

Assessment of Children's Learning at Harbinger

Aim

At Harbinger we aim to facilitate effective teaching and progression in learning through the use of different types of complementary assessment.

Objectives

- Ensure all staff feel confident about and committed to using the full range of school assessment systems
- Use assessment systems to directly inform planning and teaching
- Ensure assessment has a positive impact on children's learning

Assessment is used:

- To inform planning and differentiation
- To plot children's progress over time
- To share information about the attainment of individual/groups of children
- To maintain continuity as children progress through the school
- To inform children of what they can do well
- To tell children how to improve their work
- To ensure that the content of the curriculum is accessible and appropriate for all children
- To evaluate the success of curriculum delivery
- To inform parents of their children's learning
- To identify and support children with individual needs
- To provide information to external agencies
- To facilitate self-assessment for children

Definitions/Purposes of Assessment

At Harbinger school we employ two main types of assessment:

Assessment of Learning (AoL)

Assessment for Learning (AfL)

We believe both types of assessment are useful and needed for effective monitoring of learning.

AoL

We define AoL as summative assessment that judges children's attainment at a particular point in time. Examples of this include levelled class profiles, test results and end of unit assessments. We need AoL to track the progress of individuals and class groups in order to plan for differentiation and identify children who are in need of specific interventions. Most statutory assessment is AoL, including annual written reports sent to parents/guardians.

AoL is conducted by staff for staff.

AfL

We define AfL as the formative types of assessment that contribute to teachers' planning and help children understand where they are in their learning and how they can move forward. Using success criteria with directly related feedback creates an ongoing cycle that celebrates achievements and highlights opportunities for improvement.

The aim of AfL is that the responsibility for evaluating and improving work gradually transfers to the children, making them independent learners.

AfL is aimed to be used by staff **and** children for children.

Statutory Assessment

Aim

At Harbinger school we will fulfil national expectations for statutory assessment in primary education and support our staff doing so.

Objectives

- Ensure all staff know which assessments are statutory
- Ensure all staff understand how, why and when to use these statutory assessments
- Ensure all staff know who is responsible for carrying out each type of assessment

Statutory Assessment

- Reporting to parents
- KS1 and KS2 SATs
- The School Profile
- The Foundation Stage
- Secondary transfer documents
- Target setting for KS2

Reporting to Parents (Appendix 1)

Teachers are required to inform parents of children's progress against Curriculum 2000 or the Early Learning Goals over an academic year. It is also necessary to share information with parents about children's social and emotional development. Parents are given the opportunity to discuss progress in Autumn and Spring Parent Conferences. In the Summer term, parents receive an Annual Report written by class teachers. The report includes statistical information regarding attendance and punctuality, details of the child's achievements, targets for future learning in core subjects, information about individual needs and any action recommended for the child's general wellbeing. Parents are asked to confirm they have received the Annual Report and may comment in writing or request a meeting if necessary.

KS1 and KS2 SATs

KS1 teachers use the SATs to inform teacher assessments.

KS2 SATs are administered in line with the national procedure.

SATs results are reported to parents and the DfES, along with teacher assessments. Parents are also provided with national, school and individual data about levels achieved that academic year for comparative purposes.

The School Profile

The Head and governors compile data providing information about Harbinger's performance. The school profile is published online.

The Foundation Stage Profile

This method of assessment involves scoring against assessment indicators derived from the Early Learning Goals and Stepping Stones. The results of the assessment are passed on to the LEA and to Year 1 teachers. Parents can request a copy of the Foundation Stage Profile for their child at the end of the Reception Year.

Transfer Documentation

When a child leaves Harbinger, a file is passed onto their new school containing the following assessment information:

- Annual Reports
- SATs information - Test results and Teacher Assessments
- Special Educational Need paperwork
- Child Protection data (sent separately when a case is current)

Target Setting for KS2

The borough of Tower Hamlets requires the Head to set targets three years in advance. These targets state the number of children that the school aim to see achieve level 4 and above in KS2 English and Maths SATs.

Summative Assessment (AoL)

Aim

At Harbinger we aim to make good use of summative assessment by tracking children's progress in terms of National Curriculum levels and the linked descriptors. Teachers will systematically record their judgements and over time will use the information to review movement. Any concerns about attainment raised during this process will lead to an appropriate action or intervention.

Objectives

- Provide all teachers with level and sub-level descriptors to ensure they are able to make judgements
- Provide opportunities for teachers to work collaboratively to ensure a shared understanding of level descriptors
- Ensure all staff are clear about how, where and when to record levels
- Provide time each term for class teachers to review current and previous class levels with Head
- Support teachers in devising appropriate interventions based on summative assessment

Summative Assessment at Harbinger

Optional SATs

KS1 and KS2 SATs

Class Profiles

LIFT

Early Learning Records

7 Week Assessments

Optional SATs

Year 5 Optional SATs are administered to support teacher assessment and levels are recorded. The tests take place late in the first half of the Summer term as results need to be reported to the borough.

KS1 SATs

KS1 SATs tasks take place during Year 2 to inform teacher assessment. *These results are also used formatively for future planning.*

Class Profiles (Appendix 2)

The grid format of a class profile requires teachers to record the level a child is working within at the end of each term or unit, for every National Curriculum subject being taught. In addition to tracking individual progress, this enables the teacher to view the whole spectrum of abilities across the class. They provide a snapshot of children's current abilities, and are used in termly meetings with the Head as a means of reviewing progress and highlighting concerns. These matters are then addressed as the Head and class teacher discuss appropriate actions and interventions.

LIFT

At the beginning of Year 1 targeted children's reading and writing skills are assessed. This information is given to class teachers and used to inform planning.

Early Learning Record

The Early Learning Record (ELR) is used to show progression in individual pupils learning in the Foundation Stage. It includes the stepping stones and the Early Learning Goals (ELG) from the Foundation Stage Curriculum along with elements of the 7 week assessment for Nursery pupils. When evidence of meeting a stepping stone or ELG is collected (see observations, PLOs and Samples) they are highlighted. A different colour highlighter is used for each term the child spends in the Foundation Stage. At the end of the Foundation Stage the ELR is used to calculate the Foundation Stage Profile scores (the total number of ELGs met for each area of learning).

7 Week Assessment

Observations are made and a summative assessment is completed for each Nursery aged pupil. The 7 week assessment sheet focuses particularly on the child's language and personal, social and emotional development.

Formative Assessment (AfL)

Aim

At Harbinger we aim for both teachers and children to make good use of formative assessment. Teacher's planning should be informed by assessment and information gathered may result in appropriate alterations. Formative assessment helps children understand their own learning: the success criteria they are working towards, what they have done well and what they need to improve. Having good formative assessment in place enables children to take responsibility for evaluating and improving their own work, making them independent learners.

Objectives

- Ensure assessment is used to inform planning
- Ensure all teachers understand the process of using "What Makes Good" to allow children to identify their own success criteria
- Ensure all teachers are clear about school procedures for giving and recording feedback
- Ensure feedback is based solely on "What Makes Good", acknowledging successes and identifying one area for improvement
- Ensure all teachers feel confident using a range of reminder, scaffold and example prompts to give feedback on children's work
- Ensure all teachers are clear about the process of transferring responsibility to the children for evaluating and improving their own work
- Allocate Inset time to develop assessment practices at Harbinger

Formative Assessment at Harbinger

"What Makes Good"

"What Makes Good" and Differentiation

Feedback

Recording Feedback

Modelling Feedback/Handover to Children

Annotating work

Children

Adults

Questioning

In the Early Years Unit:

Observations & PLOs (Possible Learning Outcome Assessments)

What Makes Good (Appendix 3)

At Harbinger we use the term "What Makes Good" to enable children to generate their own success criteria. This process can be used in all curriculum areas and begins by analysing a good example of what the children will be working towards. The children are then asked to discuss what makes the example "good" and the teacher collates their ideas

on a mind map. Whilst working the children refer to the poster to ensure they are meeting the success criteria.

What Makes Good and Differentiation (Appendix 4)

A teacher uses "What Makes Good" to support differentiation in the classroom. Together the class decide upon a unique feature: the single most important feature that their work must include. This becomes the minimum requirement for all children. The teacher may then highlight groups or individuals, asking them to focus on an increased number of success criteria based on ability.

Feedback (Appendix 5)

Recording Feedback

'Written' Work: As there is a daily English lesson children will produce a significant amount of written work. It is expected that every child will receive written feedback on one piece of work per week although in KS1 the format is graphic as feedback is given orally. This is the minimum requirement, and class circumstances may allow for more frequent written feedback. For foundation subjects it is expected that every child receive written feedback on one piece of work per half term/unit. This accommodates once weekly lessons and non-written outcomes.

Marking is directly related to the agreed success criteria generated by "What Makes Good". Teachers highlight in yellow each and every success achieved by the child and identify one feature to be improved upon.

'Non Written' Work: This can take many forms such as jottings, pictures or designs across a variety of curriculum subjects. The nature of this work means that highlighting is not appropriate and therefore ticking is used instead. Teachers use a gold pen in place of the yellow highlighter to tick successes and they then record an improvement suggestion. This recording may be on the work or on additional paper as appropriate.

'Non Paper' Work: Examples of this may include drama or discussion and may not result in any recording by the child. In this instance, for significant pieces of work a sticker containing the 'Can I' may be put into an appropriate book and feedback can be recorded here.

***In all instances children are given time to respond to feedback.**

***The above system lends itself to both immediate oral feedback and distance marking.**

Modelling Feedback/Handover to Children

Our ultimate aim is that the above system be used by children. The level or rate at which children are able to assume this responsibility is dependent upon age and experience, but in all cases the process must be clearly modelled by the teacher. Shared marking following the above system is the first step. With the teacher acting as scribe, the children identify successes and improvement possibilities for a piece of work completed in class. After repeated exposure to the process children learn to peer-mark and give constructive feedback on each other's work. They may initially focus on successes and move on to using improvement prompts when ready. Through this experience children gradually become able to independently evaluate and improve their own work.

Annotating Work (Appendix 6 and 7)

Children

At the end of each session children respond to the 'Can I'. They may use pictures or words to communicate how they felt about the work and anything that supported them.

Adults

Any adult working with a group or individual must note their name on the children's work and indicate using either a lower case or capital H the level of support necessary. In most cases the adult will also jot some observations about the child's learning behaviour and level of understanding. Where there is no annotation it is assumed the child worked independently.

Questioning

Teachers will frequently be using questioning as an assessment tool. A range of questioning strategies may include:

- open and closed questions
- pause, pounce, bounce
- no hands up

Observations & PLOs

In the EYU observations of children's learning are made either by making notes on a 'post it' or by highlighted a number of planned for learning outcomes on a PLO sheet.

Observations, PLOs and annotated samples of work should be focused on the child's learning and suggest next steps to develop the individual pupils learning. These may be shared verbally with the children, but are primarily recorded in order to be shared amongst the EYU team to inform their future planning. Observations, PLOs and Samples are collected for all 6 areas of the Foundation Stage Curriculum and filed in a scrap book which is passed on to the parents at the end of the Foundation Stage.

Management and Monitoring

Aim

At Harbinger School we aim to monitor assessment to ensure that systems are effective and being used consistently across the school. We continually review our practice to ensure that staff have a shared understanding of levels and standards and that a structured and user-friendly system allows teachers to track children's progress, celebrating success and addressing concerns.

Objectives

- Support staff in establishing and maintaining a class Assessment File
- Monitor teacher's marking
- Provide opportunities for agreement trialling
- Facilitate training opportunities and professional discussions to encourage reflective practice
- Analyse the impact of assessment practices on children's learning

Support staff in establishing and maintaining a class Assessment File

At the beginning of the academic year Key Phase co-ordinators lead a staff meeting about the requirements of the Assessment File. All teachers will set up their class file during this session. It is the responsibility of each teacher to maintain the file and ensure it includes up-to-date assessment information.

Monitor teacher's marking

Key Phase Co-ordinators will monitor marking using samples of children's work which span curriculum areas and a range of abilities. This will take place in the Spring term and individual feedback will be given.

Provide opportunities for agreement trialling

In a termly staff meeting phase groups analyse level descriptions. This discussion gives teachers a shared understanding of levels and will help to achieve consistent assessment across the school. Key Phase Co-ordinators are responsible for the provision of appropriate materials detailing level and sub-level descriptors. These meetings will focus on Maths, Reading and Writing, though support with other subjects may be requested.

Facilitate training opportunities and professional discussions to encourage reflective practice

Managers are responsible for assessing training needs and seeking appropriate opportunities for professional development. Managers also organise Inset training to refresh understanding of existing practice and introduce new systems. Through peer observations and feedback all Harbinger staff are involved in reflecting on assessment practice. Whole staff discussions allow consideration of the successes and limitations of assessment procedures and the policy is then annually reviewed and amended accordingly.

Analyse the impact of assessment practices on children's learning

In the spring term a manager will meet with individual teachers to discuss assessment and evaluate practice using the following evidence:

- Statements from children about "how they are doing" , "how they know" and "what helps them get better"
- Levelled class profiles for all subjects
- Work completed by one child since the start of the year

The manager will relay information to senior managers and it will be used for future school development and action planning.

In the Summer term senior managers will meet to analyse summative assessment information.