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**Our Vision Statement**

Sherington Primary School is an inclusive community. We place the child at the centre of all that we do. We strive to maintain the highest standards in an environment that is creative, stimulating, inspiring and enabling.

**Aspire**

* Motivating and exciting all to become life-long learners

**Believe**

* Developing the skills and confidence to foster self-belief

**Create**

* Engaging all learners through creative practice and personal reflection

**Achieve**

* Experiencing success and embracing future challenges

**Our Aims**

To place the child at the centre of all that we do.

To foster positive, supportive relationships with families and the wider community.

To provide models of excellence drawing on the expertise of our highly skilled team.

To provide an enquiry based curriculum, that promotes the values of resilience, adaptability and perseverance.

To promote life-long learning through developing a whole school culture

of challenge and growth.

To prepare learners for a future in an increasingly interconnected global economy.

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| Policy Reviewed | January 2016 |
| Agreed by Staff | January 2016 |
| Ratified by Governors | February 2016 |
| Date due for review: | January 2018 |

***When a teacher teaches, no matter how well he or she might design a lesson, what a child learns is unpredictable. Children do not always learn what we teach. That is why the most important assessment does not happen at the end of learning – it happens during the learning, when there is still time to do something with the information.***

**Dylan Wiliam, 2011**

**Rationale**

We understand 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 at least expected progress from their individual starting points.

Our new assessment system at Sherington is designed to ensure that pupils have ownership of their learning and are clear about their next steps.

**Aims**

* To ensure children are involved in ‘owning their own learning’
* To offer all children an opportunity to reflect and co-construct their learning
* To use the information to inform teacher’s planning
* To gather information about the performance of individual children, groups and cohorts in order to undertake gaps analysis and move all pupils learning forwards
* For subject/key stage leaders to be able to track individual , group and cohort progress
* To provide information which will help to shape the school’s strategic planning
* To inform the Governing Body/LA of the school’s standards and achievements at various points in the year

**Key Features of Assessment at Sherington**

**Assessment for Learning (AFL)**

All staff recognise the important part they play in supporting children’s progress by assessing them individually and being ready to challenge and support each child at the point of learning. AFL is an integral part of our teaching, without this Summative Assessment is not possible.

***Many argue that “Formative Assessment” is a misleading term and is open to a variety of interpretations. “Assessment for learning” may be preferable and requires 5 elements to be in place:***

1. ***The provision of effective feedback to students***
2. ***The active involvement of students in their own learning***
3. ***The adjustment of teaching to take into account the results of assessment***
4. ***The recognition of the profound influence assessment has on the motivation and self-esteem of students, both of which are crucial influences on learning***
5. ***The need for students to be able to assess themselves and understand how to improve” Dylan Willim 2011***

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**Learning Journeys**

The Learning Journeys were created primarily to engage pupils through taking ownership of their progress Each child from year 1 through to year 6 has a copy of their own Learning Journey. The Learning Journey for pupils is broken down into reading, writing and maths in terms of end of year expectations.

It is expected that year 1 pupils’ will be introduced to Learning Journeys in the Autumn Term and that the end of year expectations will be referred to during teaching sessions. Children in year 1 will become familiar with the language associated with their steps in learning and will begin to identify what they can and can’t do against individual steps. By the end of year 1 (with support), some pupils may be able to use the journeys to evidence their work against end of year expectations.

By the end of year 2 it is expected that the vast majority of pupils will be able to make use of their individual learning journey to evidence against end of year expectations.

It is not expected that every step is monitored, rather that the Learning Journeys are used as a reference point for pupils in evidencing their journey towards expected or above. Also as an ‘aide memoir’ for teachers and teaching assistants, through supporting the tracking of pupil progress.

The Learning Journeys may be used to support pupils in their presentation to parents in the Spring Term Parents Evenings.

**Summative Assessment**

**Learning Ladders**

Learning Ladders is a data base system. At Sherington we have created our own Learning Ladders for Reading, Writing, Maths, Science and Computing. Teachers are responsible for updating the on-line system throughout the school year. The expectation is that the Learning Ladders will be updated by the end of each half-term.

**Process**

All adults employed to support teaching and learning are responsible for ensuring that accurate tracking of pupil progress against the ladders is an integral part of the school day. On-going assessment will be undertaken through a wide range of mediums. Teachers will use a range of evidence to support the assessment process, and seek guidance from subject leaders where necessary.

Children as they move through the school will increasingly take more responsibility for assessing their own performance against EYE, through learning journeys, peer assessment, group discussion and 1:1 dialogue with teacher/tutors.

In addition the following form of ‘formal assessments’ will be undertaken in order to support teachers accuracy in their tracking of pupil progress

**Reading**

Children will be assessed using colour coded book bands and teacher assessment in key stage 1. EYE in reception, years 1 and years 2 align to the colour coded book bands.

Teachers/Teaching assistants are expected to regularly assess pupils’ progress in phonics throughout all 5 stages through to completion. Each child has their own phonics tracking book which should move through school with them. In addition children should be regularly tested to ascertain their progress in reading the first 100 and 200 word lists.

In Key Stage 2 all children will be tested at least termly through a reading comprehension test.

A specialist teacher and or Teaching Assistant will test pupils using a paper based age related test . This will be provided for pupils working at least 6 months below expected) and will be used to give a clear indicator as to pupils’ current reading age.

Teachers are expected to share end of year expectations with pupils during guided reading sessions and through cross-curricular work. This could be made explicit For example through having EYE on display in classrooms, or use of pupils Learning journeys.

**Writing**

Writing Journals, regularly marked in line with the school’s marking policy.

Pupils are given individual targets for spelling and handwriting which are regularly reviewed in writing journal, and literacy books.

At least termly a sample of children’s writing is evidenced in a sample writing book which travels with the child throughout their schooling.

Writing Sample books, and marked clearly against Learning Ladders.

**Maths**

Year 2 to year 4 (and beyond) – All pupils have their own Times Table passport which is used to track knowledge of x table and correlating division facts.

Pupil books regularly marked against steps to success.

The introduction of ‘Shanghi’ Maths books – marked currently in years 1 and 3.

A termly test based on last term’s teaching.

An end of year test (QCA?) to cover all areas of end of year expectation.

Summative assessment is used by teachers to support their on-going assessment of pupils learning. In addition these should provide teachers with a means to identify any gaps in teaching or learning for that class/cohort of pupils.

**Monitoring**

SLT will hold termly progress review meetings with all teachers responsible for teaching and learning across the school.

The data base system which collates Learning Ladders will be used to support this process.

Progress review meetings are intended to be a supportive process for teachers. This process ensures that accurate analysis of gaps and progress is being undertaken. As a result, the SLT will review interventions and support systems to ensure at least good progress for all pupils is maintained.

**Our Creative Curriculum**

At Sherington we are dedicated to ensuring the best outcomes for all our pupils in all subject areas and the assessment of pupils progress in Computing, Humanities, PE, Music, Art and Design, Design Technology and MFL is hugely important. We are seeking to develop the most effective means of assessment for each of these areas. Currently we have:

**Computing**

The computing teacher, alongside the Full Time Computing Technician/Teaching Assistant, is responsible for tracking the progress of pupils in years 2, 3, 4, 5 and 6 in computing.

The Computing Teacher will regularly update and review pupil progress in this subject area, providing end of year reports for each child, outlining their progress towards end of year expectations in computing and ensuring children understand their next steps in learning.

Teachers in EYFS and year 1 are responsible for monitoring the progress of pupils in computing (EYFS – Understanding the World)

**Music**

The music teacher has created a form on ongoing assessment to track pupil progress against end of key stage expectations. The music teacher is responsible for tracking the progress of pupils in years 1, 2, 3, 4, 5 and 6 in music and provides teachers with an end of year statement for each child outlining their progress towards, above or below expected levels of achievement in music.

**Science**

Class teachers will need to update and review pupils’ progress in Science against the newly created Learning Ladders. It is expected that these will be completed by the end of each Science Unit. Ongoing assessment during lessons of pupils’ performance, regular monitoring of books and the use of formal testing where needed will be used to support teacher assessment of the Science Curriculum.

The Science Leader will review the progress of each class across the school. The Science Leader will inform teachers if there are any areas of concern that may need to be addressed. The Science leader will support teaching and learning by ensuring that gaps analysis is tackled through Professional Development Meetings, Leadership Groups and any additional INSET.

**Humanities/RE**

At the beginning of each Humanities unit children will devise a ‘learning challenge’ for their topic with the class teacher. The class teacher will support children through helping them to identify ‘what they already know’ and think critically about what they might like to find out.

At the beginning of each RE Unit children will be given key question from the Greenwich RE syllabus, for their half-termly topic.

At the end of each Humanities and RE Unit, teachers will support children to review their learning against the original learning challenge/question

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Humanities folders for each class, give an overview of the topic covered as well as an outline of pupil progress against the learning challenge for each unit.

Humanities files are also evidence of pupils developing skills in art/literacy/DT.

Key stage 1 pupils have a class RE/Humanities book whilst pupils in Key stage 2 have their own RE/Humanities books.

**PE**

If a separate coach is teaching dance/gymnastics/tennis it is expected that the coach will support the assessment of pupils in this subject. However, class teachers are responsible for ensuring the continued monitoring of pupil progress in each area of PE and for providing a written report outlining each pupil’s stage of development for parents for end of year reporting.

The use of video has proved a powerful tool in assessing pupils’ developments in physical activity.

**Art and Design and Design Technology**

Currently we are using ‘To Build a Profile’ app to capture the ‘process ‘of learning for each pupil. Children from years 1 to year 6 have their own individual profile on-line. Teachers and Teaching Assistants have a role to play in supporting pupils to ensure that regular reviews of the process is captured through photos/drawing and sketches. Sometimes this may be a whole class or group review/photograph etc. It is advisable for teachers to incorporate this into the planning process in order to ensure that the process is captured.

In addition pupils have their own Sketch books, which show developments of individual pupils’ skills in pencil drawing.

Humanities files provide further evidence of pupil progress and achievement in Art and Design and Design Technology which is a useful tool for teachers, children and parents.

**MFL**

We currently employ a teacher through an agency to teach French to children in years 3 ,4, 5 and 6. This teacher is responsible for providing end of year statements to the school to show pupils progress towards end of year expectations in French. The class teacher can support this process through participation in French lessons and making observations to support reviews of pupil progress.

**Review**

We recognise that teachers’ have an ever increasing work load and aim to constantly review our process to ensure it is manageable for teachers, subject leaders, and children.

We recognise that we are in a transitional stage in terms of assessment in all areas of learning and welcome feedback in order to ensure best practice for all.