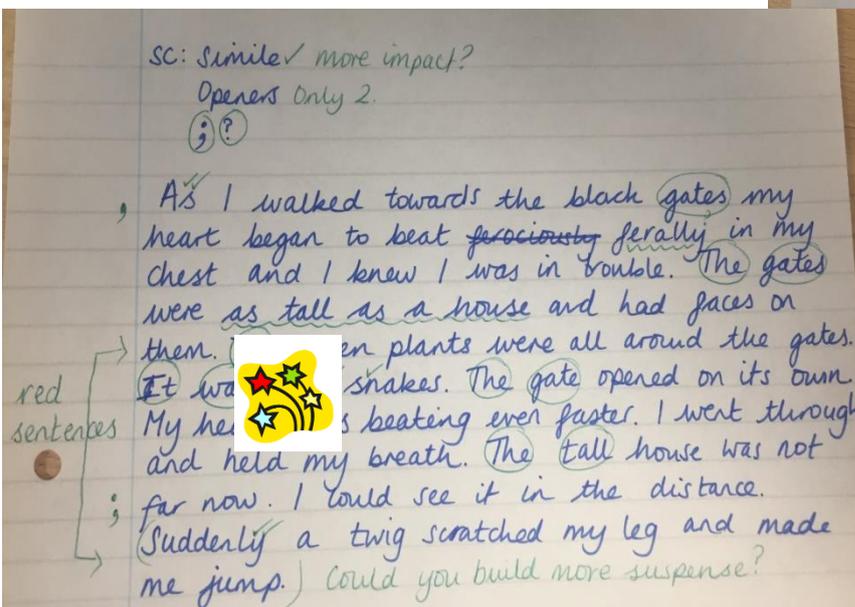
Finger spaces (hand picture)

Cubes/ Fred - to support segmenting

## KS1 Examples:



## KS2 Examples:



We use Assessment for Learning to ensure that learning objectives, success criteria and activities are tailored to suitably challenge each individual, group and class. Children and adults are jointly involved in this process. Assessment takes place before, during and after lessons to inform planning. In-class assessment is used on a continuous basis to move learning on. High quality questioning and specific, precise verbal feedback drive this process. We understand the importance of using a variety of forms of assessment, and ensure that every child knows the next steps necessary to extend or consolidate their learning. We choose the most relevant forms of assessment for each learning opportunity. In all lessons a success criteria is used to facilitate AFL, encourage self-assessment, review success and identify areas for development.