

Cognita Schools Ltd

Assessment Policy

Meoncross School

including EYFS



Reviewed September 2016

SCHOOL AIMS

- Academic Excellence
- Achievement in a wide range of activities
- Care and respect for the individual within a safe environment
- Creating opportunities for challenge and leadership
- Good discipline and a sense of order
- Service to others – in school and in the community

Meoncross School Assessment Policy

Background

The Meoncross School Assessment Policy aims to clarify, for teachers and parents/carers, the role of assessment within learning and teaching.

Assessment can take two related forms.

Assessment *for* learning is essentially formative.

It is the process of seeking and interpreting evidence so that pupils and teachers can decide through high quality dialogue where the pupils are in their learning, where they need to go and how best to get there. This area of the assessment policy is fully considered on page 2.

Assessment *of* learning is essentially summative.

It is carried out for the purposes of measuring, analysing and reporting performance. Effective assessment *of* learning supports school monitoring of standards, providing information which will influence resource and planning decisions.

All Key Stages at Meoncross assess pupils' work in a variety of **summative assessments** as detailed in appendix 1.

Pupils are also given baseline assessments at entry and the MIDYIS/YELLIS tests are used in Years 7 and 10 respectively. The results of MidYIS/YELLIS tests are increasingly used by staff to inform planning and to provide indications of possible achievement levels at GCSE. They also serve to help monitor under, and over-achievement so that we can best fulfil the needs of our pupils

Each key stage / department has a specific assessment policy which indicates in detail how the principles of formative assessment are applied and any use of summative assessment.

The Principles of Assessment for Learning

At Meoncross School, we share a common belief that pupils should know what they are learning and why and we aim to apply the principles of Assessment for Learning in our work.

The following 5 principles underpin every department's teaching practice and, at Meoncross, we are striving towards always

1. explaining and sharing learning intentions and criteria for success;

Careful planning using clear learning intentions or objectives is crucial in developing useful assessment and feedback

Some teachers make sure that the learning objective is written on the page - either by the teacher or the pupils. It acts as a reference point and together with the feedback, provides a useful record of progress. More commonly, the objective is written on the board or shared orally and is revisited during the lesson and often in a plenary or summary at the end.

Planning should also include strategies to ensure that pupils understand what they are learning and the criteria that will be applied in assessing their work. How pupils will receive feedback (both oral and written), how they will take part in assessing their learning (i.e. self and peer assessment and modelling) and how they will be helped to make further progress should also be planned.

2. enabling effective classroom discussions and other learning tasks that elicit evidence of student understanding;

Much of what teachers and pupils do in classrooms can be described as assessment. That is, tasks and questions prompt pupils to demonstrate their knowledge, understanding and skills. What pupils say and do is then observed and interpreted, and judgements are made about how learning can be improved. These assessment processes are an essential part of everyday classroom practice and involve both teachers and pupils in reflection, dialogue and decision making.

We recognise that participation can't really happen without the teacher deliberately encouraging it. Careful consideration is given to the use of effective questioning and discourse and this is often outlined in greater detail in department handbooks and policy documents.

3. providing feedback that helps pupils to progress;

Pupils need information and guidance in order to plan the next steps in their learning and we recognise that, to be effective, feedback should comprise 3 elements: *exactly* what the learner has done well, what they have been less successful in doing and an indication of how improvement can be made.

Meoncross strives to provide feedback that pinpoints the learner's **strengths** and advises on how to develop them, is clear and constructive about any **weaknesses** and how they might be addressed and provides opportunities for pupils to improve upon their work by telling them explicitly what they **need** to do in order to do so whilst remaining aware of the impact that comments, marks and grades can have on pupils' confidence and enthusiasm; This 3 strand approach is also evident in our reports to parents.

4. encouraging pupils to act as instructional resources for one another;

We recognise the key role played by peer assessment in helping pupils to improve and are committed to developing its usage across all key stages. There are many other ways in which pupils encourage one another to learn whilst working together in groups or pairs and opportunities for pupil led learning are planned on a regular basis by all departments.

5. helping pupils to become the owners of their own learning.

Assessment for learning develops pupils' capacity for self-assessment so that they can become reflective and self-managing. Independent pupils have the ability to seek out and gain new skills, new knowledge and new understandings. They are able to engage in self-reflection and to identify the next steps in their learning. We aim to equip pupils with the desire, resilience and the capacity to take charge of their learning through developing the skills of self-assessment.

Appendix 1

Regular Summative Assessment (Assessment of Learning)

Summative Assessment will take place at the following times:

Key Stage	Year	What Assessment	When
EYFS	N	EYFS Profiles	Ongoing
	R	EYFS Profiles	Ongoing
	R	GL entry baseline assessment	Autumn 1
1	1	EYFS Profiles	Ongoing
		GL PTiE	Summer 2
		GL PTiM	Summer 2
		Reading – teacher assessment	Half termly
		Writing – teacher assessment	Half termly
		SPAG – teacher assessment	Half termly
		Maths – teacher assessment	Half termly
		Abacus assessment	Summer 2
		Year One Phonics Screening Test	
2	2	GL PTiE	Summer 2
		GL PTiM	Summer 2
		Reading – teacher assessment	Half termly
		Writing – teacher assessment	Half termly
		SPAG – teacher assessment	Half termly
		Maths – Abacus assessment	Half termly
		KS1 Assessments – Reading, SPAG	Summer 2
		KS1 Assessment – Maths	Summer 2
		3	3
GL PTiM	Summer 2		
Reading – teacher assessment	Half termly		
Writing – teacher assessment	Half termly		
SPAG – teacher assessment	Half termly		
Maths – Abacus assessment	Half termly		

	4	GL PTiE GL PTiM GL CAT4 Reading – teacher assessment Writing – teacher assessment SPAG – teacher assessment Maths – Abacus assessment	Summer 2 Summer 2 Autumn 1 Half termly Half termly Half termly Half termly
	5	GL PTiE GL PTiM Reading – teacher assessment Writing – teacher assessment SPAG – teacher assessment Maths – Abacus assessment	Summer 2 Summer 2 Half termly Half termly Half termly Half termly
	6	GL PTiE GL PTiM KS2 Assessments – Reading, SPAG KS2 Assessment – Maths GL CAT4 Reading – teacher assessment Writing – teacher assessment SPAG – teacher assessment Maths – Abacus assessment	Summer 2 Summer 2 Summer 2 Summer 2 Autumn 1 Half termly Half termly Half termly Half termly
3	7	MidYIS Tests (baseline Assessments) GL Entry Baseline Assessment Teacher Assessments Core subjects End of Topic Tests Teacher Assessments: All subjects End of Year Exam: All subjects	Autumn 1 Autumn 1 Autumn 1 As required Autumn 2 Summer 2
	8	Teacher Assessments Core subjects Teacher Assessments: All subjects End of Topic Tests	Autumn 1 Autumn 2 As required

		End of Year Exam: All subjects	Summer 2
	9	Teacher Assessment Cores subjects Teacher Assessments: All subjects End of Topic Tests End of Year Exam: All subjects	Autumn 1 Autumn 2 As required Summer 2
4	10	YELLIS baseline testing Autumn Assessment End of Topic Tests Controlled assessments	Autumn 1 Nov/Dec As required Ongoing
	11	Trial GCSE Controlled assessments GCSE	Winter Ongoing Summer Term

Appendix 2

Assessment for Learning checklist

This checklist is to be used by teachers to support their implementation of assessment for learning.

Assessment for learning is effective when pupils:

- show changes in their attitudes to learning and in their motivation, self-esteem, independence, initiative and confidence
- show changes in their responses to questions, in contributions to plenary sessions, and in explanations and descriptions
- improve their attainment
- ask relevant questions
- are actively involved in formative assessment processes, e.g. setting targets, peer or self-assessment, recognising progress in their written work, skills, knowledge and understanding.

To effectively use assessment for learning teachers need to:

- know their pupils well, know why pupils make mistakes, and be able to make judgements about next steps or interventions
- share learning intentions with pupils and use them to mark work or give feedback or rewards
- build in review time for themselves and their pupils
- encourage pupils to take responsibility for their learning by providing opportunities for pupils to describe their response to learning intentions or targets, the strategies they use and the judgements they make in relation to their progress
- give pupils examples of a variety of skills, attitudes, standards and qualities to aim for
- analyse pupils' performance in tests and use the information for future learning plans
- have expertise in the summative assessment requirements (sometimes in the form of external examinations)
- feel confident and secure in classroom practice.

In addition, teachers need to produce plans with:

- clear learning intentions which are shared with pupils and other adults in the classroom
- assessment criteria for feedback and marking, peer and self-assessment
- a specific indication of opportunities for differentiation
- additional support and consolidation
- opportunities for stretch and challenge where appropriate

- built-in opportunities for review and reflection
- time for guided group sessions for explicit formative or peer assessment opportunities
- evaluation in the form of adjustments which may be highlighted or amended i.e. what did or did not work or why.

To effectively use assessment for learning schools need an ethos that:

- values attitudes to learning and promotes trusting relationships within the school community
- encourages and builds self-esteem
- believes that all pupils can improve and measures individuals against their own previous attainment instead of against other pupils
- uses value-added data to measure individuals' progress and attainment
- provides support, guidance and appropriate training for teachers
- manages change well and includes maintenance systems
- encourages review and self-evaluation at individual, subject and school level.