

Hexham Partnership Assessment policy

June 2015

# Hexham partnership assessment policy

## Rationale and success criteria

**Good assessment** makes:

- An *accurate* assessment - knowing what the standards are, judging pupils' work correctly, and making accurate assessments linked to agreed performance descriptors
  - A *fair* assessment - knowing the methods used are valid;
  - A *reliable* assessment - ensuring that judgments are consistent and based on a range of evidence including professional judgment.
- A *useful* assessment - identifying barriers to pupil progress and using that information to plan and discuss the next steps in learning.
- A *focused* assessment - identifying areas of a child's learning where there are blocks to progression, which might, for example, benefit from the attention of one-to-one tuition; for *continuity* of assessment, enabling better transfer between years and schools.

## **We will know we are successful if:**

- Pupils are fully aware of their achievements and next steps for learning.
- Teaching staff feel equipped to make well-founded judgements about pupils' attainment, understand the concepts and principles of progression, and know how to use their assessment judgements
- We have in place structured and systematic assessment systems for making regular, useful, manageable and accurate assessments of pupils, and for tracking their progress.
- Every parent and carer knows how their child is doing, knows what they need to do to improve, and how they can support the child and their teachers.

## Statement of intent

The policy should:

- a) Provide a common understanding, amongst teachers, of the standards of the partnership using agreed terminology and criteria and thus support consistent judgements about individual performance.
- b) Support formative assessment.
- c) Build a picture of a child's assessment journey which will reflect attainment and achievements within the curriculum and provide a record to support progress through each school and phase of education.
- d) Support partnership performance descriptors *from the National Curriculum programme of study and age related expectations*
- e) Ensure that information that is passed on to teachers and to parents about a child's achievements is accurate and informative.
- f) Support the analysis of achievements throughout school career to raise standards and to help ensure that the partnership is providing children with a high quality education.

## Hexham partnership agreed performance descriptors and criteria.

	<b>entering</b>	<b>developing</b>	<b>secure (Age Related Expectations)</b>	<b>mastering</b>
Definition	basic awareness	correctly using and applying	confidently using and applying	naturally using and applying
Cognitive challenge	Low level cognitive demand. Involves following instructions	Higher level of cognitive demand. Involves mental processing beyond recall. Requires some degree of decision making	Cognitive demands are complex and abstract. Involves problems with multi-steps and more than 1 possible answer	Complex and abstract with independent and original learning.
Indicative teaching style	Modelling explaining	Reminding guiding	Coaching Probing questioning	Listening and encourage independent learning
Types of success criteria	Steps to success	Remember to include	Child generated	uses initiative and self-manages
Nature of progress	Acquiring refining	Applying practising	Deepening extending	can independently adapt to any situation
Support	High	medium	low	self support
Typically pupils will	Name, describe, follow instructions or methods, complete tasks, recall information, ask basic questions, use, match, report, measure, list, illustrate, label, recognise, tell, repeat, arrange, define, memorise.	Apply skills to solve problems Explain methods, classify, infer, categorise, identify patterns, organise, modify, predict, interpret, summarise, make observations, estimate, compare.	Solve non-routine, appraise, explain concepts, hypothesise, investigate cite evidence, design, create, prove	Display consummate comprehension and understanding Display expertise and proficiency in original application and use. Demonstrate finesse, prowess and deftness showing evaluation and self reflection skills in a wide variety of contexts.

## Formative assessment

Each school will have its own system and policy in place but will share the common partnership terms and criteria to ensure partnership parity which relate to performance descriptors .

## Summative assessment

- a) Each school will have its own system in place but will share the common terms and criteria from partnership performance descriptors *relating to the National Curriculum programme of study and age related expectations* in order to ensure partnership parity.

Both forms of assessment will be supported by partnership moderation meetings throughout the year which will initially cover English and Maths across the curriculum. Other subjects should be assessed using the same terms and definitions and moderation opportunities may be possible in the future. All schools should hold in house moderation sessions and there will be mini-partnership moderations as appropriate. It is important that work to be used for assessment purposes is in normal books and should include work demonstrated as unaided, unsupported, and independent; ie not guided, scaffolded or with success criteria provided. Cross curricular application of maths and English skills is particularly useful.

# Statutory Assessments

EYFS	Year 1	Year 2	Year 6	Year 11	Year 13
baseline	phonic screening	Sats	Sats	GCSE	A level
Term 1	June	as appropriate February to May.	May	May/June	June

EYFS; 2015-16 . Schools to conduct a partnership pilot of the various baseline assessments available.

## Partnership Moderation timetable 2015-16

	key stage		Curricular area	Statutory	Notes
term 1	EYFS	September /October	Baseline		See below
	year 4/5	First week November	Reading		
	year 8/9	23/9/15 3/11/15	launch meeting tbc		
term 2	year 4/5	First week March	Maths		
	year 8/9	12.2.16	tbc		
term 3	year 4/5	First or second week of June	writing		
	year 8/9	4/7/15	tbc		
term 3	1 Year 2	First or second week of June		L.A statutory standardisation	
	2 Year 6	First or second week of June	writing	L.A statutory standardisation	

There is an expectation that each mini-partnership holds further moderation sessions at least once a school year in an appropriate curricular area.



## Guidelines for moderation

Year 4/5 meetings will be introduced and led by current county moderators from key stage 1 and 2 who have the appropriate expertise and a breadth of experience across the first and middle school age range. Year 8/9 meetings will be led by appropriate subject specialists.

Teaching staff are to bring along evidence and assessment to share and compare with colleagues and moderators. Agreed achievement as meets the performance descriptors and criteria will be fed back to the teachers to take back to their own school.

The aim is to encourage dialogue between different schools and year groups for professional development opportunities. Teachers should share work and supporting evidence and suggested performance descriptor should be on front of evidence submitted on a post-it note or similar. Performance descriptors agreed or altered will be recorded for the benefit of the submitting teacher and school. Moderators can provide support in coming to an agreement.

### Evidence to be brought to the meeting

Teachers to bring work and evidence from 15% of cohort demonstrating full range of ability . If cohort is small teachers should bring 3 (if possible) children's work and supporting evidence across the ability range. It is important that work to be used for assessment purposes is in normal books and should include work demonstrated as unaided, unsupported, and independent; ie not guided, scaffolded or with success criteria provided. Cross curricular application of maths and English skills is particularly useful.

### Supporting evidence includes

- Children's work Must include independent in normal workbooks across the curriculum.
- Assessment records. ...using agreed partnership terminology, definitions and criteria
- Teachers planning.. annotated
- Tracking
- Targets
- Observation notes
- Photos
- Summative Class and school based assessments

## Standards and Teacher Assessment

In future we aim to hold standards files to exemplify standards relating to the performance descriptors.

### Transition

Year 4/5 A moderation meeting will be held in June to ensure parity before transfer to middle school.

Year 8/9 A moderation meeting will be held in June/July to ensure parity before transfer to high school.

Schools to share data on English and Maths at transition using terms E D S M. S is the age related expectation.

## Reporting to parents

All partnership schools to use the same performance descriptors and criteria when reporting to parents to ensure parity across all schools ensuring progression is clearly mapped across schools. (See chart on page 4)

Each school sends written annual reports to parents annually in line with the current statutory regulations.

Hexham partnership assessment working party

March 2015.

To be reviewed as necessary..... in line with national and local developments.