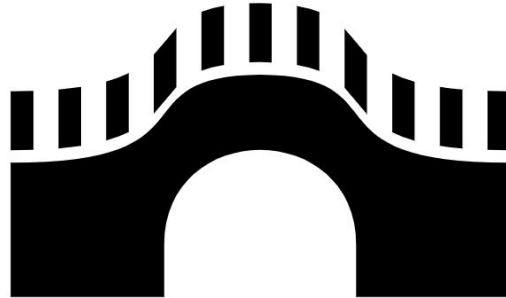


# Assessment 2021- 2022

‘Assessment is indeed, the bridge between teaching and learning.’

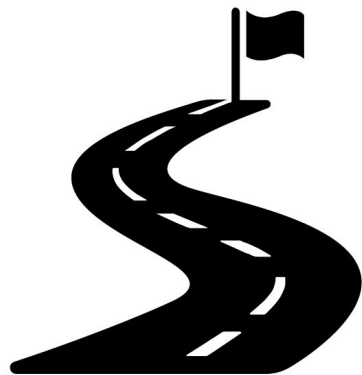
Dylan Wiliam



# Teaching and Learning and Assessment

We have a clearly-defined approach to assessment, which itself sits within a well-led and clearly-defined vision of teaching and learning in a school.

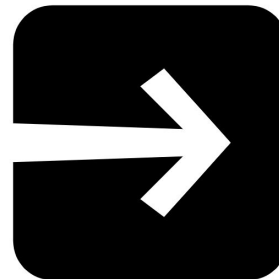
Our assessment approach is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations. Our belief about the purpose of assessment is accurately summarised below:



*Assessment, whether summative or formative, used as a tool to inform ongoing learning, is rigorous and supportive. The process of assessment should not be seen by the child or her teacher, as the end point, but as the beginning of future achievement.*

*Kime, S., et al. (2017). What Makes Great Assessment? Durham, Evidence Based Education.*

# Guiding principles



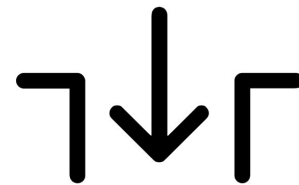
Assessment is focused on supporting children's progress towards *learning of knowledge, concepts and skills*;

Assessment policy promotes *efficient* use of *effective* assessment;

Assessment provides teachers with *meaningful, useful insight* (assessment for formative purposes) in the form of information about a child's learning and ability to apply their learning to a broad range of contexts;

Assessment *enables dependable claims* to be made about children's learning (particularly when communicating with parents).

# Assessment at the core

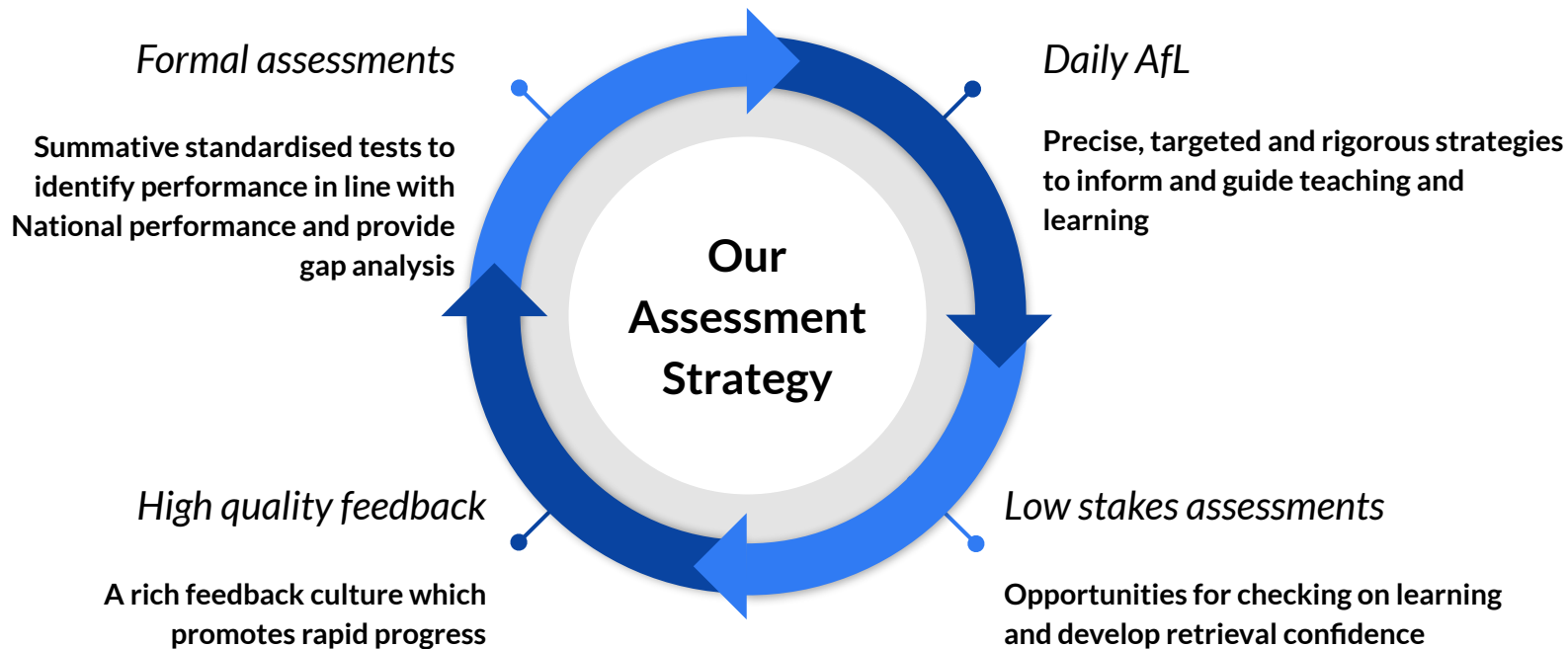


*The word assessment comes from the Latin to 'sit alongside'.*

Assessment - that is the process of **gaining insight** into what our pupils know, understand and can do as a result of what we have taught them. In doing this, we will have greater insight into what appears to have been learnt, what needs to be consolidated or revisited and where the gaps are.

The critical thing is that it provides information about where the gaps are and also what can be celebrated, in terms of the distance travelled-so that we and our pupils are able to say we didn't know that before and now we do.

*Mary Myatt - The Curriculum*



# Baseline assessments

## *Reception*

In response to the 2017 primary assessment consultation, the government has introduced announced a statutory reception baseline assessment (RBA), which will be in place from September 2021.

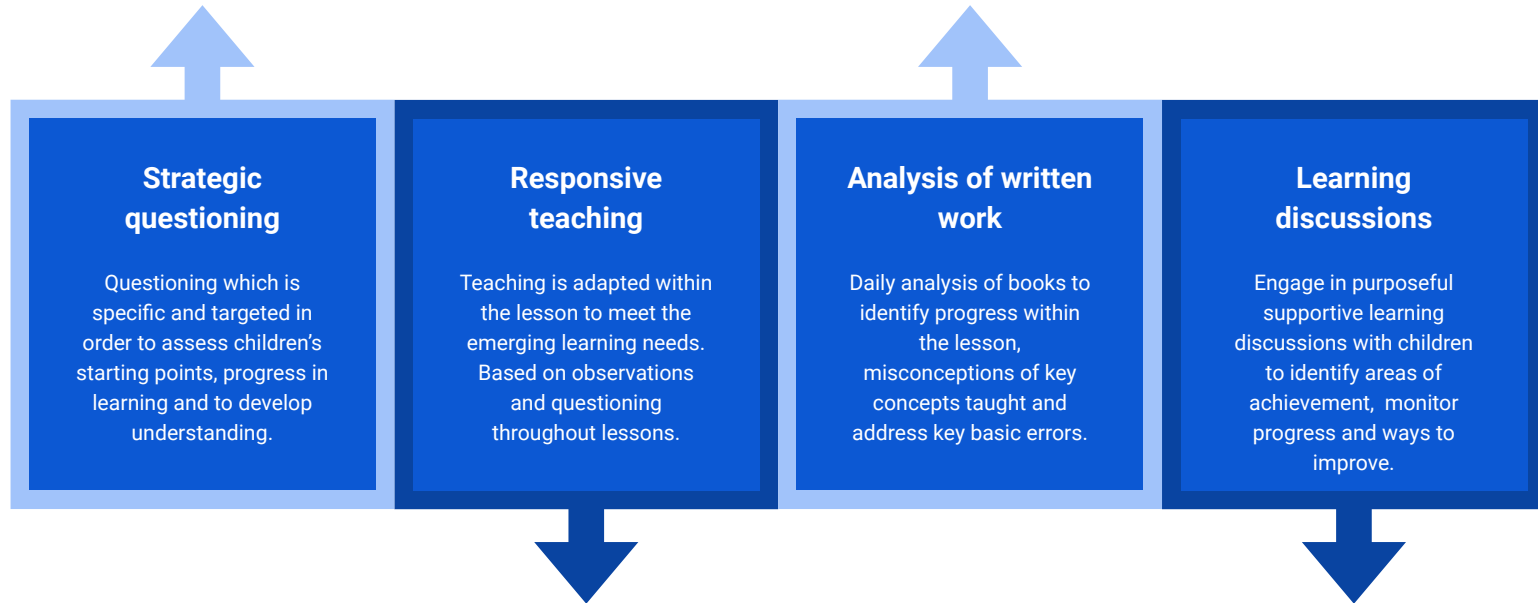
It is an activity-based assessment of pupils' starting point in: language, communication, and literacy and Mathematics.

It will not be used to label or track individual pupils. No numerical score will be shared and the data will only be used at the end of year 6 to form the school-level progress measure.

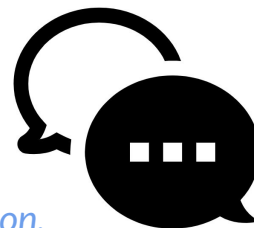
However, teachers will receive a series of short, narrative statements that tell them how their pupils performed in the assessment at that time. ***These is used to inform teaching within the first term.***

# Daily AfL (formative assessment)

*Assessment for Learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.*



# Feedback



*“The shorter the time interval between eliciting the evidence and using it to improve instruction, the bigger the likely impact on learning.”*

*William D, (2011) Embedded formative assessment*

## Key principles

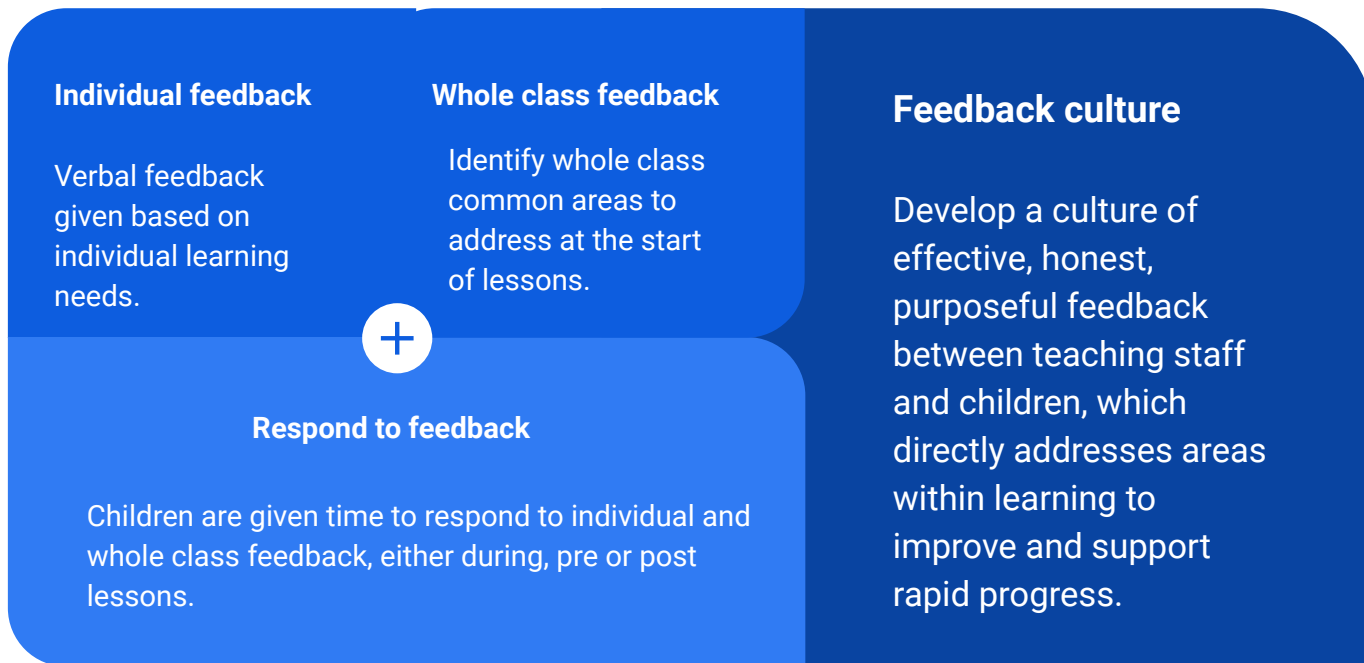
- The sole focus of feedback should be to further children’s learning;
- Evidence of feedback is demonstrated through the progress over time and is clearly evidenced in children’s books;
- Feedback should empower children to take responsibility for improving their own work;
- Children should receive feedback either within the lesson itself or it in the next appropriate lesson.
- Feedback is a part of the school’s wider assessment processes which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good or better progress.

**Feedback in lessons is given quickly, concisely and with clarity.**



# High quality feedback

Feedback is fundamental in supporting pupil progress. Children must receive specific, focused feedback based on a particular skill/concept in order to make progress over time and move forward in their learning.



# Feedback

After completing the daily analysis of books, children will receive feedback appropriate to the need of the learning. This can be individual 1:1 verbal feedback, whole class feedback (utilise feedback slides at the start of the lesson) or pre/post targeted teaching.

Edit and feedback

Spellings  
screams  
centuries

The golden dust tickling our feets

Swallows the childrens feet

The sand is awaken and is furious. To be woken so easily? Most certainly not!

The golden dust clings on to passers feet like a child clinging around them.

Sinks and surrounds the oblivious, lifely children slowing engraving their feet in the golden grains of the beach.

The golden grains was bargaining to the people

\begin{array}{r} 37 \\ \times 6 \\ \hline 42 \\ + 180 \\ \hline 222 \end{array}

1)  $59 \times 4 =$  😊

2)  $63 \times 3 =$

3)  $28 \times 9 =$

4)  $152 \times 5 =$

5)  $364 \times 7 =$

# Low stakes assessments

Low stakes, high value pre-planned opportunities which provide additional exposure to the learning and reduce the rate of learning being forgotten.

Structured planned mini-quizzes allow children to draw upon their long term memory and provide teachers with a valuable tool in order to assess the progress of children in line with our bespoke HVPA curriculum.

**Daily retrieval slides** in lessons to recall knowledge and practise skills from previous learning (yesterday, last week, last term, last year.

**Mini quizzes fortnightly/end of unit** to assess progress based on specific curriculum content.

**Identify** areas of strength and gaps in learning.

**Adapt** future teaching of the concept/skill (spaced learning). Plan in pre/post teaching in order to quickly address the learning needs.

# Mini quizzes

In reading, writing and Maths, mini quizzes are carried out fortnightly/end of unit to assess progress based on **specific HVPA curriculum content**.

These are analysed to identify children's strengths and next steps in learning, as well as whole cohort assessment. Results are used to compare to daily book analysis records and identify how teaching needs to be adapted in order to ensure progress. (2 week spacing)

*These quizzes inform retrieval slides moving forwards and targeted groups/teaching/adaptations to teaching.*

Mini Quiz - Maths  
Strand: Year 3 Place Value

1. Write the correct number in the box

10 less	10 more	100 less	100 more
18		201	
136		3134	

2. What is the value of each digit?

243

3. Order these numbers from smallest to largest.  
409 121 309 244 315 34

4. Write the number 451 in words

5. Represent the number 524 by drawing in counters

Hundreds	Tens	Ones

Mini Quiz - GPS  
Example - Year Three

1. Which would come before the word 'elephant': a or on? \_\_\_\_\_

2. Rewrite this sentence with correct punctuation: 'who goes there' grumbled the troll \_\_\_\_\_

3. Why has an apostrophe been used in this word: hasn't? \_\_\_\_\_

4. List 3 prepositions: \_\_\_\_\_

5. Circle the subordinate clause in the following sentence:  
The family packed up their picnic for later, despite knowing it was going to rain.

6. What is a pronoun?  
A pronoun is \_\_\_\_\_

7. What is a conjunction? Circle the correct definition.  
A word which joins two clauses      A word which joins two nouns

8. Which common exception word is this? p \_ t \_ t \_ \_ s \_\_\_\_\_

9. Circle the correct spelling: forgeting forgetting forgetting

10. Which tense is this sentence written in: He has gone out to play. \_\_\_\_\_

KS1/reading non-verbal profiles

[title of book], chapter \_\_\_\_\_ mini quiz

1) Retrieval  
What is the name of ....? [1 mark]

2) Vocabulary  
Which word means the same as...? [1 mark]

3) Retrieval  
Draw lines to match. [2 marks]

Word/Statement 1	Character/setting/word
Word/Statement 2	Character/setting/word
Word/Statement 3	Character/setting/word
Word/Statement 4	Character/setting/word

4) Author choice  
What does the sentence tell you about...? [1 mark]  
(sentence taken directly from text)

5) Infer  
Explain why... [1 mark]

Maths Mini Quiz	Quiz 1: Place Value	Quiz 2: Addition & subtraction	Quiz 3: Multiplication & division	Quiz 4: Fractions	Identified misconceptions/lesson notes/actions:
Child 1					
Child 2					
Child 3					
Child 4					
Child 5					
Child 6					
Child 7					
Child 8					
Child 9					
Child 10					
Child 11					
Child 12					
Child 13					
Child 14					
Child 15					
Child 16					
Child 17					
Child 18					
Child 19					
Child 20					
Child 21					
Child 22					
Child 23					
Child 24					
Child 25					
Child 26					
Child 27					
Child 28					
Child 29					
Child 30					

# Analysis of written work

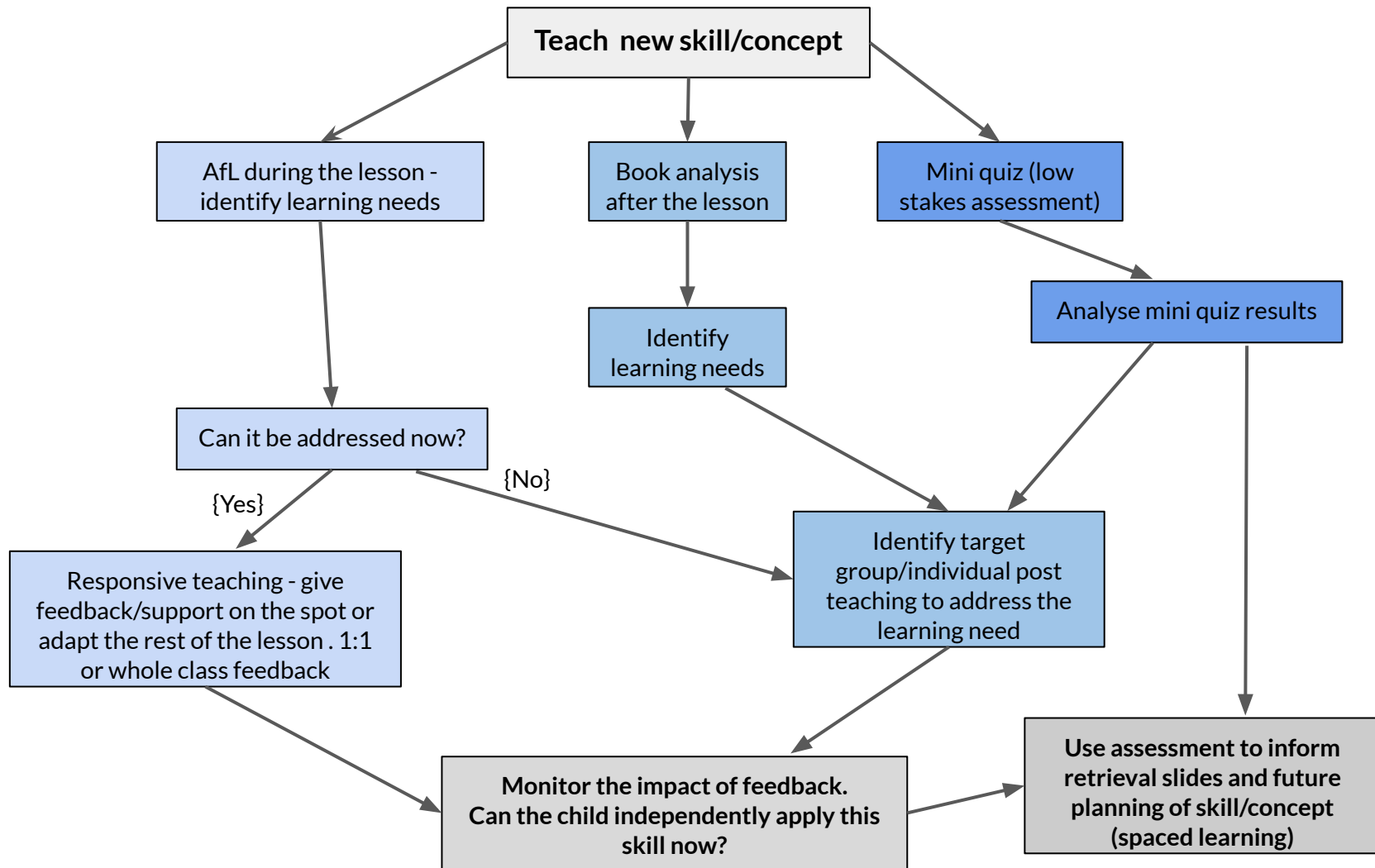
*"Feedback should be more work for the recipient than the donor." - William D, (2011)*

*Embedded formative assessment*

Teachers are not required to mark in individual children's books, instead they carry out daily analysis of children's work. This is a crucial element which forms the foundations of our assessment strategy to ensure progress over time. The purpose of daily analysis is to identify progress within the lesson, highlight misconceptions of key concepts taught and address key basic errors. ***This Assessment information is fed directly into future planning and intervention to meet the learning needs of the children.***

Teachers record daily analysis of progress for each child on analysis sheets for reading, writing and Maths. This includes notes on key children, groups of children and identified misconceptions and future actions, which may be carried out by the teacher or teaching assistant.







Maths Daily Book Analysis Record					
Place Value	Lesson Value of 3 digits 23.9	Lesson Partition 3 digits 24.9	Lesson: 25.9 Find 10 more, 10 less	Lesson: 26.9 10 more/less bridging 100s	Identified misconceptions/lesson reflections
Child 1	✓	✓	✓	✓	Ellie, Jayne, Helen - need base ten to identify 14, 1, 1 (23.9.20)
Child 2	✓	✓	✓	✓	Target Craig, Simon and Julie - post ✓ 24.7.20
Child 3	✓	✓	✓	✓	teach and tomorrow
Child 4	✓	✓	✓	✓	* Use visual Base ten on slides
Child 5	✓	✓	✓	✓	24.9.
Child 6	✓	✓	✓	✓	John, Ellie, Helen - need to count in 100's
Child 7	✓	✓	✓	✓	- Target group ✓ 25.9.20
Child 8	✓	✓	✓	✓	* Add in counting in 100's to retrieval
Child 9	✓	✓	✓	✓	
Child 10	✓	✓	✓	✓	
Child 11	✓	✓	✓	✓	
Child 12	✓	✓	✓	✓	
Child 13	✓	✓	✓	✓	
Child 14	✓	✓	✓	✓	
Child 15	✓	✓	✓	✓	
Child 16	✓	✓	✓	✓	
Child 17	✓	✓	✓	✓	
Child 18	✓	✓	✓	✓	
Child 19	✓	✓	✓	✓	
Child 20	✓	✓	✓	✓	
Child 21	✓	✓	✓	✓	
Child 22	✓	✓	✓	✓	
Child 23	✓	✓	✓	✓	
Child 24	✓	✓	✓	✓	
Child 25	✓	✓	✓	✓	
Child 26	✓	✓	✓	✓	
Child 27	✓	✓	✓	✓	
Child 28	✓	✓	✓	✓	
Child 29	✓	✓	✓	✓	
Child 30	✓	✓	✓	✓	



# Tracking progress

We have built a bespoke assessment tracking system on Bromcom which will enable us to input attainment data and track progress over time.

Standardised tests will inform three data entry points over the year.

Code	Code Description	Colour
WB-	Working Below -	
WB	Working Below	
OTR-	On Track -	
OTR	On Track	
WA-	Working Above -	
WA	Working Above	

**Assessment codes**

This will enable us to analyse the data, compare data and identify next steps for intervention and teaching and learning.

Reports available will allow:

- *Attainment overview for core subjects, including contextual data (sub groups such as SEND, PP, gender, FSM, attendance etc)*
- *Diminishing difference - % for gap analysis (eg FSM vs non FSM)*
- *Primary overview -KS1 data compared to current attainment*
- *Prior attainment - identify those staying the same, regressed, improved*
- *Subject triangulation - venn diagram to identify combined*

# Formal assessment (summative assessment)

## Reading and Maths

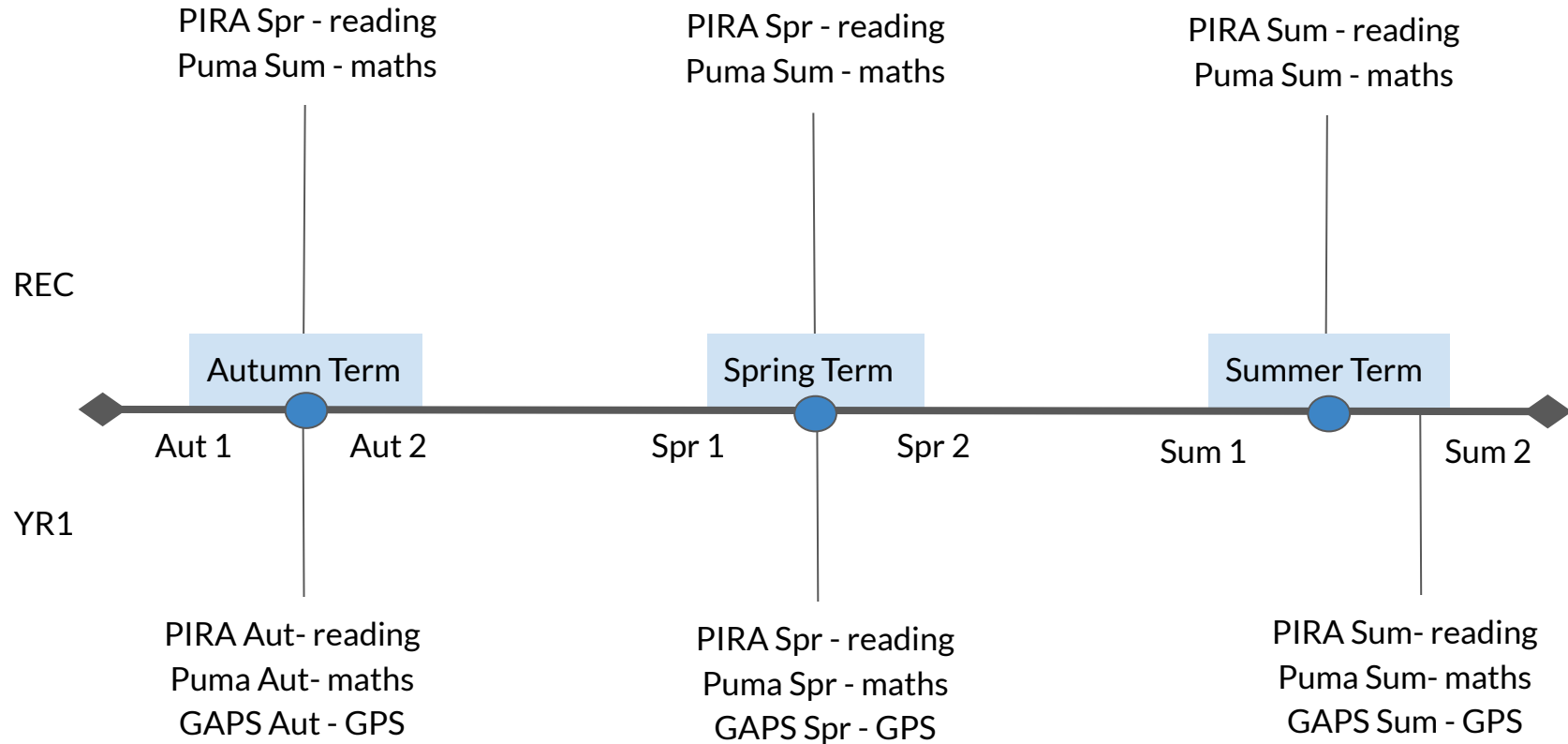


Termly standardised tests provide a summary of what a child has achieved at the end of a period of time, relative to the learning aims and the relevant national standards. It will summarise attainment at a particular point in time and provides individual and cohort data that will be used for tracking progress and for informing stakeholders (parents, governors, SLT).

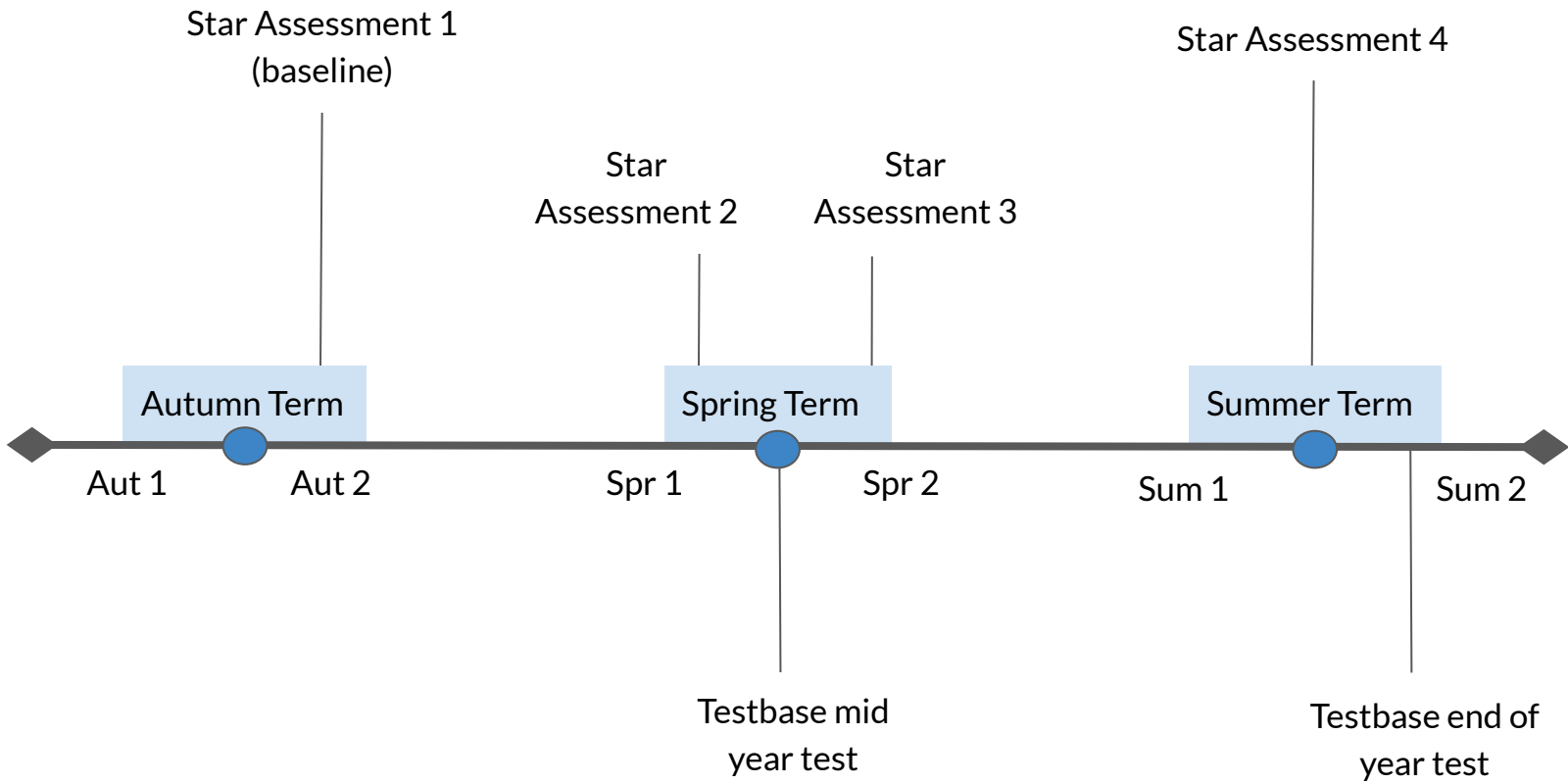
**SEND:** Children who are identified as SEND will be given a standardised test which is reflective of the curriculum that they are learning. This can only be done in agreement with the Inclusion Team and as part of their individualised learning plans.



## Reception and Year 1 Assessment Schedule



Year schedule YR2-Y6



## Effective use of data

Whole school end of year data analysis

Assessment lead identifies key headlines

SLT review

Subject leads use SIP areas

Inclusion team use SIP areas

Subject leads identifies actions for subject leadership and CPD

Informs SIP

Inclusion lead identifies actions for SEND, PP & EAL and CPD

Termly (3) summative assessment points

Assessment lead identifies key headlines

SLT review

Pupil progress meetings with class teacher, Assistant head and Inclusion team

Subject lead review lead by Core lead

Inclusion lead review with Assessment lead

Measure impact and progress against SIP objectives. Set new targets for next term.

# Moderation



*Moderation is essential to the integrity of teacher assessment judgements.*

We utilise moderation, which is a professional, informed and collaborative dialogue between two or more teachers, and between teachers and other professionals to ensure consistency, accuracy and reliability of our assessments. The aim is to make fair and comparable judgements about what pupils understand, know or can do, and how consistently they can demonstrate these capabilities.

Moderation at HVPA is an ongoing process throughout the year. Our moderation focuses heavily on the dialogue that accompanies the moderation process as this is of vital importance in developing a deeper understanding of the underlying standards.

Moderation is carried out within year groups, across year groups and key stages, across the MAT and with external bodies.

*When good knowledge and understanding of great assessment are used in such a forum, there is great potential to improve the reliability of assessments used in schools.*

# Phonics Assessment

From Reception through to Year 2, teachers carry out ongoing assessment of pupils' phonics progress. These assessments are frequent and detailed to identify any pupil who is falling behind our phonics programme's pace so that targeted support is given immediately.

Phonics Data Tracking for Reading graphemes, segmenting and blending.	Every class which teaches phonics to have a tracking sheet for each phase of phonics. This is a way of recording teacher's own assessment. Teachers will be able to adapt revisit/review part of teaching to directly correlate with gaps in class. Will allow year groups to compare data & adapt planning accordingly.	Secure	Green
		Inconsistent	Orange
		Not secure	Red

Phase 2 Phonics Tracking: Toytown																												
Name:	s	a	t	p	i	n	m	d	g	o	c	ck	e	u	r	h	b	f	ff	l	ll	ss	j	v	x	y	z	zz
Child 1																												
Child 2																												
Child 3																												
Child 4																												
Child 5																												
Child 6																												
Child 7																												
Child 8																												
Child 9																												
Child 10																												
Child 11																												