



WILDRIDINGS PRIMARY SCHOOL

Assessment Policy

		Signature	Date
Headteacher	Mr Simon Cope		

Approved by Headteacher	16 th June 2021
Next Review	June 2024

Assessment in our school

This document should be read alongside our Marking and Feedback Policy.

Aims:

At Wildridings, we believe that the key aim of assessment is to support pupil achievement and progress. Through our assessment and reporting practice, we aim to:

- Enable pupils to understand what they have to do to reach end of lesson, unit, topic, academic year and key stage expectations.
- Allow teachers to determine what a child can/cannot do and to help them plan future support to fill any gaps in knowledge and understanding.
- Set targets and involve pupils in their own learning.
- Give parents a clear idea of what their child can do and what they need to do to progress.
- Provide information that can be used to evaluate teaching and learning practice.
- Give pupils effective feedback so they know what they have done well and what they need to improve.
- Enable all pupils (including pupils with Special Educational Needs and Disabilities - SEND), to make effective progress.

Principles

The principles that underpin assessment at Wildridings are:

- Every child can achieve and progress
- The Primary National Curriculum Programmes of Study are used as the expectations for all pupils.(Age Related Expectations (ARE))
- Assessment of pupil's attainment and progress is directly linked to the curriculum and evaluates pupils' knowledge and understanding of subject requirements.
- Assessment is used to ensure that all pupils make at least appropriate progress.
- Learning objectives are clear in each of lesson
- Success Criteria are shared and assessed against.
- Strategies are used to support pupils' understanding of key ideas and concepts before moving onto the next phase of learning.

Types of Assessment

There are three main types of assessment used at Wildridings:

Formative Assessment: This is used by our teachers to evaluate pupils' knowledge and understanding on a day-to-day basis and to tailor teaching accordingly. (Each teacher has a subject assessment folder)

Summative Assessment: This is used to evaluate how much a pupil has learned at the end of a teaching period (end of a unit/topic, term or academic year). This is typically a standardised test and supports the production of a standardised score and an assessment grade.

Nationally Standardised Summative Assessment: This is used by the Government to hold schools to account and to provide information on how pupils are performing in comparison to pupils nationally. (Typically these are at Year 2 and Year 6)

Procedures and methods

(Formative Assessment)

Day-to-Day Formative Assessments: This type of assessment is embedded across all lessons, in all subjects (foundation as well as core). Teachers assess pupils' understanding of individual learning objectives and identify where there are gaps. This tells the teacher what to focus on in future lessons and prompts them to adapt their teaching approach to improve pupils' understanding.

Strategies used will vary according to the subject and learning objective taught and may include:

- Use of rich question and answer sessions to evaluate pupil understanding and identify gaps or misconceptions.
- Use of whiteboards, flip charts and number fans to get instant feedback of understanding.
- Mini-plenaries to determine understanding at regular intervals.
- Short re-cap quizzes or recall of facts.
- In mathematics lessons, teachers often focus on the wrong answers (which can be used to explore concepts in greater depth and to identify and address any misconceptions).
- Observational assessment.
- Scanning work for pupil attainment and progress.
- Self (or peer) assessment at the end of every lesson based on individual learning objectives and the 'Success Criteria'.
- 1:1 or group discussions with pupils.
- Next step marking and feedback (see Marking and Feedback Policy).

Formative assessment is used to show what pupils have learned well and what they still need to work on, and identifies specific 'corrective' activities to help them do this. After undertaking these corrective activities (or alternative enrichment or extension activities for those who have already achieved mastery), formative assessments are used to evaluate further progress.

Procedures and Methods

(Summative Assessment)

- End of Term Summative Tests (Years 1 to 6) – Maths, Reading and Grammar, Punctuation and Spelling (GPS) at the end of every term.
- The tests indicate whether pupils are working towards, meeting or exceeding year group expectations for this time of the year.
- Assessments are followed by a Pupil Progress Meeting. Class teacher and HT/DHT meet to analyse the results and to plan appropriate targets and support.
- Assessment information is used to plan teaching and learning strategies, including the identification of pupils who are working below their target stage, falling behind in their learning or who need additional support, enabling pupils to make good progress and achieve well.
- SLT and subject coordinators carefully track the progress of different groups within the school.
- Information is used to help plan to raise standards in any group identified as not making adequate progress.

Procedures

Early Years Foundation Stage (EYFS)

On-going Assessments: Throughout our Early Years setting, practitioners use the Development Matters statements and Early Learning Goals (ELGs) as a part of their daily observation, assessment and planning. On-going formative assessment is at the heart of effective early years practice.

Baseline and Formative assessment

When children join our setting staff use information collected from parents, previous settings, home and Nursery visits and observations of children within their first few weeks to form a 'baseline' assessment judgement of the children. This is completed within the child's first few weeks of starting subject to them showing good well-being. It is then used to plan provision and teaching on an individual and cohort level as well as being used as a progress measure throughout their EY journey. If children join us in Nursery this is updated again on entry to Reception but progress is still tracked from their entry point in Nursery. During the year staff make regular observations of children's learning, take photographs and make notes of what they can do to help identify where they may be in their own developmental pathway and understand their next steps. Teachers collect this evidence in children's paper learning journals and electronic learning journal using the Tapestry program. Staff use this information to inform planning and provision both in the moment and for the next day, week or further ahead.

These assessment judgements are recorded on an online system and used to help track pupil progress alongside evidence in pupil books, on-going assessments including those from parents and carers or other settings, observations and notes. Analysis of data is used to

inform individual pupil targets and to plan appropriate support. This is discussed with senior leadership in Pupil Progress Meetings. It is also used to help identify whole class coverage of the Early Years curriculum and more general gaps in knowledge, monitored by the EY Leader.

Summative Assessments

EYFS Profile: In the final term of Reception, as a summative assessment, the EYFS Profile is completed for each child in-line with statutory guidance. This provides parents, carers and practitioners with a well-rounded picture of a child's knowledge and understanding and their progress against expected levels. The profile reflects on-going observations (as described above), records, discussions with parents and carers and adults working with the child. Each child's level of development is assessed against the early learning goals (ELGs). Practitioners must indicate whether pupils are: Emerging - not yet reaching expected levels, Expected - meeting expected levels of development or Exceeding –working beyond expected levels and beginning to work within the National Curriculum for Year 1. Results are sent to the Local Authority as well as being internally analysed to inform support needed for the cohort moving into Year 1, measure Good Levels of Development within the EY setting compared to national data, monitor attainment and progress for groups of pupils e.g boys/ girls, SEND, PP which feeds into future practice and the School Development Plan (SDP).

At the end of the Reception year we give parents a written report which includes information on the child's characteristics of effective learning, the child's attainment against the ELGs and summarises attainment in all areas of learning as well as discussing progress and next steps. Parents are invited into school to discuss this report or the children's EYFSP results.

The Reception teachers meet with Year 1 teacher (as a part of our Handover Meeting at the end of the academic year) to discuss each child's stage of development and learning needs. This informs planning in the first term of Year 1 and beyond.

Procedures

Nationally Standardised Summative Assessment

Nationally standardised summative assessment provides information on how pupils are performing in comparison to pupils nationally:

Year 1-Phonics Screening Check

This check demonstrates how well a child can use the phonics skills they've learned up to the end of Year 1 and identifies pupils who need extra phonics help. It consists of 40 words and non-words that a child reads 1:1 with a teacher. Each child is scored against a national standard – children who do not meet the expected level in Year 1 are given extra phonics support and then repeat the test near the end of Year 2.

End of Key Stage 1 tests

All pupils sit the following tests at the end of Year 2: • Reading • Grammar, Punctuation and Spelling (GPS) - OPTIONAL • Mathematics • Writing (teacher assessment – typically moderated in and out of school)

End of Key Stage 2 tests

All pupils will take the following tests at the end of Year 6: • Reading • Grammar, Punctuation and Spelling (GPS) • Mathematics • Writing (teacher assessment– typically moderated in and out of school)

At the end of KS1 and KS2 pupils will be given a scaled score and a 'performance descriptor' against the expected standard.

We use these results to benchmark our school's performance against other schools locally and nationally. The Senior Leadership Team makes judgements about the school's effectiveness and analysis of data is used to inform the SDP.

Assessing Pupils with SEND

In each year group we teach the national curriculum for that year – therefore all children are learning the objectives for that year and are typically 'Working Towards' the end of year expectation. The only time this may differ is for pupils currently on our Special Educational Needs and Disability (SEND) List. Depending on their need, they might be taught learning objectives from an earlier year group's curriculum and assessed according to these criteria.

Assessment methods are adapted for some pupils with SEN and disabilities. This includes adapting the use of questioning to give pupils with significant learning difficulties sufficient time to respond, using visual stimuli and alternative means of communication. It could be the use of verbal questions or observations rather than asking students to produce a written response. Adapted tests may be used with specific pupils. Readers may be used to read questions where appropriate and pupils are given extended time to complete papers. Scribes may be used for pupils with particular gross/fine motor control difficulties.

SEND pupils are set SMART targets within their Individual Education Plans (IEP) (these relate to wider areas including communication, social skills, physical development and independence) and these are evaluated at the end of each term alongside advice from external professionals.

High expectations apply equally to SEND pupils. Effort applied to learning is reflected in teacher marking, feedback and through evaluations of IEP targets. Pupils with SEND are expected to understand key concepts before moving onto the next phase of learning.

Assessment is used to diagnostically contribute to the early and accurate identification of pupil's special educational needs and any requirements for their support and intervention.

Early intervention is provided promptly to address any concerns about pupils' progress (focused on very specific areas highlighted through assessments).

Assessment offers next steps on each child's learning pathway and ensures a focus on long-term outcomes.

Reporting

Reporting not only fulfils legal requirements but also is a vital part of our relationship with parents and the wider community, serving to support and extend pupil progress.

- Reporting to Parents - Parent Consultation Meetings: these meetings focus on the curriculum – what pupils can do and what they need to do to improve (targets).
- Annual Reports (including assessment against end of year government expectations)
- The results of any statutory assessments e.g. the Phonics Screening Check and end of KS1 and KS2 SATs tests.
- Reporting to Governors · The Head Teacher's Report to Governors (termly)
- Pupils · Through our formative assessment strategies pupils get instant feedback on a daily basis. · Our next step marking informs pupils of what they have done well and what they need to do to improve. Pupils are actively encouraged to respond to teacher's comments, questions and commands in their marking, to self-evaluate their work and set their own targets based on success criteria.
- Local Authority and Government (DfE) All statutory information (including relevant teacher assessments) are sent to the Local Authority and DfE as required.

Arrangements for the Governance, Management and Evaluation of Assessment

Regular lesson observations by the SLT are used to monitor the effectiveness of formative assessment strategies used in class. This team also carries out regular Book Looks/Scrutiny with curriculum coordinators to evaluate the effectiveness of next step marking and target setting.

Pupil Progress Meetings with teachers are used to analyse the attainment and progress made by pupils.

Moderation and Standardisation

Moderation is important to ensure a consistent approach to assessment across the school. When teacher assessments are carried out, it is used to support judgments made.

At Wildridings the following takes place:

- Termly Moderation of Writing (across the school)
- Periodic Local Authority moderation meetings for Writing
- Schools' Cluster: Moderation of Writing assessments

- Early Years staff meet regularly with our Foundation Stage Manager to moderate work for the EYFS profile
- When selected, Local Authority moderation also takes place to finalise Writing assessments or EYFSP judgements.

Arrangements for ensuring teachers are able to conduct assessment competently and confidently

All teachers are kept up to date with developments in assessment practice through weekly staff meetings. Staff meetings are set aside for assessment updates and also to moderate work and termly tests. The SLT plan these termly in accordance with the SDP. Outside training providers are also used.

Newly Qualified Teachers (NQT)

NQTs attend assessment courses as a part of their induction programme - as well as all relevant courses hosted by our Teaching School. During staff meetings they work alongside other staff to record assessments and to analyse progress. They meet with other teachers to moderate work within our Schools' Cluster.

Training Courses and support

We have hosted various courses to develop the continuous professional development of teachers in the local area. These courses have been led by various experts both inside and outside of the school

- Assessment Without Levels
- Targets, Marking and Feedback
- Mastery and Depth in the Maths National Curriculum (Barbara Carr)

Implementation of the Assessment Policy

This Policy was formulated by the Assessment Coordinator and then reviewed/adapted by all teachers (as a part of a staff meeting).

A copy of this Policy is available on our school website and all parents were invited to share their views when it was first formulated. At the start of every academic year, teachers explain how pupils are assessed as a part of their 'Meet the Teacher' presentation.

All pupils are made aware of the curriculum objectives they are expected to achieve through their end of year/topic target sheets.

Pupils are involved in self-assessing their learning, every lesson, and they are actively involved in the target setting process.