

Cambridge Road C P & N School – Assessment Information System Policy

*‘Assessment which is explicitly designed to promote learning is the single most powerful tool we have for both raising standards and empowering lifelong learners.’
(Assessment Reform Group)*

Introduction

Assessment at Cambridge Road C P & N School has one single purpose – to promote learning. We believe assessment is an integral part of high quality teaching and has a key role to play both on a day to day basis and at the end of a unit of work. It is neither wholly formative, nor wholly summative.

Key principles of assessment

At Cambridge Road C P & N School we believe the following are key principles:

- Assessment is at the heart of teaching and learning
- Assessment is inclusive of all abilities
- Assessment is open and transparent
- Assessment is appropriate to the pupil
- Assessment is consistent
- Assessment outcomes provide understandable information for pupils, parents, teachers, SLT, governors and the government
- Feedback from assessment should inspire greater effort and belief that more can be achieved

Approach to assessment

At Cambridge Road C P & N School we believe that assessment is integral to high quality teaching and learning. It helps us to ensure that our teaching is appropriate and that learners are making expected progress.

Method of assessment

At Cambridge Road C P & N School we have designed the ‘Assessment information System.’ There are five main elements to our Assessment Information System:

- The setting of challenging yet achievable targets.
- The tracking of progress towards those targets.
- Accurate assessments using a combination of tests and teacher judgement.
- Detailed analysis of the results of the assessments to inform future learning.
- The provision of mentoring meetings to empower our learners.

These form the basis of a focused, child centred collaborative approach based on a dialogue about the child’s present and future learning needs.

Target Setting

Long Term Targets:

At Cambridge Road C P & N School we have the highest of expectations for our pupils. We set end of KS2 targets based on FFT targets which would put school in the top 5% nationally. We believed this to be ambitious but achievable. From this it is easy to map the required attainment and progress necessary from Y3 (each term) in order to ensure that the end of KS2 target is achieved. We use a similar system in KS1 when setting end of KS1 targets using the FSP scores and the Reception Baseline assessments to set similarly challenging targets.

Medium Term Targets:

Analysis of assessment information leads to the setting of Medium Term Targets. These are set half-termly, are negotiated between teacher and child, are evidence based, inform intervention and impact on the achievement of long term targets.

Tracking

Each child's attainment for each curriculum area is tracked each term and colour coded for simple visual interpretation by the SLT, teacher, parent and crucially the child.

- Green: attainment exceeds national expectations.
- Yellow: attainment is on track to meet national expectations.
- Red: attainment is working towards national expectations.
- Black: attainment is well below national expectations.

We do additional tracking in Reading, Writing and Maths against the FFT top 5% targets with the following simple criteria:

X = not on track for target expectation

√ = on track for target expectation

√ + = on track for next expectation above target expectation

Accurate Assessments

The perception of assessment has almost become synonymous with testing and SATs in particular. In too many schools this is still seen as the problem or main concern of the Y2 and, in particular, the Y6 teacher. At Cambridge Road, we believe that if children are to reach their full potential they must receive the same degree of assessment rigour, support and guidance at every stage of learning. Moreover this must be within a framework that is designed to inform and improve learning rather than merely test it.

Analysis of Assessment Information

'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.' (Assessment Reform Group, 2002)

Following on from all formal assessments the resulting information is analysed carefully. Successes are celebrated and, more importantly, gaps in learning are identified. Patterns of under attainment or underachievement are systematically looked for and 'Ways

Forward' are identified. In this way the assessment evidence is used by learners and teachers to inform future learning.

Mentoring Meetings

The mentoring meetings involve all children and all staff, all of the time. They are held with the purpose of improving attainment, achievement and attitude. They are high status, driven by the SLT and are central to driving forward school improvement and pupil achievement. They give all stakeholders an opportunity to share information in an understandable and consistent format and in doing so provide a focus on the individual child fulfilling their potential.

Progress towards long term targets is reviewed as well as achievement of medium term targets. Further meaningful medium term targets are agreed. Targets are carefully chosen from agreed assessment criteria so as to be both challenging yet achievable and to have the greatest impact on performance.

Extensive international research (Wiliam & Black) 'Inside the black box' proved 'without a shadow of doubt' that classroom assessment with constructive feedback to the student will raise levels of attainment. It stated that children learn best when:

- * They understand clearly what they are trying to learn, and what is expected of them.
- * They are given feedback about the quality of their work and how to make it better.
- * They are given advice about how to go about making improvements.
- * They are fully involved in deciding what needs to be done next.

Summary

To summarise the Assessment Information System provides the vehicle for ensuring that target setting, tracking, assessment, analysis and mentoring are brought together and wrapped around the child. The child remains central to the whole process throughout. In this way it guarantees personalised learning and raises achievement for all.