



*"Inspiring a love of lifelong learning"*

# **Assessment, Learning and Teaching Policy**

**Policy date: Autumn 2022**

**Review date: Autumn 2024**

Learning at Charville is underpinned by our Core Values

Respect

Independence

Self-belief

Honesty

Caring

Determination

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## 1. Scope

- 1.1 The **intent** for our curriculum at Charville Academy is to produce independent learners who are able to recall learning across their time in school. We encourage our children to be creative and imaginative and develop a lifetime love of learning. Research has shown that formative assessment can improve both children's motivation and capacity to learn. As a result, the strategies used within this policy, in conjunction with our emphasis on quality first teaching, can have a considerable impact on raising achievement.
- 1.2 The key purpose of our use of assessment is to move all children on in order for them to be secondary ready. Continued monitoring of each child's progress gives a clear picture of what each child has achieved and their next steps and should help to enable teachers to ensure that children stay on track .



To ensure that we give our pupils ambitious curriculum opportunities through a wide breadth of study and have by the end of each key stage, a **long-term memory** of an **ambitious body of knowledge**



To give our pupils the **cultural capital** that provides them with the vital background knowledge required to be informed and thoughtful members of our community, who understand and believe in our values

## 2. Aim

"Inspiring a love of lifelong learning"

At Charville Academy we create an atmosphere where standards are achieved in all areas of school life. We establish a firm foundation of values, skills and understanding which will give our pupils the basis to succeed at secondary school and into their adult lives.

We aim to provide a rich, stimulating experience for all our children, enabling them to develop academically, spiritually and socially. Everyone is encouraged to take an active role in the life of the school and follow our values-based approach to education.

It is important that each teacher knows what knowledge has been embedded into the long-term memory, what skills have been mastered, and what concepts have

been fully understood. Through questioning and listening to learning conversations, misconceptions are identified. This enables teachers to reflect on what children are learning and informs future planning. The **implementation** of planning will focus on the following key areas:



Subject Specific  
Threshold Concepts  
Misconceptions



Book rich  
Vocabulary rich  
Resources rich



Spacing  
Interleaving  
Retrieval



Progression  
Sequencing  
End points

Therefore, learning and teaching has the following **impact**:

- Children becoming fluent and independent readers who develop a love of reading so they are prepared for the next aspect of life, therefore at every opportunity learning will start through a book or a key piece of text
- Children becoming articulate and effective communicators using subject specific vocabulary
- Children becoming engaged, independent and reflective learners so that they can be proactive problem solvers
- Children widening their local experiences and cultural opportunities so that they can fulfil their role as proactive British citizens
- Children develop a broad and ambitious knowledge across all subjects through spaced learning, recalling and retrieving at every opportunity, so it becomes embedded in their long-term memory
- Children being able to express their feelings and emotions appropriately through self-regulation and values so that they are ready to learn
- Children from all backgrounds make good or better progress towards end points, regardless of their starting points.

The outcomes of our assessments will help children become involved in raising their own expectations. Through assessing, recording and reporting on pupils' work, we will:

- Create a curriculum that directly relates to the needs of the children to ensure that they are secure in their knowledge for the end of year expectations
- Enable staff to plan more effectively, by addressing their misconceptions and gaps/starting points
- Involve pupils and their parents/carers in their own learning.
- Use the information to evaluate teaching
- Give pupils helpful feedback on their achievements and areas for development, in order that they can learn more effectively
- Ensure that our practices in this area adhere to our Single Equality Scheme.

### **3. Principles and rationale**

- Every child can achieve: Teachers at Charville have the mind-set, 'What do I need to do next to enable children in my class to achieve?'
- The expectation is that pupils will make good or better progress, those who need to 'close the gap' will be required to make more progress
- The Early Years Foundation Stage Profile and the National Curriculum objectives will be used as the expectations for our children, however those who are unable to access the curriculum will follow a more personalised and relevant curriculum to meet their needs
- Using Teaching and Learning Communities (TLCs) and school priority teams, staff are actively pursuing ways of improving their assessment practices through research and team-based feedback. Assessment for learning should be at the forefront of teaching, planning and evaluating learning to ensure all children can make good/better progress
- All learners need to understand what they are being asked to learn and more importantly, what their areas for development are in order to improve.
- Teachers become experts at assessment; assessment will be effectively used to ensure the correct scaffolding is built into lessons to ensure all children achieve
- Assessment lies within the heart of the process of promoting children's learning. It provides a framework within which educational objectives may be set and children's progress monitored and analysed. This is achieved in partnership with the children and parents/ carers
- Assessment is incorporated systematically into teaching strategies in order to diagnose gaps in pupil's learning and measure progress. It helps the school to strengthen learning across the curriculum and helps the teachers enhance their teaching and enhance the accuracy of their judgements.

#### **4. Non-Negotiables/Expectations**

Non-negotiables have been developed by subject coordinators to set out end of year expectations in each subject area. Teachers must refer to these and plan regular opportunities for pupils to practise, master and revisit these skills. These non-negotiables will be used to assess pupils progress within foundation subjects. Non-negotiables are taught and learnt alongside subject specific knowledge.

#### **5. Assessment Procedures**

##### **5.1 Formative Assessment**

All teaching staff assess their class or group on a daily basis so that they can plan the next stage in each child's learning. It helps teachers monitor progress, provide motivation for the children and helps inform planning. This formative assessment takes place on a regular basis and includes:

- Retrieval questions
- Low stake tests
- Self and peer assessment
- Verbal and written feedback provided that will have a direct impact on pupils' progress (see Feedback Policy)
- Rich, probing questioning
- Real time assessment for learning (based on strategies from TLC's)
- Independent work in their books
- Home learning tasks

##### **5.2 EYFS**

Class teachers use a combination of the EYFS profile and a baseline assessment to measure children's progress, termly.

Baseline

- A baseline assessment will result in a score that forms part of each child's baseline profile. By having a good understanding of the child's abilities when they start school, class teachers are able to measure each child's progress and plan for next steps in learning
- The Reception baseline assessment is face-to-face with a mixture of tasks and observational checklists.

##### **5.3 Year 1**

In order to inform Raising Achievement Meetings, summative assessment takes place at class, phase and subject level twice a year, at the beginning of the spring term and

the end of the summer term. These are informed by teacher assessment against National Curriculum objectives for writing and NFER (National Foundation Educational Research) tests for EGPS (English, Grammar, Punctuation and Spelling), mathematics and reading. Phonics assessments occur half-termly. Teachers make additional assessments based on the children's needs.

#### 5.4 **Years 2 – 6**

In order to inform Raising Achievement Meetings, summative assessment takes place at class, phase and subject level termly. These are informed by teacher assessment against National Curriculum objectives for writing and NFER tests for EGPS, Mathematics and Reading.

#### 5.5 **English (Grammar, Reading and Writing) and Maths:**

Assessment points take place for grammar, reading, writing and mathematics. Pupil's attainment is shown on our own marksheets as well as in the Raising Achievement Meeting forms. For grammar, reading and maths, progress is tracked using standardised scores, from starting points (end of EYFS/key-stage 1):

- Three assessment points per year; November, March and July (May for those year groups who have statutory end of key stage assessments)
- Year 1 NFER testing for EGPS, reading and maths in the Spring and Summer terms
- Years 2-5 NFER testing for EGPS, reading and maths, termly
- Use of NFER to record test scores, converted to a standardised score and a gap analysis completed for EGPS, reading and maths.
- Progress will be measured in two ways:
  - Against end of key-stage starting points
  - In-year, standardised score to standardised score.

### 6. **Summative Assessment**

#### 6.1 **National Statutory Summative Assessment:**

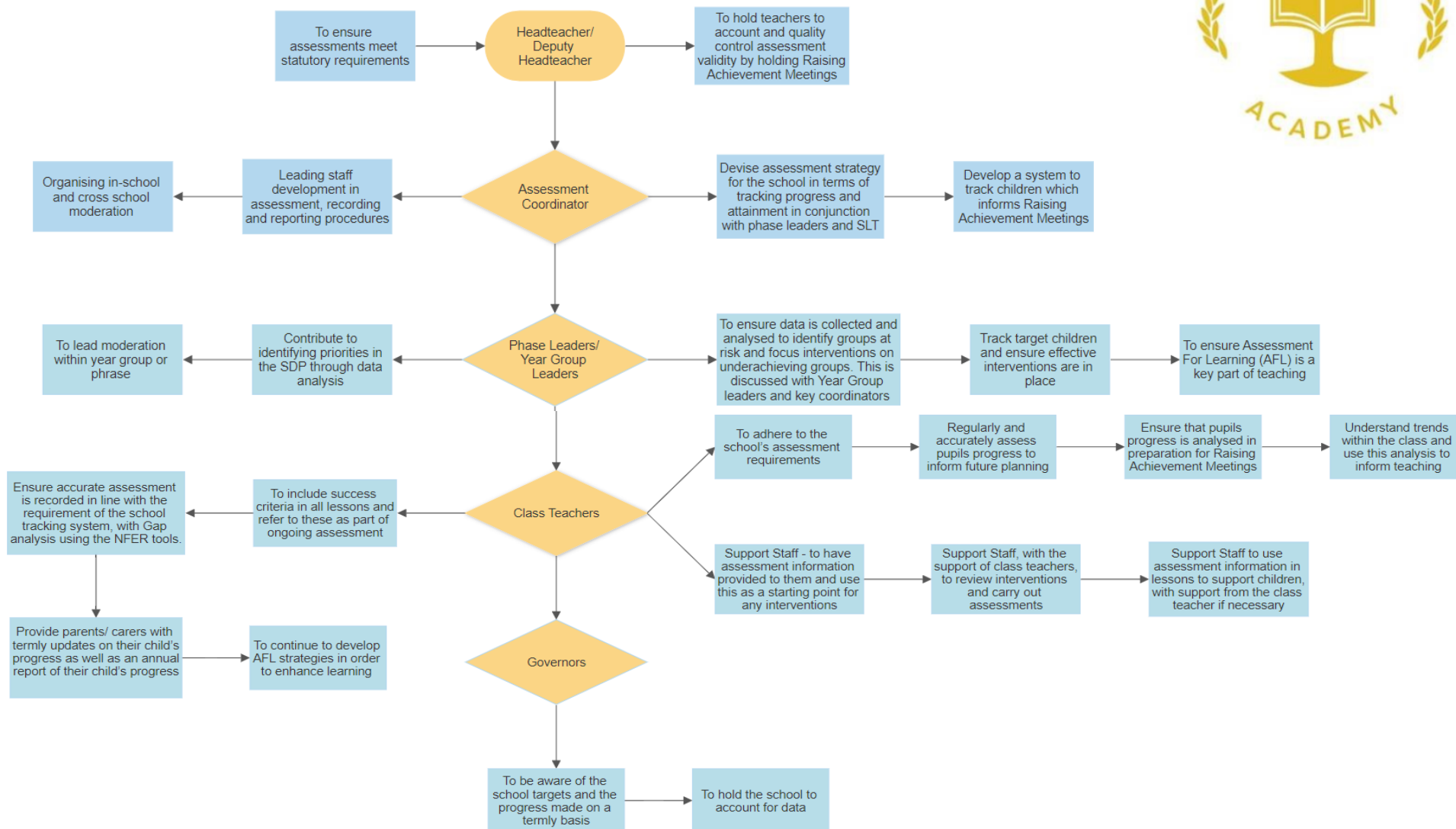
- Reception On Entry Data (From September 2020)
- Early Years Foundation Stage profile (Termly).
- Baseline Assessment for Reception (September)
- Phonics Screening Assessment (and Year 2 for those who didn't meet the required standard in Year 1)
- At the end of Key Stage 1, Year 2 to carry out SATs papers in Maths, Reading, EGPS. Teacher Assessments are also made in Writing and Science
- Year 4 Multiplication check
- At the end of Key Stage 2, Year 6 to carry out SATs papers in Maths, Reading, EGPS. Teacher Assessments are also to be made in Writing and Science.

\* See Appendix 1 – Roles and Responsibilities in Assessment

\* See Appendix 2 – Assessment Calendar

## Appendix 1

# Roles and Responsibilities in Assessment





## Appendix 2



### Charville Assessment Planner

September
<ul style="list-style-type: none"><li>❖ Share End of Year Expectations with children</li><li>❖ Reading running records for children that require them</li><li>❖ Familiarise children with Assessment for Learning strategies<ul style="list-style-type: none"><li>❖ Year 6 baseline</li><li>❖ Nursery Baseline</li><li>❖ Reception Baseline</li><li>❖ Reading Ages</li></ul></li></ul>
October
<ul style="list-style-type: none"><li>❖ <b><i>'Test orders' opens in the Primary Assessment Gateway</i></b></li><li>❖ Reading running records for children that require them</li><li>❖ Familiarise children with Assessment for Learning strategies<ul style="list-style-type: none"><li>❖ Year 1 – Phonics Baseline Assessment</li><li>❖ Parents' Evening</li></ul></li></ul>
November
<ul style="list-style-type: none"><li>❖ Assessment Week – Year 2-6<ul style="list-style-type: none"><li>❖ Data entry</li><li>❖ Gap analysis</li></ul></li><li>❖ Raising Achievement Forms to be completed</li><li>❖ Raising Achievement Meeting</li><li>❖ <b><i>'Test orders' closes</i></b></li></ul>
December
<ul style="list-style-type: none"><li>❖ Raising Achievement Meetings continue</li><li>❖ Dashboard comments to be completed</li><li>❖ Nursery – Early Essence assessment drop</li><li>❖ Reception – Early Essence assessment drop</li></ul>
January
<ul style="list-style-type: none"><li>❖ Assessment and Data shared with governors</li><li>❖ Action plans in place based on dashboards/gap analysis</li></ul>

❖ Year 6 Assessment Week
<b>February</b>
❖ <i>End of KS2 Pupils registration opens</i> ❖ Year 6 Raising achievement Meetings
<b>March</b>
❖ Assessment Week Y1-Y6 ❖ Year 6 Mock SATs ❖ Data entry ❖ Gap analysis ❖ Raising Achievement Forms to be completed ❖ <b><i>Deadline for submission End of KS2 “Early opening”</i></b>
<b>April</b>
❖ Raising Achievement Meetings continue ❖ Dashboard comments to be completed ❖ Nursery – Early Essence assessment drop ❖ Reception – Early Essence assessment drop ❖ <b><i>Deadline for applications for additional time – End of Key Stage 2 Assessment</i></b>
<b>May</b>
❖ Raising Achievement Meetings continue ❖ Dashboard comments to be completed ❖ KS1 SATs ❖ <b><i>KS2 SATs</i></b> ❖ <b>Deadline for schools to submit the KS2 headteacher’s declaration</b>
<b>June</b>
❖ <b><i>Phonics Screening</i></b> ❖ Multiplication Check ❖ Deadline to submit data to Local Authority ❖ Assessment Week Year 1-6 ❖ <b><i>Raw score to scaled score conversion tables and test materials for KS1 tests available</i></b>
<b>July</b>
❖ Nursery – Early Essence assessment drop ❖ Reception – Early Essence assessment drop ❖ Reading Ages ❖ <b><i>KS2 SATS results</i></b> ❖ <b><i>Deadline for schools to submit review of KS2 marking applications</i></b>

- ❖ Annual Reports issued
- ❖ Opportunity for parents to meet teachers to discuss reports
- ❖ ***Deadline for local authorities to submit phonics screening check and KS1 teacher assessment data to DfE using COLLECT***