



# Assessment Policy

School Policy

**Rev October 2016**

Agreed By: Full Governing Body

Date: 21 November 2016

## Introduction

We aim for high quality teaching and learning, and the heart of this is effective assessment, underpinned by a growth mindset belief that all pupils can succeed.

We use three main forms of assessment: in-school formative, in-school summative, and national standardised summative assessment.

## Aims

The aims of assessments are:

- To allow teachers to respond accurately to the learning needs of each pupil and, with the contribution of support staff, give ongoing support to enable all pupils to make good progress.
- To allow children to be given effective targets that they understand so they might have an active role in identifying their own learning needs and know how to improve their work.
- To provide parents and carers with effective targets to support their child's learning.
- To provide pupils with an opportunity to demonstrate what they know and understand within their learning and get feedback against this.
- To allow leaders to evaluate and continually improve on the quality of provision for all pupils.

## Assessment for Learning

This forms an integral part of quality first teaching and helps ensure that children receive the most effective support and challenge to allow them to make good or better progress over time. Teachers and support staff will make use of a range of techniques during lessons to ensure learning is adapted to suit the needs of all children. Here are some examples of techniques that teachers may use to support effective Assessment for Learning:

- Directed questioning using techniques such as Blooms Taxomy.
- Open ended discussions and questions.
- Observations of group/pair discussions.
- Use of visible learning devices e.g. whiteboards; number fans; hands and gestures.
- Use of technology e.g. the use game based learning platforms such as Kahoot or Quiz.

Marking will also form a vital part of assessment for learning. This should, in line with our marking policy, making it clear to children the areas they have understood and the areas they will need to work on.

Assesment for learning should be planned into every session and children's learning should be adapted to suit their needs. Following a mastery approach teachers will ensure children "master" key areas of learning before moving on.

## Rainbow Tracker Assessment

With the removal of levels in 2016 we have chosen to use a system called “Rainbow Tracker”. This is currently used to assess children in Reading, Writing and Maths in all years from Year 1 to Year 6. Rainbow tracker uses the colours below to assess pupils progress through the programme of study.

**RED ORANGE YELLOW GREEN BLUE INDIGO VIOLET**

## Assessing using Rainbow Tracker

For each year group there are assessment sheets for reading writing and maths. Each child will have an individual sheet and teachers will use this to monitor progress against the programme of study (see appendix 1). A teacher will date when a child has shown they have met the statement by putting the day and month next to the statement. When a teacher feels a child has “mastered” an area of the programme of study they highlight this statement (this is usually when it has been dated 3 times during independent activities). To ensure consistency across the school these sheets will be moderated throughout the year in phase, by all staff and by members of the SLT.

The number of statements highlighted relate to the colour the child is at tracking points at the end of each term. (See appendix 2). The children will start the year at Red as they have not yet accessed the new programme of study. Throughout the year as each term passes, a new colour is available to be assessed against. Most children will move one colour at a time however a child could make very rapid progress and move 2 colours (from **Orange** to **Green**) but such progress would have to be clearly demonstrated. Please note the rainbow does allow for progress i.e. if you are green at the end of Term 4, it does not mean you are ‘expected’ on the PoS at Term 4, however you would expect someone in this situation to reach further than green. At the end of Term 6, wherever a child has ended up on the rainbow will be where they are on the attainment scale.

The colours we expect children to be at the end of each term:

Start of Year	Red
Term 1	Red or Orange
Term 2	Orange (possibly Yellow)
Term 3	Orange or Yellow (possibly Green)
Term 4	Yellow (possibly Green or Blue)
Term 5	Yellow or Green (possibly Blue or Indigo)
Term 6	Green (possibly Blue, Indigo or Violet)

## Tracking Progress using Rainbow Tracker

From Term 2 children’s progress is tracked using a “rainbow tracker workbook”. Staff are responsible for adding in the child’s rainbow tracker data as a numerical value 1 week before pupil progress meetings. The tracking workbook allows staff and leaders to monitor progress of individual children in independent subjects against the previous term and the previous keystage. This is to ensure that children are progressing at effective rates from both points. The Tracker Workbook also allows staff to monitor the progress of children in all three areas to form a combined score this allows staff to challenge children in an area if they are falling behind.

The “rainbow tracker workbook” also allows staff to get data for vulnerable groups in each year and track their progress throughout the year. Ensuring those groups who are not making accelerated progress are challenged.

We use the rainbow tracking system in school, however when working with other agencies who use different terminology this is how our terminology translates into terms used by both Kent and the Department of Education. Using this grid it means we can hold effective moderation and progress discussions with other agencies whilst using the effective progress measures of the Rainbow Tracking system.

Rainbow Tracker Terminology	Interim National Terminology (2017)	Kent Style Terminology
<b>0 RED</b> (Below the Programme of Study (POS))	Below the expected standard.	Below the Programme of Study (POS)
<b>1 ORANGE</b> (Emerging)	Working towards the expected standard	Emerging
<b>2 YELLOW</b> (High Emerging)		
<b>3 GREEN</b> (Expected)	Working at expected level	Expected
<b>4 BLUE</b> (High Expected)		
<b>5 INDIGO</b> (Exceeding)	Working at greater Depth.	Exceeding
<b>6 VIOLET</b> (High Exceeding)		

### Pupil Progress Meetings

These are an important part of the assessment and monitoring process. There are 6 timetabled pupil progress meetings a year and will take place with the members of the phase and the SLT. The meetings are an opportunity to review progress (both individual and as a collective) over the previous term and plan for how this can be accelerated or maintained for the following term. In term 1 the pupil progress meeting will not require the use of the “rainbow tracker workbook” due to the fact that most children will be red. The workbook will be used for the subsequent 5 meetings and must be completed 1 week prior to this. Staff will be required to bring some of these items to the meetings as relevant to the age group or situation (this will be confirmed before the meeting):

- Reviewed provision map.
- Planned provision for the next term.
- Rainbow tracker progression sheets.
- Tapestry evidence
- Markbooks
- PiXL tracker sheets
- Data from timed assessments e.g. comprehension test or GPS tests.
- Evidence of children work.

## **Moderation/Validation**

Moderation is vital in ensuring judgements of children's attainment is validated and consistent within the schools and nationally. Regular moderation meetings will take place within the phase, at least once a new term. There will be at least 3 moderation meetings within staff meetings allowing staff to moderate across the phase groups – this will support teachers who are new to the phase in reaching consistent judgements. We feel it is important to moderate externally and staff will be given the opportunity to moderate with a variety of outside agencies. This could include local cluster schools; local authority organised moderation; and with national schools at PiXL moderation exercises. We will also use Subject Leaders and SLT to validate the judgements we are reaching internally through spot check moderations at least 3 times a year.

## **Foundation Stage Assessment**

In Foundation Stage we assess against the Early Learning Goals using an electronic tracking and evidence logging system called Tapestry. This allows teachers and parents to log evidence of the children achieving the goals. However the evidence is validated by the phase leader before it is achieved. This system allows parents to log on and see the progress the child is making and the areas they can be working on. We use this to report to at the end of the year to the local authority and nationally. We can also use the tool to share evidence and moderation events to ensure consistency with national expectations.

## **End of Keystage Assessment**

Staff who are working in an end of Key Stage year will be given the required training and information to allow them to support and assess the children against the end of key stage assessment frameworks. SLT will ensure that the judgements of the school are moderated effectively with other agencies and validated by SLT. National data is fed back to staff through meetings and use of graphs. This is done so staff can analyse gaps in learning and develop the curriculum for future years.

## **Sharing Assessment Information with Other Agencies**

Rainbow data will be shared with parents 6 times a year. A Rainbow Tracking sheet will include both the stage that the child has reached at the end of that term and areas that the child should work on over the next term. The tracking card will also include the child effort and behaviour "level" for this period and the child's view of what they are proud of. (See appendix 3) This data will also be shared at parent meetings throughout the year. At the end of each key stage parents will receive the statutory data relevant for their child.

Three times a year data will also be shared with the governors at least 3 times a year and there will be 3 visits from the the governor who leads on assessment. Data may also be shared with the local authority when requested during SIP visits to help improve the quality of teaching and learning.



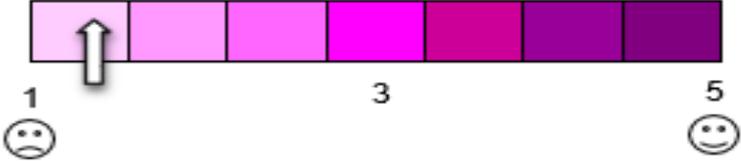
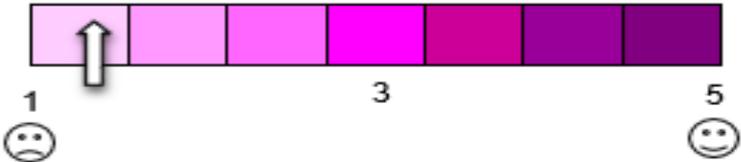
Appendix 2 Example of how we level children within the year

Start Year	Red	Orange	Yellow	Green	Blue	Indigo	Violet
End Term 1	Not orange	All objectives at least 1 occasion Almost all at least 2 occasions	n/a	n/a	n/a	n/a	n/a
End Term 2	Not orange	Majority objectives 1 or 2 occasions	All objectives at least 1 occasion (some 2 or 3) Almost all at least 2 occasions Most objectives 3 occasions	n/a	n/a	n/a	n/a
End Term 3	Not orange	Majority of objectives 1 or 2 occasions	Great majority of objectives 2 or 3 occasions	All (or almost all) objectives at least 2 occasions (some 3)	n/a	n/a	n/a
End Term 4	Not orange	Majority of objectives at least 1 occasion	Great majority of objectives at least 2 occasions (some 3)	Almost all objectives at least 2 occasions (some 3)	All objectives at least 2 occasions (some 3)	n/a	n/a
End Term 5	Not orange	Majority of objectives on at least 2 occasions	Great majority of objectives on at least 2 occasions	Almost all on 3 occasions	All on 3 occasions	All on 3 occasions (including embedded evidence of reasoning)	n/a
End Term 6	Not orange	Majority of objectives on at least 2 occasions	Great majority of objectives on at least 2 occasions	Almost all on 3 occasions	All on 3 occasions	All on 3 occasions (including all 'number' embedded & evidence of reasoning across curriculum)	Indigo plus significant evidence of reasoning & solving complex problems
						Writing	Substantial evidence of selecting correct skills, authorial voice, understanding of spoken word and written word, engagement of reader
						Maths	

**Appendix 3** Example of termly achievement card sent to parent and carers



**LANGAFEL CE PRIMARY SCHOOL  
TERM 1 2015-16 ACHIEVEMENT CARD**

PUPIL NAME:
TEACHER:
CLASS:
ENGLISH PROGRESS SCALE: 
MATHS PROGRESS SCALE: 
EFFORT SCALE: 
BEHAVIOUR SCALE: 
I am proud of.....
My personal target is.....