

# Assessment Statement



## Hope Community School

### Assessment in the New National Curriculum

#### Introduction

We believe that effective assessment provides information to improve teaching and learning. We give learners regular feedback on their learning so that they understand what it is that they need to do better. This allows us to base our lesson plans on a detailed knowledge of each pupil. We share information regularly with parents/carers through informal, verbal conversation, termly 1:1 meetings and written reports on their child's progress to know that teachers, children and parents are all working together to raise standards for all our children.

We assess our children against the new National Curriculum statements in Literacy and Maths. Teachers record their judgements on our electronic Assessment tool, Classroom Monitor, and this information is used to inform teaching, learning and intervention. We assess the children against their learning 'Stage' (1, 2, 3 etc ...) and mastery of that year. This is recorded as 'Beginning, Developing and Secure'.

Our school statement needs to be read in conjunction with our Assessment, Marking and Responding to Learning and Teaching and Learning policies.

#### Aims and objectives

The aim of assessment at Hope is to:

- enable our children to demonstrate what they know, understand and can do in their learning;
- help our children understand what they need to do next to improve their learning;
- allow teachers to plan work that accurately reflects the needs of each child;
- provide regular information for parents that enables them to support their child's learning;
- provide school leaders and governors with information that allows them to make judgements about the effectiveness of the school.

Assessment is not a singular activity; it is about measurement of performance at a given point in time and a way of gaining information to promote future learning. Our first point of principle should be to hold on to aspects of assessment that aim to measure what we value rather than simply valuing what we are able to measure. Secondly, we acknowledge that there are two distinct types of assessment used by the school:

- **Assessment for learning** is formative and helps to identify the next steps needed to make progress; it takes account of pupils' strengths as well as areas for development.
- **Assessment of learning** is summative and more associated with judgements based on grades and may rank with public accountability.

At Hope we use / will use the following formal assessment procedures to measure outcomes against all schools nationally:

- end of EYFS
  - (% of pupils achieving a "Good Level of Development")
- Phonics Screening Test at the end of Year 1
  - (% of pupils achieving the required screening check)
- Through KS1
  - (% of pupils meeting the 'Expected' level in reading, writing, maths and teacher assessment across the wider curriculum)
- Through KS2
  - (% of pupils meeting the 'Expected' level in reading, writing, maths and teacher assessment across the wider curriculum)

#### **Good assessment practice:**

- Raises standards of attainment and behaviour, and improve pupil attitudes and response
- Enables active involvement of pupils in their own learning by providing effective feedback which closes the gap between present performance and future standards required
- Promotes pupil self-esteem through a shared understanding of the learning processes and the routes to improvement
- Builds on secure teacher knowledge of the diverse linguistic and cultural background of pupils

- Guides and support the teacher as planner, provider and evaluator
- Enables the teacher to adjust teaching to take account of assessment information and to focus on how pupils learn and draw upon as wide a range of evidence as possible using a variety of assessment activities
- Tracks pupil performance and in particular identify those pupils at risk of underachievement
- Provides information which can be used by teachers and managers as they plan for individual pupils and cohorts
- Provides information which can be used by parents or carers to understand their pupils' strengths, areas for development and progress
- Provides information which can be used to evaluate a school's performance against its own previous attainment over time and against national standards.

### **The purpose of Assessment for learning is to:**

- Provide insight into pupils' learning for both pupils and teachers
- Promote success for all
- Enable continuous reflection on what pupils know now and what they need to know next (feedback and feed forward)
- Measure what is valued
- Promote immediate intervention and link judgements to learning intentions
- Raise standards by taking pupils to the 'edges of possibility'

### **Implications for teaching**

The teacher:

- Provides continuous oral and written feedback which identifies strengths and the next step for improvement
- Promotes pupil involvement in self-assessment
- Acts on insights gained to inform personal targets
- Plans against what children know/can do/understand
- Provides opportunities for all pupils to demonstrate their achievements
- Makes standards and objectives explicit to pupils
- Promote inclusion by attending to all pupils' learning needs, particularly for pupils who are at risk of underachievement
- Engages pupils in rich questioning with 'wait' time

- Builds in time for focused observation of teacher-directed and child-initiated activity

### **Impact on learning and the learner**

The pupil:

- Knows what to do to improve
- Knows what standards are required
- Knows what has been achieved against known success criteria and what to do next
- Gains confidence, motivation and self-esteem as a learner
- Improves own self-evaluation skills
- Makes progress

### **The purpose of Assessment of learning is to:**

- Provide a summary judgement about what has been learned at a specific point in time
- Establish national benchmarks about what children can do and about school performance
- Show what pupils can do without support
- Hold the school to public account

### **Implications for teaching**

The teacher:

- Provides a periodic summary through a range of assessment practices including teacher assessment and formal tests
- Identifies gaps in pupils' knowledge and understanding
- Identifies weaknesses in the taught curriculum and in specific areas of learning through analysis of performance which can guide future planning
- Implements strategies to accelerate progress to meet local and national expectations (narrowing the gap)
- Responds to learning, measuring against expectations outlined in the National Curriculum

### **Impact of Assessment on learning and the learner**

Each pupil:

- Is able to gauge own performance against previous performance

- Is able to measure own performance against externally agreed criteria and standards
- Knows the standards and expectations required

The range of assessment opportunities ...

<b>Day to day</b>	<b>Effective practice would include</b>
Sharing learning intentions with pupils	Share learning objectives at the beginning of the lesson and, where appropriate, during the lesson in language that pupils can understand. Use these objectives as the basis for questioning and feedback, such as during plenaries. Evaluate this feedback in relation to achievement of the learning objectives to inform the next stages of planning.
Helping pupils to know and recognise the standards they are aiming for	Show pupils' work which has met criteria, with explanations of why. Give pupils clear success criteria then relate it to the learning objectives. Model what it should look like. For example, exemplify good writing on the board. Ensure that there are clear, shared expectations about the presentation of work. Provide displays of pupils' work which shows work-in-progress as well as finished product.
Involving pupils in peer- and self-assessment	Give pupils clear opportunities to talk about what they have learned, and what they have found difficult, using the learning objectives as a focus. Encourage pupils to work/discuss together, focusing on how to improve. Ask pupils to explain the steps in their thinking. 'How did you get that answer?' for example. Give time for pupils to reflect on their learning. Identify with pupils the next steps in learning.
Providing feedback which leads to pupils recognising their next steps and how to take them	Value oral as well as written feedback. Ensure feedback is constructive rather than positive, identifying what the pupil has done well, what needs to be done to improve, and how to do it. Identify the next steps for individuals and groups as appropriate.
Promoting confidence that every pupil can improve	Identify small steps to enable pupils to see their progress, thus building confidence and self-esteem. Encourage pupils to explain their thinking and reasoning within a secure classroom ethos.
Involving both teacher and pupil in reviewing and reflecting on assessment information	Reflect with pupils on their work, e.g. through a storyboard of steps taken during an investigation. Choose appropriate tasks to provide quality assessment information (emphasis on process, not just the correct answer). Provide time for pupils to reflect on what they have learned and understood, and to identify where they still have difficulties. Adjust planning; evaluate effectiveness of task, resources, etc. as a result of assessment.

