**Bawtry Mayflower Assessment Policy**

 *“We expect schools to have a curriculum and assessment framework that meets a set of core principles.”* Department for Education 2014

Our policy and procedures have been produced based on recommendations in the Final Report of the Commission on Assessment without Levels (September 2015) and in line with the ‘Purposes and Principles of Assessment without Levels’.

Following the removal of NC levels, we acted on the advice of The Commission which encourages schools to embrace this change and seize the opportunity to develop innovative and effective new approaches to assessment that meet the needs of their pupils, parents, staff and curriculum. (Report P43).

* This should enable teachers to become better informed about pupils’ individual learning needs. It should also better inform the teaching approaches and interventions they use to support pupils in making progress in their learning. (report P39)

**Our system of assessment:**

* Divides the National Curriculum into Milestones: milestone 1 – Years 1 & 2; Milestone 2 – Years 3 & 4; Milestone 3 - Years 5 & 6
* Has pre-defined threshold concepts which provide foci for planning, assessment, feedback, reporting and differentiation.
* It draws of a range of evidence of what pupils know, understand and can do across the curriculum (Report p36)
* Relies on regular formative assessment to ensure responsive teaching.
* Provides feedback to pupils, teachers and parents about learning.
* Supports the principle embodied in the new National Curriculum which advocates understanding key concepts before moving onto the next phase of learning.

* Ensures that concerns over progress and/or attainment are identified at the individual level at the point of learning so that every child will be appropriately supported to make progress and meet expected standards.
* Provides meaningful tracking of progress from individual starting points towards end of KS expectations. It tells us whether pupils have a Basic, Advancing or Deep understanding of threshold concepts. It is expected that by the end of each Milestone, the vast majority of pupils have an advancing understanding and some will have a deep understanding.

**Day to day formative assessment**

Day to day assessment is an integral part of teaching and learning. It helps children to measure their own strengths and areas for development and allows teachers to understand pupil performance on a continuing basis, enabling them to identify and plan for next steps in learning; therefore supporting responsive teaching. Teachers are responsible for recording ongoing assessments in a way which suits the subject content.

**Formative assessment strategies include:**

* Looking at evidence of children’s work – in books and otherwise recorded
* Sharing and moderating assessments with all staff involved through use of discussions before and after teaching, post it notes, annotated planning.

Other strategies which may be targeted at specific children, a group or the class, include:

**Learning conversations:**

* Feedback and discussions with pupils – ad hoc and planned.
* Questioning to challenging thinking and assess depth of understanding
* Discussions during learning

**Mini assessments:**

Specific activities targeted to test out pupil’s level of understanding/ mastery characteristics.

* Questions on the board at the start of the day/lesson;
* Independent writing tasks
* Daily Arithmetic sessions
* Reading – Fluency
* Spelling assessments
* Reasoning checks
* Times tables checks
* Starter of the day
* Low stakes testing to check knowledge
* Exit tickets
* RWI assessments
* SPAG assessments

**Observing learning:**

* Ongoing checks of children’s learning behaviours/level of understanding
* Children “teaching” another child.
* On-going checking during lessons – listening in to learning discussions, questioning to challenging thinking,
* In line with our feedback policy all feedback will:
* Be meaningful, manageable and motivating.
* Have a positive impact on progress.
* Inform teachers and children of next steps

**Summative Assessments**

Teachers record summative assessments for reading, writing and maths at the end of each term.

Summative assessments are based on evidence over time. The evidence base on which judgements are formed include:

* Evidence from formative assessment
* Ongoing records of children’s learning
* Knowledge of children as learners
* Planning documents
* Progress through RWI
* NFER assessments
* Past SATs papers
* Learning conversations with children

The quality and accuracy of teacher assessment is monitored through the school’s monitoring system which includes:

* Pupil progress meetings
* Work scrutiny
* Pupil discussions
* Lesson observations
* Planning scrutiny
* Learning conversations

**Statutory National Assessments**

* **In line with statutory national requirements children undertake the following assessments:**
* **End of Early Years**
* **Year 1 phonics screening**
* **Year 2 phonics screening where required**
* **KS1 SATS**
* **Year 4 multiplication tables check (Summer 2020)**
* **KS2 SATS**

**Assessment in the Early Years**

* Baselines:-
	+ All children are assessed against the Early Years Outcomes when they enter into either F1 or F2.
	+ These baseline assessments are done by the key worker and information is gathered in a variety of ways including adult led tasks, adult initiated tasks and observing the children in their own child-initiated learning.
	+ Where children have attended a previous setting, the assessments passed on from that setting are used to feed in to the baseline assessments made. Information is gathered about the children from their parents during home visits, from any other settings (or child minders) that they attend, from observations made in the classroom of self-initiated play and from activities that may be initiated by an adult.
	+ This information is entered on to the Eazmag electronic tracking programme.
* Day to Day Formative Assessments:-
	+ Everyday assessment information is collected and recorded by staff onto Eazmag.
	+ Assessments are based on what children are able to do independently during continuous provision, through conversations with children, questioning and listening to conversations between children.
	+ Adult led activities are planned to deliver specific opportunities for learning and children’s progress is evaluated on weekly planning.
	+ Assessments are made during adult led activities.
	+ Staff share information about children’s learning and their next steps on a daily basis
* Assessment Throughout the Year:-
	+ Assessment observations are made throughout the year in a range of child initiated and adult initiated activities. The majority of assessment information comes from child-initiated activity.
	+ Observations and assessments are entered on to 2Simple electronic system; these observations are used alongside teacher assessments to make half-termly judgements about where the children are working. These assessments are recorded electronically. Next steps are recorded.
	+ Parents are encouraged to contribute to ongoing assessments.
	+ The data analysis and reports from the electronic tracker are used to set the Cohort Action Plan for each term, highlighting any children who are not on track, or have not made sufficient progress.
	+ Next steps in learning are planned from knowledge of the children gained through a range of observations and evidence.
* Other assessments:-
	+ Writing books are used every half term for the children to complete an adult initiated, independent piece of writing which is assessed against the Early Years Outcomes and Level 1 criteria where appropriate.
	+ To track the cognitive development of the children, every half term they complete a “draw a person” drawing in their drawing assessment book. These are then assessed against the development of drawing criteria and any causes for concerns are monitored.
	+ Half termly RWI phonic assessments.