

Ferndown Middle School Assessment and Monitoring Policy



Policy to be reviewed by Governor Committee	Community & Curriculum Committee
Frequency:	Bi-annually
Reviewed:	11/06/14
Reviewed:	06/01/16
Reviewed:	
Reviewed:	
Reviewed:	
Reviewed:	

This Policy document has been written to reflect current practices in place at Ferndown Middle School, it is implemented and endorsed as expected good practice by the SLT and through the work of the Assessment co-ordinator and subject co-ordinators, staff are aware of their individual and collective roles in assessing and monitoring pupils progress both academic and pastoral.

At Ferndown Middle School all staff will work to the ‘Teachers’ Standards and Conditions’

1. Set high expectations which inspire, motivate and challenge pupils
2. Promote good progress and outcomes by pupils
3. Demonstrate good subject and curriculum knowledge
4. Plan and teach well structured lessons
5. Adapt teaching to respond to the strengths and needs of all pupils
6. Make accurate and productive use of assessment
7. Manage behaviour effectively to ensure a good and safe learning environment
8. Fulfil wider professional responsibilities

Particular focus on Standard 6-

Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils’ progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

***This policy is written in accordance with the principles of the Single Equality Policy.
Reviewed by Community & Curriculum Committee 06/01/16, Ratified by FGB 03/02/16***

Ferndown Middle School Aims

- To provide an exciting, challenging and motivating learning environment for all pupils and teachers that shows respect for the diversity of people's backgrounds.
- To set high standards of attainment and achievement for all pupils, ensuring that similar life opportunities are available to all pupils.

An exciting learning and motivating environment for all pupils

- An exciting learning and motivating environment.
- To foster the joy of learning.
- To provide a variety of techniques and strategies for teaching and learning.
- To provide resources within the classrooms to aid learning.
- To ensure that all pupils feel safe within the learning environment.
- To at all times be aware of the responsibility of teachers to promote self-esteem.
- For staff to have high expectations of all pupils.
- Pupil's and adult's behaviour is thoughtful and creates a positive learning ethos in all lessons.
- For staff to develop and foster the skills and attributes of a good learner to include; resilience, resourcefulness and motivation for learning

1. Definition of terms

ASSESSMENT

In this policy, the term 'Assessment' is based on the Black & William definition:

"Assessment refers to all those activities undertaken by teachers and by their students in assessing themselves which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged" (Black & William *Inside the Black Box* 1998 Kings College London).

ASSESSMENT FOR LEARNING (Formative assessment)

AfL is any assessment activity which INFORMS the next steps to learning. The key message is that AfL depends crucially on actually using the information gained.

ASSESSMENT OF LEARNING (Summative assessment)

AoL is any assessment which SUMMARISES where learners are at a given point in time – it provides a snapshot of what has been learned (both in terms of attainment and achievement).

INDIVIDUAL PUPIL LEARNING PROMPTS

These prompts are specific actions which pupils can take in order for them to realise learning outcomes / success criteria and/or to make further progress. This will take the appearance of 'Now' marking in books. Further information on this is available in the Marking Policy.

TARGETS

A curricular targets for Maths and English are set and revised termly. It may be focused by numeric outcomes. It is identified from a range of sources as an area for individual development in pupil learning. Staff monitor targets for individuals and groups. These will be monitored half termly and entered into the SIMs system.

LEARNING OBJECTIVES

What the teacher intends children to learn. At Ferndown Middle School this is referred to as 'WALT' (eg. **We are learning to** Can I recognise letter patterns?).

'WILF' refers to how the children will demonstrate achievement of the *Learning Objective*. At Ferndown Middle School this is referred to as 'WILF' (e.g. **W**hat **I**'m **l**ooking **f**or is I can write a descriptive sentence with two adjectives and a metaphor).

2. Principles behind assessment policy

We firmly believe that assessment is only valuable when it is part of the whole teaching and learning process. The values of the school (Learning, Respect and Community) and its beliefs which underpin the whole school assessment process are that:

- i) In our school everyone is important. We aim to make everyone feel that they belong, so that they want to contribute to each other, the school and the wider community. Assessment should reflect the inclusive ethos / nature of Ferndown Middle School. Everyone in the school community has the right to be provided with appropriate opportunities to demonstrate what they know, can do and understand in a form and manner that is accessible and appropriate. Everyone should support each other in developing and reaching high levels of attainment.***

- ii) We aim to develop independent learners using a variety of peer, self and teacher led assessment strategies. The school offers a wide range of opportunities for learning and development through acquiring the skills and knowledge that pupils need to take greater control of their own progress. We aim to ensure that each young person who leaves Ferndown Middle School will take with them lasting values, confidence in their own ability and the maturity to face future challenges. Pupils should be involved in the assessment process and see it as a tool to develop further learning.***

3. Purposes of assessment

1. To advance pupils' learning.
2. To raise pupils' self esteem and motivation.
3. To involve pupils in their learning and assessment and to help them to know how their learning is progressing.
4. To allow teachers and pupils to evaluate the current level of attainment (where they are at) and plan next steps for learning - at an individual, group, department and whole school level (this includes assessing pupils' readiness for future learning and identifying the particular help that individuals and groups of pupils need).
5. To contribute to the evaluation of the curriculum which the school offers.
6. To assess the effectiveness and appropriateness of teaching and learning styles.
7. To provide a record and track pupil progress.
8. To provide a statement of current attainment and progress for pupil, teacher, parent, governors and outside agencies.
9. To provide information for individual, group, department and whole school targets.
10. To fulfil statutory requirements.

4. Practice

Planning

- Must be led by learning objectives based on pupil's previous learning and attainment and **not** activities.
- Medium-term planning and day-to-day-planning should be guided by the key questions: 'What do I want pupils to learn by the end of the unit/lesson?'

‘How does the teacher and pupil know that they have learned it?’

- Lessons take account of National Curriculum levels of attainment and lessons are planned around level descriptors and framework objectives – especially ensuring that there is coverage of challenging levels appropriate to each class and year group.

Teaching

- Expect high achievement and support it by clarity of objectives, outcomes and feedback.
- Use methods that involve pupils actively and provide opportunities and the responsibility for how they learn.
- Learning objectives are clearly stated during each lesson; they should be written and displayed to pupils, they may be written down by pupils to provide a learning log or may be used as the title for written work, i.e. WALT and WILF.
- Learning objectives are written in terms of what pupils will learn.
- Learning objectives are linked to explicit success criteria / learning outcomes and should form the basis of marking, individual pupil learning target setting and plenaries.
- Exemplar material is used with pupils to highlight the standards for which they are aiming.
- Peer assessment is used in order for pupils to mark others’ and their own work against NC criteria. Following this, pupils should be involved in setting individual learning targets either for themselves, or their peers.

Marking

A full and comprehensive guide for marking can be found in the Marking Policy **Assessment for Learning** policy. Please refer to this for guidance.

5. Communicating with parents and others (reporting)

A strong partnership with parents, based on frequent, regular, personalised and pertinent communication, helps the pupils to achieve their best.

1. Autumn Term - Parents’ Consultation evenings – meet the form tutor
2. Spring Term Consultation Evenings – meet subject teachers.
3. End of Spring Term – Year 8 School Reports published
4. Summer Term - School Reports to Parents followed by consultation evening.
5. Use of Home - School diary and monitoring by form tutors / Teaching and Learning Managers.
6. Use of the Whole School SIMS system to record data centrally to ensure that the school data officer can provide accurate and prompt information regarding attainment and behaviour that is regularly updated.
7. Data for English and Maths will be updated half termly and recorded on SIMS. This will be a combination of Teacher Assessment and test data (See Assessment overview).
8. Data sheets will be completed by the Data Manager and returned to individual teachers. Teachers are responsible for identifying individual needs for the child/children he/she teaches.
9. Subject leaders for Maths and English will meet with the head and deputy head to plan interventions.

Statutory reporting information is provided to parents

Reports to parents include an indication as to whether pupils are performing above, below or at expected National levels of attainment. Reports also include details of NC Test levels and

Teacher assessment levels. End of Key Stage 2 test results must be reported to year 6 parents. In addition to this K.S. 3 testing results will be reported at the end of year 8 to the LA.

6. Using and Collating Data

Data is used for the following purposes:

1. To provide baseline information for target-setting and for setting individual pupil learning targets.
2. To provide summative information where required (e.g. Statutory reporting to LA and DFE)
3. To monitor, track and analyse the progress made by year groups, class groups, teaching groups, gender, Pupil Premium, SEN, gifted and talented, EAL, Looked after Children and ethnic groups as well as the individual pupil.
4. To monitor, track and analyse the achievement or underachievement by individuals or groups of pupils.
5. Subject staff, co-ordinators, the SLT and SENCO may use data to identify individual needs and support application for help from outside agencies.
6. To inform curriculum delivery and planning (e.g. Subject co-ordinators may use data to evaluate the delivery of their subject, to identify areas of strength and weakness and so address this through subject development planning and performance management).
7. To help set individual and school targets.
8. To provide continuity and progression of learning between phases and Key Stages and to allow for ease of transfer. Data is collected from feeder schools and LA (where possible) on entry and recorded upon the whole school tracking system by the data co-ordinator.
9. To measure the effectiveness of the school.

Data Collected

It is the role of the data officer to collect and store data. In addition to this the data officer will be directed by the assessment co-ordinator to analyse data for all pupils and specific groups of learners across the school. Data available includes:

From First School: (See agreed EDEP data transfer information spreadsheet appendix 1)

- KS1 Results – NC Test Levels and Teacher Assessments for English (Reading and Writing) and Maths
- Year 4 Test/Teacher Assessment Results for English (Reading and Writing) and Maths

In addition to this:

- Year 5 baseline entry assessment information (format, tests and moderation process agreed by 11 Middle Schools in Dorset).
- Cognitive Assessment Testing (CATS) in years 5 and 7.
- Access Reading test
- Baseline spelling test

From LA:

- Fischer Family Trust data and associated analysis.
- County comparative data.

From DFE:

- RAISE Online – available in the Autumn Term.

- National comparative tables of results.

Internally generated:

- Core subject sub levels gathered through Assessment Points that are set out across the school year to track and monitor progress and guide future intervention for individuals groups and cohorts – Assessment timetable
- Teacher Assessments that lead to a sub levelled curriculum level of attainment in all Foundation Subjects tracked across the year. Foundation Subjects then report levels and targets in end of year reports.
- Target setting based upon FFT data for cohorts. Progress checks half termly and as an on- going process alongside APS tracking at an individual pupil and intervention or specific group level.
- The Assessment Points make use of QCA optional test and past papers at both K.S 2 and 3 to generate accurate and reliable data to aid tracking and intervention. The testing materials used are managed by the assessment co-ordinator and core subject co-ordinators. A timetable of testing and recording of data available.
- Cognitive Assessment Testing (CATS) in years 5 and 7.
- Access reading assessments for all pupils in September.
- Continuous Assessment Grades (CAG) are carried out at 4 points throughout the year to inform pupils and parents about effort and attitude across all subjects.

Spelling – All pupils complete these tests in the Autumn term. . Pupils identified on the school SEN register are also tested in December (NB. This data is managed by the English and SEN departments and recorded centrally on the School Tracker - SIMs). Further information about Reading can be found in the Reading Policy.

To Upper School: (See agreed EDEP data transfer information spread sheet Appendix 3)

- KS3 follow the agreed Dorset schools testing procedure. Moderation is completed at LA level and data is submitted to aid local / middle school / county comparisons.
- KS1 and KS2 Test Results for English and Maths (+KS2 Test Results for Science)
- Teacher Assessments for all Core and Foundation Subjects
- Test Results for Maths and English completed in years 7 and 8 at Assessment Points
- Teacher Assessment predictions for the End of K.S.3
- FFT data Band A
- Internal Science testing information
- Dorset wide agreed KS3 assessment arrangements – Appendix 1

All of this information is available to staff, governors, parents and outside agencies as considered appropriate by the SLT.

The Headteacher, Curriculum Co-ordinators, Teaching and Learning Managers & subject teachers use this data to review pupil performance across subjects, year groups, specific target groups and across key stages. All curricular target-setting is designed to be diagnostic. It should ensure that pupils who need support are identified and that intervention programmes are designed to meet their individual needs. Increasingly, pupils should be involved in the review process and should reflect on the data with their teachers.

7. Roles and Responsibilities

The following systems and procedures are in place to ensure that Assessment at Ferndown Middle School is managed effectively and used to enhance the school self review process.

The current Assessment Co-ordinator at Ferndown Middle School is the headteacher and whole school data is managed by the schools Data Officer.

The following information details the expectations and accountability for each member of staff:

Teachers: Teacher Standards (from September 2012) Point 6:

Make accurate and productive use of assessment

- ✓ *know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements*
 - ✓ *make use of formative and summative assessment to secure pupils' progress*
 - ✓ *use relevant data to monitor progress, set targets, and plan subsequent lessons*
 - ✓ *give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback*
- Follow the agreed policy for each subject including target setting, testing and assessing.
 - Ensure all data is recorded appropriately as required for each subject
 - Analyse data (progress and attainment) for individual pupils and groups of pupils (PP, SEN, CLA, gender and any other groups indicated by the school)
 - Use data analysis effectively in order to set challenging and aspiring individual and group targets in agreement with subject co-ordinators.
 - Share targets with key groups (pupils / subject co-ordinators / parents)
 - Explicit pupil targets to be uploaded onto SIMs in order to generate target sheets (see 6.7). Targets should be meaningful and focused on learning.
 - Review progress at the end of the year against targets and pupil progress made
 - Organise pupil progress meetings in order to feedback to pupils

Subject Co-ordinators:

- Formulate, agree, implement and review the assessment process for their subject in line with current national initiatives and legislation
- Analyse data for their subject by individual, group, class, cohort, key stage, whole school, LA and national information
- Analyse and interpret data to identify trends and patterns, highlighting requirements for intervention and report to the SLT
- Ensure assessment procedures for their subject are being adhered to, including keeping up to date information on SIMs
- Use all forms of information to assess progress:
 - Data (individual / class / group / cohort / identified groups / key stage and whole school)
 - Pupil feedback
 - Work scrutiny
 - Planning scrutiny
 - Local / national data

Assessment Co-ordinator:

- Ensure assessment procedures are in place for all subjects
- Co-ordinate with subject leaders the timetable for assessments
- Ensure all staff are able to access and use relevant data via SIMs
- Liaise with core subject co-ordinators to order statutory and optional end of year assessments and baseline assessments for year of entry
- Analyse data in order to identify trends and patterns

- Use national and local data to aid comparisons (FFT / Raise)
- In conjunction with SLT / Headteacher, set whole school challenging and aspiring targets
- Performance Review – A review of attainment at the end of each Assessment Point is produced by the school data officer alongside the assessment co-ordinator. This performance review provides a picture of the current attainment of all key groups within school and reports on trends over time. This review is designed to provide key information and should be read alongside the schools current APS tracking data, FFT data, RAISE Online report and appropriate SEF sections. This evidence base is regularly discussed at SLT meetings and each core subject co-ordinators receives a copy of the performance reviews as they are produced. It is the responsibility of the core subject co-ordinator to respond to data they are given by identifying action areas and intervention and support needs. This process should be completed within two weeks of test data being submitted (see Assessment Timetable for further details and dates)

Senior Leadership Team:

- Analyse cohort and whole school data against LA and national data
- Analyse data from RAISE Online and LA information in order to set priorities for the SDP
- Interrogate data and the impact of teaching and learning
- Senior Leaders have a strong understanding of key aspects of assessment, from the use of data to effective classroom practice, and they monitor these rigorously.

Headteacher:

- Ultimate and overall responsibility for standards and overview of assessment within the school
- Responsibility for reporting to governors
- The Headteacher (with input from the Assessment Coordinator if required) will set challenging and aspiring targets in liaison with the SEP
- Assessment information to feed directly into the school's SEF document

Governors:

- Interrogate and challenge the school and Headteacher on targets and standards

Pupils:

- Using the target sheet , pupils are to be aware and know their curriculum targets
- Use prompts from marking in order to improve work
- Self-assess against set criteria (WILF or other) when required
- Peer-assess against set criteria (WILF or other) when required

Parents:

- Through parent consultations, target sheets and reports, be aware of pupil targets and next steps in learning
- Support pupils in their learning and achieving their targets (as agreed in the Home, School agreement)

Managing Testing Points:

Testing points are carried out intervals throughout the school year as identified in the assessment calendar. Timetables for testing weeks are produced by the Assistant Headteacher working alongside the Maths, English and Special needs co-ordinators. For year 6 pupils statutory

timetables are followed for end of Key Stage testing and the 'Assessment and Reporting Arrangements' provided by the STA (Standards and Testing Agency) are followed carefully. In Years 5, 7 and 8 testing is completed and planned under the direction of those identified above. It is the responsibility of the subject co-ordinator to ensure that all testing papers and materials are available for each test and that they have supported the SEN co-ordinator in identifying the needs of specific children. The subject co-ordinator is also responsible for managing tiered testing papers in K.S.3. The Assistant Headteacher is responsible for producing testing timetables and managing staffing and room allocation during testing periods.

The APS Tracker

This SIMs driven tool for tracking progress and attainment of all pupils in the core subjects at Ferndown Middle School works by measuring pupil's point score progress at 6 points a year as the children move through the school. This point score progress is considered alongside a pupils FFT target for both the end of K.S.2 and K.S.3. The Tracker is available for all staff to access through SIMs and can be used to filter a cohort by ability groups or different groups e.g. school action, EAL or PP.

Tracking in the Foundation Subjects

Data is held by the subject co-ordinator using a tracking system that has been developed using the SIMs tracker and identifies attainment at the end of units of work. In the foundation subjects, co-ordinators are required to hold evidence of attainment and tracking that is relevant to their subject. Further details regarding the role of the subject co-ordinator in foundation subjects is outlined above.

The Assessment Calendar:

Testing points are completed at three intervals for core subjects during each academic year. Dates are agreed by the SLT after discussion and consultation with the core subject co-ordinators.

Intervention Strategies:

A wide range of intervention strategies are used across the core subjects. It is the responsibility of the subject leader, Assistant Headteacher and Headteacher to agree and manage the intervention process. A record of intervention strategies deployed for an academic year is kept centrally on SIMs as well as by the Assistant Headteacher including details of staffing and costing. These intervention strategies are put in place as a result of analysis of data and reflect target areas identified within the School Development Plan and the School Self Evaluation Form.

The Data Officer:

Data for all assessment points is recorded on the school SIMs tracker by the data officer. It is the role of the data officer to then provide numerical and graphical feedback on performance at each assessment point to the Assessment Co-ordinator using the agreed performance review formats. The data officer is also responsible for managing SIMs by ensuring all essential data is readily available. Upon entry, the new cohort of pupil's information is used to generate a tracker containing information on previous attainment from first schools. The data officer then adds information regarding attendance, Gifted and talented, SEN, EAL, Children Looked After (CLA), Pupil Premium (PP) intervention / support – these lists are constantly reviewed and updated. In addition to this the data officer produces individual attainment reports when required by the SLT and is responsible for receiving data on entry to FMS and ensuring that the Ferndown Upper School is provided with the agreed transfer information. The data officer is line managed by the

Assessment Co-ordinator and Headteacher who directs their time and provides the link with SLT, co-ordinators and teaching staff to ensure that workload is managed effectively.

Fisher Family Trust:

FFT data is provided via the LA as it becomes available during the academic year. As a general rule, updates are available towards the end of the Autumn Term and again during the Spring term. This data is updated to include pupils who arrive or depart during the school year. At Ferndown Middle School targets are set for the end of Key Stage 2 (year 6) using band D data and at K.S.3 (end of year 8) using band A.

RAISE Online:

Raise Online provides an analysis of end of Key Stage data set against national performance. This report is used alongside school analysis that has already been completed by the time this report becomes available in the Autumn Term to inform the school SEF and the School Development plan.

Cognitive Ability Testing:

In September/October of each academic year pupils in years 5 and 7 will complete Cognitive ability tests. These provide an indication of ability and together with other data (FFTD, Teacher assessments and end of Key Stage assessments) are a useful reference point for co-ordinators, tutors and subject teachers.

Monitoring, evaluating and reviewing the policy

Monitoring and evaluating the assessment policy should be carried out at several levels.

- Senior Leadership team / Assessment Co-ordinator
- Teaching and Learning Managers
- Curriculum Co-ordinators
- Governing body

8. Connecting the elements of assessment.

Assessment is the key to improving the curriculum, teaching and learning and should be inclusive.

1. Assessment is the joint responsibility of pupils, individual teachers, year teams, Teaching and Learning Managers, departmental staff, Curriculum Coordinators and SLT.
2. Communication and sharing good practice between staff is vital to developing assessment for learning across the school and ensuring consistency of approach.

Linked documents

The following additional documentation should be considered alongside this policy:

- Subject policies and programmes of study – clearly identifying assessment tasks and a timetable for completion of these assessment activities.
- Teaching and Learning policy
- Assessment for Learning Policy
- Monitoring and evaluation policy

- SEN Policy and IEPs
- Reading policy
- Assessment timetable
- School and subject development plans
- Homework policy
- The Home – School agreement