

Middleton School



Assessment Policy

Reviewed- March 2020

Ratified by Governing Body - March 2020

Due for review - March 2021

'Learning for Life'

Introduction;

This policy outlines the purpose, nature and management of pupil assessment at Middleton School. Assessment procedures play a vital role in the teaching and learning of pupils within our school. Well informed assessments enable pupil progress and achievement as well as sound evaluation and planning of targets and goals. Effective assessment enables teachers to deliver education that best suits the needs of their pupils.

Aims;

- To enable pupils to play a central role in their education and be aware of areas of strength and areas for further development.
- To celebrate progress and achievement however great or small.
- To ensure a consistent approach assessment across the school.
- To raise standards and improve performance for all.
- To provide information that can be used to improve teaching and learning practice.
- To provide effective feedback to pupils to assist them in developing a positive and enabling attitude to learning.
- To ensure that there is effective communication between home and school and that parents are kept well informed with regards to their child's progress.
- To give clarity with regards to methodology, systems, monitoring and recording of assessment at Middleton School.
- To assist in the planning of teaching and learning activities.
- To assist in early identification of pupils who may benefit from intervention strategies.
- To prepare pupils for the next stage in their learning journey.
- To provide all stakeholders with information that allows them to make judgements about the effectiveness of the school.

Roles and Responsibilities;

- The overall responsibility for assessment within Middleton School lies with the head teacher, who also holds the position of 'Assessment Co-ordinator'.
- Teachers hold responsibility for making informed pupil assessments and sharing this information with pupils, parents and the data analysis co-ordinator.
- Curriculum area leaders and team members are responsible for the progress made within their specific area of the curriculum and initiatives which may require implementation.
- The data analysis co-ordinator holds responsibility for gathering assessment data, entering this data into 'STAR' - our assessment tracking database, and reporting outcomes to the Senior Leadership Team.
- The Senior Leadership Team (SLT) holds responsibility for reviewing key outcomes and analysis of pupil assessment information. This feeds into actions on the school development plan and affects intervention strategies and classroom practice.
- The Governors hold responsibility for reviewing key assessment outcomes and asking robust and challenging questions to ensure positive performance of pupils within the school.

Implementation;

- Assessment is an essential, ongoing and continuous aspect of daily life at Middleton School.
- Since the disbandment of National Curriculum levels and then the subsequent withdrawal of P Scales, schools have been tasked with designing their own assessment schemes. Middleton School introduced a new planning and assessment package entitled the 'M Scales'. All pupils are assessed against M scale descriptors across all areas of the curriculum. The M scale descriptors range from M1 to M15. The M scale descriptors contain skills which are sequential in nature.
- Pupils are formally assessed at the end of each term within the core subject areas of the curriculum (Maths, English, Science, Technology, PSHE) and at the end of the Spring term in foundation areas of the curriculum (Humanities, Creative Arts, PE).
- Pupil assessments are made at each M scale level on a C, B, and A graded approach. This allows pupils to celebrate all steps of progress, however small, and acknowledge progress within an M scale.
- The challenge target at Middleton School is for all pupils to make at least two sub levels of progress over an academic year. If pupils meet this target they will exceed the nationally recognised expectation that pupils make at least two **full** levels of progress between the end of KS1 and the end of KS2.
- As of March 2020, we have a full set of M scale descriptors, to assess pupils against, within the areas of Maths, English, PSHE, and Creative Arts. We plan to complete M scale descriptors within Humanities and PE during the summer term 2020 and within Science and Technology within the autumn term 2020. We currently use P scale and end of year. expectation assessment descriptors to assess in the areas where M scale descriptors have not been completed but refer to them as M scales when reporting.
- Pupils new to the school have their baseline checked at the start of October if joining the school at the start of an academic year, and if mid way through the year - then three to four weeks after admission.
- Assessment at Middleton school is both **formative** and **summative** in nature.
- **Summative** assessments are made at the end of each term to inform pupils, teachers and parents so that they can evaluate the impact of teaching and learning processes and experiences. Summative assessment allows a teacher to measure a pupil's understanding against an agreed set of criteria. Summative assessments are shared with parents at consultation appointments and EHCP reviews so that they are well equipped to support their child in their learning.
- National, formalised summative assessments are also addressed at Middleton School. Pupils in Year One (and Year Two) are entered into the National Phonics Screening Check where appropriate. Pupils who are working at a level which allows them to access the national SATS tests are entered in Year Six, and also in year two where appropriate.
- **Formative** assessments involve the ongoing monitoring of pupil's learning and acquisition of new skills. Formative assessments tend to be more informal in nature, and in some cases may not involve any written record keeping. Formative assessment is more diagnostic as opposed to the evaluative nature of summative assessment. It provides ongoing pupil feedback. It is a flexible and dynamic way of assessing pupil progress and understanding and is adopted by all staff, students and volunteers throughout the school. Formative assessment allows teachers to adapt teaching plans and extend teaching experiences for some pupils.

- Much of our formative assessment opportunities are centred on observations of pupils during practical learning experiences. This means that physical written evidence of pupil attainment may not always be readily available. For this reason, there is much use of photographic, descriptive and video evidence of pupil attainment and achievement.
- The pupils themselves always remain at the heart of assessment procedures at Middleton School. Pupils are consulted upon their progress and their opinions feed into target setting documentation and progress reviews.
- Pupils are set targets which are reviewed at least once a term Parental and pupil views feed into the setting and review of these targets.
- Pupils attend the beginning of their EHCP review and share photographic evidence with their families to demonstrate achievements they are proud of.
- Pupils are encouraged to participate in peer to peer assessments and evaluations.
- Learning Objectives are shared with pupils at the start of a lesson and pupils often assist in the creation of success criteria statements. Pupils are encouraged to be reflective during and at the end of lessons and to pass comment upon how successful they have been in their learning.
- Time is allocated within teacher planning to allow for re-visiting of key concepts and bodies of knowledge to ensure over- learning and the acquisition into long term memory. Mastery Learning is encouraged before moving onto the next level of attainment. It is also important that pupils transfer knowledge and skills across a range of contexts and apply what they know to cross curricular experiences.
- Not all pupils make progress in a linear pattern. Pupils with SEND may plateau in their learning at times; require remodelling of a teaching approach or greater time allowed for the acquisition of a specific skill. Progress charts for pupils with SEND are much personalised and do not always follow a trend or expectation.
- Parents and carers receive a written report at least once a year. This report is generated by STAR (Student Tracking, Assessing and Reporting) from the data that teachers have submitted. Teachers then add to this report with anecdotal evidence.
- Parents and carers are invited to at least three parent consultation meetings throughout the academic year and are welcome to contact the school at any point if they wish to discuss their child's progress.
- As pupils transition, either internally or externally to a differing provision, time is allocated for effective communication and sharing of current pupil attainment.
- At Middleton School we value the importance of measuring all aspects of progress and not simply those elements which relate to the National Curriculum. We believe that assessment should encompass a holistic approach to recognising and celebrating achievements of all shapes and sizes!

EYFS;

- Assessment within the EYFS follows two principles. Practitioners who teach pupils in the EYFS use the Development matters and Early Learning Goals as part of their daily observations, assessments and planning.
- Pupils within the EYFS at Middleton are also assessed against the M Scale descriptors in all areas of the curriculum.
- Ongoing formative assessment is an essential component of Early Years practice.
- Evidence of attainment is collected and displayed in a 'Learning Journal' for pupils within the EYFS.

- Practitioners in the EYFS attend moderation meetings locally to be confident in the attainment judgements made.

Monitoring and Moderation;

- Pupils at Middleton School enjoy a wide range of learning experiences alongside multiple adults. We therefore value the contribution of all staff, students and volunteers when considering progress made and attainment of each individual pupil. Both formative and summative assessment procedures are carried out by multiple members of the team each pupil works with.
- Each half term. The staff teaching team come together to moderate the judgements made upon attainment on a key area of the curriculum. Teachers provide written evidence to support their judgements and the whole school teaching team engage in a professional dialogue in order to moderate these judgements.
- Teachers attend external moderation meetings - both with other SEND provision and also schools within the locality.
- Growing selections of local schools have invested in the M Scale Framework written by Middleton School. We regularly invite these schools to participate in moderation exercises - exemplifying pupil attainment against the M Scale descriptors.
- Regular analysis of pupil attainment identifies areas of strength and areas for development. It also identifies areas where an intervention strategy may be required and which pupils this is applicable to.
- Teachers frequently visit other classes within the school, for monitoring, training and coaching purposes.
- With an established Outreach provision in the school, practitioners frequently have the opportunity to visit pupils in a range of schools and moderate judgements against those made by peers in alternative provisions.
- Lesson Observations are carried out by members of the Senior Leadership Team and judgements made are monitored and reviewed.
- The school is partnered with a 'Hertfordshire Improvement Partner' who advises the school as well as monitoring performance and effectiveness.