

Ferndown Middle School



Assessment and Monitoring Policy

Policy to be reviewed by Governor Committee:	Community & Curriculum Committee
Frequency:	Annually

This policy has been reviewed in line with the 8 principles set out in the Single Equality Policy and an initial screening Equality Impact Assessment has been carried out.

The articles of the United Nations Charter for the Rights of the Child have been considered when creating this policy.

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 Leadership Team and through the work of the Assessment co-ordinator and subject leaders, staff are aware of their individual and collective roles in assessing and monitoring pupils progress both academic and pastoral.

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 Assessment for Learning depends crucially on actually using the information gained.

ASSESSMENT OF LEARNING (Summative assessment)

Assessment of Learning 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).

NOW STATEMENTS-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

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.

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?).

Success criteria - '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 in terms of the objectives within the curriculum. Pupils need to be able to know, understand and apply these objectives.
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

- Should be led by learning objectives based on pupil's previous learning and attainment .
- Teachers must plan a range of activities designed to develop understanding and application of

these objectives.

- 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?'

Teaching

- Expect high achievement and support it by clarity of objectives, outcomes and feedback.
- Use methods that involve pupils actively and provide opportunities for deeper thinking.
- Learning objectives (WALT) are clear for each lesson based on age related expectations. Pupils **are not** required to copy however the WALT may be used as the title for written work.
- Learning objectives (WALT) are written in terms of what pupils will learn.
- Learning objectives are linked to explicit success criteria(WILF) and should form the basis of marking, individual pupil learning and target setting.
- Exemplar material is used with pupils to highlight the standards for which they are aiming.
- Peer assessment may be used in order for pupils to mark others' and their own work against criteria agreed in the classroom.

Assessment

Marking - A full and comprehensive guide for marking can be found in the Marking and Feedback Policy. Please refer to this for guidance.

Moderation – Moderation is a vital tool to enable the school to be confident in its' judgements. It secures consistency between classes and year groups. It enables valuable opportunities for teachers to develop subject knowledge and an understanding of good practice throughout the school. Moderation enables a strong formative assessment that will impact on planning and future teaching. It also provides an opportunity for leaders to secure accountability. We recognise the importance of moderation outside the school and we visit feeder schools to share and develop good practice.

Teacher Assessments – Teachers will be required to make a judgement based on a broad overview of the child's work. This can include work in books, day to day observations, speaking and listening and homework. Tests are used to support these judgements but should not drive them.

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 – Interim report for attitude to learning and subject attainment grades. Parents' Consultation evenings – meet the form tutor.
2. Spring Term Consultation Evenings – Interim report for attitude to learning and subject attainment grades. Parents' 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 School Information System to record data centrally to ensure that the school data officer can provide accurate and prompt information regarding attainment and progress that is regularly updated.

7. Data for all subjects (except PSHCE in KS2) will be updated termly and recorded on SIMS. This will be a combination of Teacher Assessment and test data .
8. Teachers are responsible for identifying individual needs for the child/children he/she teachers.
9. Teachers are expected to keep more detailed assessment information for their own purposes for example raw scores for tests, areas for development, strengths and weaknesses.
10. Subject leaders for Maths and English will meet with the head and Assessment Co-ordinator to plan interventions.

Statutory reporting information is provided to parents

The government have removed formal levels for this academic year. Rather than reporting levels, our reports to parents will include an indication as to whether pupils have achieved within the criteria below.

Mastery	Working at a deep level of learning beyond the age appropriate expectation
Secure	The objectives for the age appropriate expectations have been met
Developing	Working within the age appropriate expectations with a small gap to close
Emerging	Not yet accessing the age appropriate expectations (working on the objectives from a lower year group)

In the transition period, we will be reporting levels and the new criteria.

End of Key Stage 2 test results will be reported to year 6 parents in July. In addition to this, KS3 test results will be reported at the end of year 8 to parents and governors and via the end of year report.

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 Local A and DFE)
3. To monitor, track and analyse the progress made by year groups, class groups, teaching groups, gender, Pupil Premium, Special Education Needs (SEN), English as an Additional Language, 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, subject Leaders , the Leadership Team and SEN Co-ordinator will use data to identify individual needs and support application for help from outside agencies.
6. To inform curriculum delivery and planning (e.g. Subject subject Leaders 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 Local Authority (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 available includes:

From First School:

Data from first schools is reported in a variety of different ways. This information will inform the school which children are meeting age related expectations in Year 4.

Year 5

- Year 4 baseline entry assessment tests for entry include reading, spelling/punctuation / grammar , Maths and Science- these are the GL tests. 3 further assessment points during the year.

Year 6

- Year 6 termly assessment points including SATs in May, GL standardised tests for core subject tests in July.

Year 7

- Termly tests for years 7 in English ,Maths and Science based on NC levels. GL standardised tests for core subject tests in July.

Year 8

- Termly tests for years 7 in English ,Maths and Science based on NC levels. GL standardised tests for core subject tests in July.
- The entry and exit data for English ,Maths and Science will be used for external comparisons.

Pupils identified on the school SEN register are also tested for spelling age in September and February (NB. This data is managed by the SEN department and recorded centrally on the School Tracker - SIMs).

In all subjects, moderation and monitoring will be undertaken to validate judgements and enable subject leaders to oversee progress and attainment.

Foundation subjects will require an assessed termly (with the exception of PSHCE) . These assessments will be a reflection of the Teacher Assessment judgement on each child using the descriptors above. Tests may be used to support these judgements.

From LA:

County comparative data will be used to monitor and compare the attainment for the school.

From DFE:

Analyse Schools Performance – available in the Autumn Term. ASP provides an analysis of end of Key Stage data set against national performance. This report is used alongside school analysis.

To the Upper School:

- KS1 and KS2 Test Results for English and Maths
- Teacher Assessments for all Core and Foundation Subjects
- Test Results for Maths and English completed year 8 at Assessment Points based on National Curriculum levels
- All foundation subject grades

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

The Headteacher, Curriculum Subject Leaders, Teaching and Learning Managers (TLM) & 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.

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. Explicit pupil targets to be uploaded onto SIMs in order to generate targets.
 - Analyse data (progress and attainment) for individual pupils and groups of pupils (PP, SEN, Looked After Children), 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 subject Leaders.
 - Share targets with key groups (pupils/subject subject Leaders/parents).
 - Review progress at the end of the year against targets.

Subject Subject Leaders:

- 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 Headteacher.
- 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
- Local / national data

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 headteacher/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 Headteacher who directs their time and provides the link with SLT, subject Leaders and teaching staff to ensure that workload is managed effectively.

Headteacher /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 subject Leaders 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 (Raise-on line, National Middle Schools).
- In conjunction with the Headteacher, set whole school challenging and aspiring targets.
- Review attainment and progress – at the end of each assessment point a review is produced by the assessment co-ordinator. This performance review provides a picture of the current attainment and progress 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 tracking data. This evidence base is discussed termly at LeadershipTeam meetings and each core subject co-ordinator 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 ASP 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 and the Assessment Co-ordinator will set challenging and aspiring targets in liaison with the SEP.
- Assessment information to feed directly into the school's SEF document.

Governors:

- Attend the data committee meeting 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-assessment 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).

8. Managing Testing Points

Testing points are carried out intervals throughout the school year as identified in the assessment calendar. Timetables for test weeks are produced by Assistant heads alongside the Maths, English and SEN Co-ordinator. 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 by the Y6 TLM and Assistant head. 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.

9. Intervention Strategies

A wide range of intervention strategies are used across the core subjects. It is the responsibility of the subject leader, SEN Co-ordinator, and Headteacher to agree and manage the intervention process. A record of intervention strategies deployed for an academic year is kept centrally on SIMs. 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.

10. Monitoring, evaluating and reviewing the policy

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

- Headteacher /Assessment Co-ordinator
- Teaching and Learning Managers
- Curriculum Co-ordinator
- Governing body

Linked documents

The following additional documentation should be considered alongside this policy:

- Subject programmes of study – clearly identifying assessment tasks and a timetable for completion of these assessment activities.
- Teaching and Learning policy
- SEND Policy
- Assessment timetable
- School and subject development plans