

A decorative graphic on the right side of the page features three blue circles of varying sizes. The largest circle is at the top, a medium-sized one is below it, and a very large one is at the bottom right. Thin blue lines connect the top-left and top-right edges of the circles, and a longer line extends from the top-left towards the bottom-right, passing behind the circles.

# **Whartons Primary School Assessment Policy**

**Date of Policy:** December 2020

**Member(s) of staff**

**Responsible:** Julia Dickson

**Review Date:** December 2023



## THE WHARTONS PRIMARY SCHOOL (Excellence, Enjoyment and Achievement for All)

### Assessment Policy

#### Rationale

Assessment on all levels is an integral part of our work with children and is a core part of effective Teaching and Learning. When assessment is actively used as a tool by the whole school community (Senior Leadership, teachers, parents and pupils) it allows children to achieve their own true potential as learners; identifying what a child knows and can do and providing information to guide future teaching and learning in response to a child's individual needs. Assessment is a continuous process and an integral part of our planning, evaluating, recording and reporting cycle. It provides information on the achievements of a child in relation to clearly defined National criteria. At The Whartons Primary School, we undertake two different but complementary types of assessment: Assessment *for* Learning (formative assessment) and Assessment *of* Learning (summative assessment).

#### Aims of our assessment practices

- To raise attainment and achievement by supporting learning. To do this we will monitor, measure, reflect on and take appropriate actions in response to assessment and data information at all levels.
- To ensure children achieve standards that are in line with Age Related Expectations.
- For a range of strategies to be used on a daily basis by children, teachers and leaders to enhance learning opportunities and progress.
- To support continuity and progression between year groups, phases and schools.
- To support inclusion and equality of experience ensuring all children's progress is built on year upon year.
- To use assessment information and data to plan the effective delivery and differentiation of next stages of learning on a long, medium and short term basis.
- To use assessment information and data to identify targets on a whole school, curricular, group and individual level.
- To allow learners to actively engage with, and make choices about, their own learning.
- To allow the school community to have a shared understanding of achievement expectations.
- To allow parents to actively engage with their child's achievements and their next steps of learning to be shared on a consistent basis.
- To celebrate achievements.

#### Assessment of Learning

Assessment of Learning is summative and is carried out periodically, usually at the end of a term or unit of work. The teacher undertakes this kind of assessment to judge how well a pupil is performing.

##### Assessment of Learning includes:

- An end of term formal assessment (Rising Stars Progress Tests in Reading, Maths and Spelling, Grammar and Punctuation six times a year in Y1-Y6)
- A combination of on-going daily teacher assessment and planned assessment activities at the end of a unit of work

- National Standard Assessment Tests (SATs) in Reading, Maths and Spelling, Grammar and Punctuation in Y2 and Y6 and Phonics in Y1.

### Aims of Assessment of Learning:

- To enable teachers and children to celebrate individual strengths and achievements AND to identify individual/groups needs and set targets for future learning
- To ensure continuity and progression for children's learning within and across year groups
- To provide a differentiated curriculum to meet the individual needs of all children
- To provide the headteacher, governors and LEA with information that allows them to make judgements about the effectiveness of the school
- To provide regular information for parents, future schools, outside agencies and anyone else who supports the child's learning
- To ensure that the legal requirements for assessing, recording and reporting are met.

### Assessment for Learning

Assessment for Learning (AfL) has been defined as: 'the process of seeking and interpreting evidence for use by learners and their teachers to decide where their learners are in their learning, where they need to go and how best to get there' (Assessment Reform Group 2002). AfL is used on a daily basis to support learning as it is taking place. Teachers share clear learning objectives with the children, develop success criteria, pose challenging questions and provide clear and supportive feedback in order to move children on in their learning. Throughout this process, teachers and children are clear of what is expected, how they have achieved success and what they need to do to improve. Research has shown that Assessment for Learning (AfL) can improve pupils' motivation, develop self-confidence, raise self-esteem and improve their capacity to learn. Assessment for Learning (AfL) is formative and takes place all the time in the classroom.

At The Whartons Primary School, AfL is seen as an essential component to effective teaching and learning. It is implemented in all lessons in order to:

- Involve pupils in producing shared learning challenges and success criteria
- Help pupils to know and recognise the standards they are aiming for
- Enable teachers to help pupils to take the next steps in their learning by providing feedback which leads pupils to recognise their next steps and how to take them
- Involves pupils in self-assessment, including marking and reviewing their own performance against success criteria and identifying the next steps to take in their learning
- Involves pupils in peer-assessment, including helping each other in the process of marking and reviewing their own performance against success criteria and identifying the next steps to take in their learning

### Aims of Assessment for Learning:

- To have an impact on children's learning and an improvement in standards and levels of attainment.
- To ensure consistency in teacher's marking across the school.
- To have a common language shared between teachers and pupils.
- To increase pupil awareness of what is expected of them.
- To increase pupils responsibility for their own learning.
- To promote greater clarity amongst children concerning their achievement and progress.
- To give opportunities for teachers and children to celebrate individual strengths and achievements.

- To identify individual needs and set targets for future learning.
- To encourage transference of learning across contexts.
- To increase links in pupils learning across subjects, topics and year groups.

### Effective Questioning:

In order for staff to assess children's understanding and for richer learning to take place, effective questioning is vital. At The Whartons Primary School, this includes:

- Use of a range of exploratory (not closed) questioning.
- 'Thinking time' before pupils put their hand up and /or no hands.
- Everyone being expected and encouraged to contribute to the discussion, including the effective use of talk partners.

### Effective feedback to pupils:

- Offering feedback in a variety of ways e.g. teacher to child, group to group or child to child.
- Presenting feedback as both written and oral (as appropriate to the age of the child and the activity undertaken).
- Outlining, discussing and sharing a clear set of Success Criteria with the children. These are then used as a framework for assessment, feedback, marking and as a point of reference for the plenary.
- Sharing examples of previous work and discussing what contributes to a good piece of work.
- Follow up opportunities to act on feedback in the lesson/following lesson through structured daily 'Target Time.'
- Targeted feedback and support which identifies next steps based on individual needs.

### Peer and Self Assessment:

At The Whartons Primary School, 'Peer' and 'Self' assessment is used as an effective way of making assessment less threatening. Pupils are progressively trained to do this from Reception upwards. The Learning Objective of each piece of work is made clear and explicitly shared with the children. The whole class teaching and group work matches the learning objective.

In order for the children to achieve the Learning Objective, a clear set of Success Criteria is identified and shared with the children. Children are encouraged to use the success criteria to evaluate their own and others work.

Pupils regularly assess their own and others work - this is often aided by the pupils highlighting aspects of their work they feel they have achieved well in or areas which need improvement.

### Moderation

Moderation of assessment takes place in all three Key Stages.

In the Foundation Stage, teaching staff adopt a team approach. As an ongoing process throughout the year, teachers carry out moderation activities with support staff through joint observations of children and assessments of learning. The Reception teacher(s) regularly attend moderation cluster meetings held by the Local Authority with other local schools to meet and moderate practice. External moderation is also undertaken by the LEA on a 4-year cycle. Within the wider context, Foundation Stage and KS1 staff work together and moderate summative assessments.

In Key Stage One and Key Stage Two, regular and on-going monitoring of work takes place in the form of evidence trails, work scrutiny, writing moderation (against set objectives) and KS1 and 2 SATs analysis at

the end of the year. Monitoring takes place in allocated Staff Meeting time in a variety of groupings inc. Year groups, Key Stage groups, SLT. Moderation of writing and maths also takes place with partner schools and the meetings with a School Improvement Partner. Staff CPD is also provided on assessment (both in-house and external). In addition, the SATs are moderated by the LEA on a 4-year cycle.

### **Setting Whole School Targets**

As a school aiming to give the best possible opportunities for attainment and achievement to the children we work with, our targets will always be challenging. They are realistically achievable when supported by the highly effective principles of quality teaching and learning that exist in our school. All cohort targets are set by the school leadership team having been constructed through honest dialogue with the Senior Leadership Team and class teacher.

### **Curriculum Planning**

All planning is based on the National and the school's Curriculum and informed by on-going assessment of an individual child, class or group's needs. Evaluations of teaching and learning are regular and ongoing, with weekly plans being adapted as appropriate to meet the needs of all children.

### **Recording and Reporting Guidelines**

#### **Teacher Records**

Non-formal records of assessments will be maintained by all class teachers. These may be observations you make whilst teaching, marking or working with the pupils etc. Teacher's own records should be organised in a way to suit both them and their team. More formal records, through the use of our assessment system 'Target Tracker' will also be maintained by staff highlighting progress towards age-related standards. These records will be completed 6 times a year or more regularly as appropriate and are regularly scrutinised by the Senior Leadership Team.

#### **Summative judgements**

Every half term, a summative judgement will be made which demonstrates the extent of learning at that given moment in Reading, Writing and Maths. Children will be reported as beginning, working at, secure or above within their year group expectations. A small minority of children on the special educational needs register, may be reported as working within a lower age group expectation as appropriate. These judgements will be shared with the Headteacher and Deputy Headteacher who will conduct Pupil Progress Meetings (see below)

#### **Pupil Progress Meetings**

The attainment and progress of children will be discussed during a meeting between the class teacher and the Headteacher and Deputy Headteacher at the start of every half term. Successes, possible interventions and next steps will be established and planned.

#### **Reporting to Parents**

Any statutory assessment information will be communicated to parents through the annual report which is sent home in July. Details of individual children's achievements and next steps will be discussed at Parent Meetings in the Autumn and Spring terms. Annual reports, which are sent home in July, will also contain this information plus a summative judgement in Reading, Writing, Maths and Science. Termly communication regarding targets will also support parents in understanding how best to support their child.

### **Statutory Assessment**

## **Foundation Stage**

As an ongoing process throughout the year, teachers carry out assessments with support staff through observations of children and assessments of learning. The Reception teacher(s) regularly attend moderation cluster meetings held by the Local Authority where with other local schools meet to moderate practice. External moderation is also undertaken by the LEA on a 4-year cycle. Within the wider context, Foundation Stage and KS1 staff work together and moderate summative assessments. Assessment is ongoing throughout Reception – evidence is collected through a combination of formal and informal observations, activities, discussion with pupils etc, is tracked and kept in individual Learning Journeys. Evidence which is collated throughout the year combined with teacher assessment contributes towards tracking the children every term. At the end of the academic year, final assessments are made regarding the children's progress, which are submitted to the Local Authority. By the end of Reception, at The Whartons Primary School, we expect most pupils to achieve 'expected' in each area of learning, with many working beyond and 'exceeding' the goal. Assessments are passed from Foundation Stage to Key Stage One, along with discussions around the children's 'Characteristics of Effective Learning'. At the end of the year, Reception staff share judgments made at the end of the year, highlighting children who are not achieving the ELG i.e. 'emerging' and children 'exceeding' the ELG.

## **Phonics Screening Checks Y1 and Y2**

During Term 6, Y1 pupils will undertake the nationally produced Phonics Screening Check. This is administered by fully training staff within the school. Parents are informed of the outcome of the test with their child's end of year report. Any children who do not reach the expected level in Y1 will receive additional support with phonics during the following year and will re-sit the test at the end of Y2 (Term 6).

## **Year 2 SATs**

Children in Year 2 will complete Standard Assessment Tests or Tasks during term 5, in accordance with the guidelines issued by the DfE/STA. The outcome of these will be used alongside teachers' ongoing assessments to make an overall judgement about children's attainment. In 2016, Year 2 will fall into line with all other year groups where we will report if children have met the age-related standard or not, or whether they have exceeded this expectation.

## **Year 6 SATs**

Children in Year 6 will complete Standard Assessment Tests during term 5, in accordance with the guidelines issued by the DfE/STA. The outcome of these will be shared with parents in a document which accompanies their child's annual report. From 2016, this state if children have met the age-related standard or not, or whether they have exceeded this expectation.