

THE WILLOWS PRIMARY SCHOOL



ASSESSMENT POLICY

Safeguarding Statement

The school is committed to safeguarding children and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

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Assessment is a central feature of the teaching and learning process. It is a continuous process by which teachers find out about their pupils' capabilities and achievements, decide how far the learning objectives have been met and identify next steps in learning. Assessment should therefore improve performance and raise standards.

The purpose of assessment is to

- Ensure a consistent approach to judging children's attainment and monitoring their rate of progress
- Support ongoing teaching and learning and assess the development and achievement of each individual pupil in order to establish "next steps" in learning and inform planning;
- Enable teachers to plan for personalisation and differentiation by highlighting the need for reinforcement, consolidation and progression;
- Ensure any difficulties are diagnosed and to provide information for parents, carers, children, teachers, governors, external agencies and other schools, where appropriate
- Review the range of attainment/progress at different stages and ensure the setting of challenging yet realistic targets to raise pupil performance in the future.
- Recognise and celebrate achievement and to motivate through success;
- Monitor and evaluate the curriculum in accordance with the statutory requirements of the National Curriculum;
- Assist the continuity of teaching and progression of learning across all phases of education;

Our assessment systems take account of the recommended outcomes for summative assessment.

<i>Outcomes for Teachers</i>	Summative Assessment should enable teachers to evaluate learning to plan subsequent teaching
<i>Outcomes for Children</i>	Summative Assessment should provide pupils with information about how well they have understood a topic and how they can improve
<i>Outcomes for School Leaders</i>	Summative Assessment should enable the monitoring of the performance of cohorts, groups and individuals
<i>Outcomes for Ofsted</i>	Summative Assessment should be able to assure external agencies that they are operating an effective system of assessment for monitoring and supporting progress

Leaders in school use summative assessment data for the internal purposes of monitoring and evaluating practice and for the external requirement of accountability. To facilitate these processes, we make regular records of assessment which indicate the progress of individual, groups and cohorts towards meeting or exceeding the expected standards. Our data and tracking systems provide simple manageable information which is fit for purpose.

The H/T (Assessment co-ordinator) has access to all available data. Statutory, internal and teacher assessments are monitored by the H/T and results from these assessments are analysed and patterns or trends in data are established. Findings from data analysis are monitored by the senior leadership team (SLT) and feedback is given in teams or to individual teachers.

- The Headteacher and Deputy Headteacher have a detailed overview of whole school assessment data including all forms of analysis and reports
- The Special Needs Co-ordinator (SENCO) has an overview of data for SEND pupils
- The English Co-ordinator (ENCO) has an overview of whole school data for reading and writing
- The Maths Co-ordinator (MACO) has an overview of whole school data for maths
- The EYFS co-ordinator has an overview of all Early Years data

- The PPG Lead has an overview of data for all PPG pupils
- The EAL Co-ordinator has an overview of data for EAL pupils
- The G & T Co-ordinator has an overview of data for G & T pupils
- The Phonics Lead has an overview of all phonics data from EYFS through to the end of KS1 (and beyond where appropriate)
- Subject co-ordinators are expected to have an understanding of standards in their subjects

All class teachers have access to all the data for the individual pupils in their class. This data is kept in the class data profiles. The H/T (Assessment co-ordinator) updates the profiles on a termly basis with analysis of results. All class teachers receive copies of the termly whole school data report.

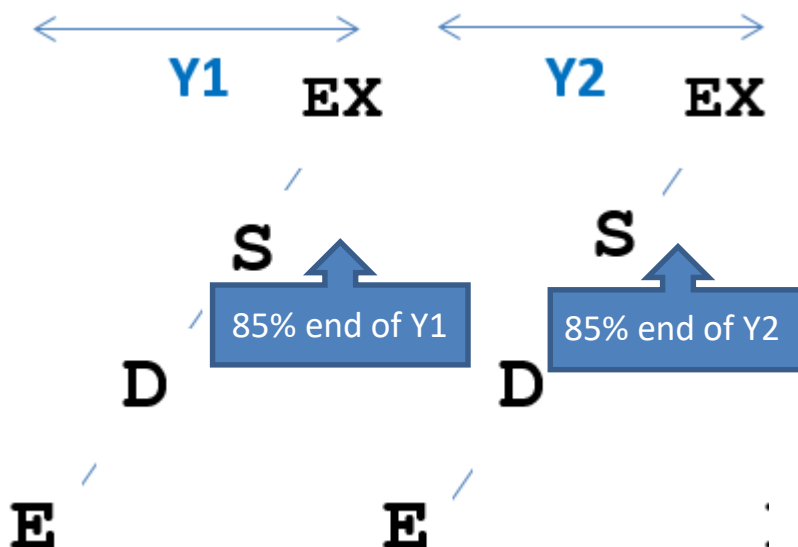
Governors receive the termly whole school data report – this is discussed at Governing Board meetings with questions submitted to the HT to enable Governors to understand the key messages from the data.

The Willows Primary school uses an “Assessment without Levels” approach. This approach allows schools to use their own systems of assessment to reflect a child’s progress towards meeting the expected standards for their year group within a particular subject. Pupils are expected to secure the standard rather than achieving a particular level/sub-level.

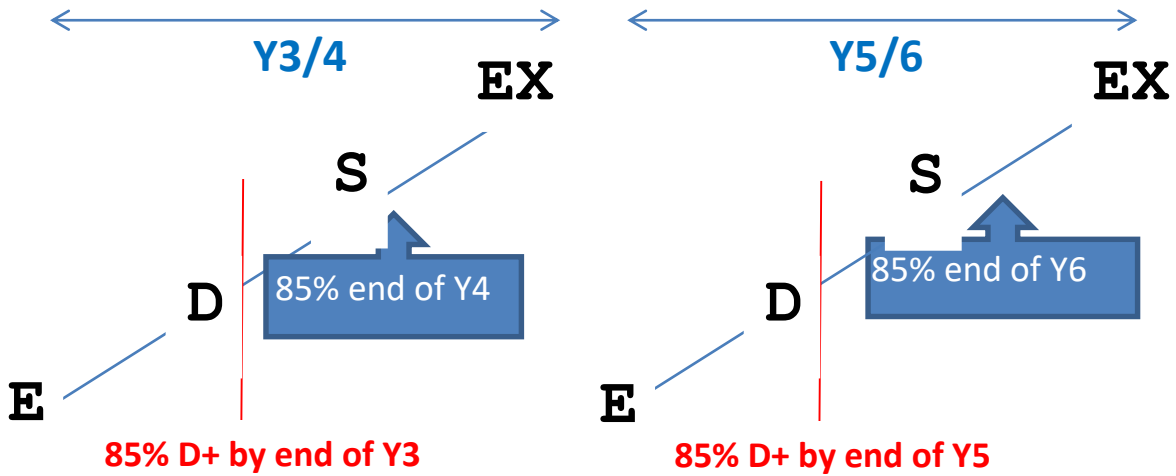
Assessment without Levels from Y1 – Y6

- A consistent approach has been developed across the school which is understood and applied consistently by every teacher
- Our system is not just a data tool but an approach to assessment which impacts planning and teaching in the classroom as well.
- We have developed a conceptual understanding of progress at all levels across the school. Progress involves developing deeper or wider understanding, not just moving on to work of greater difficulty.
- We have implemented an ongoing system to assess progress in the classroom

Assessment without Levels in Reading/Writing



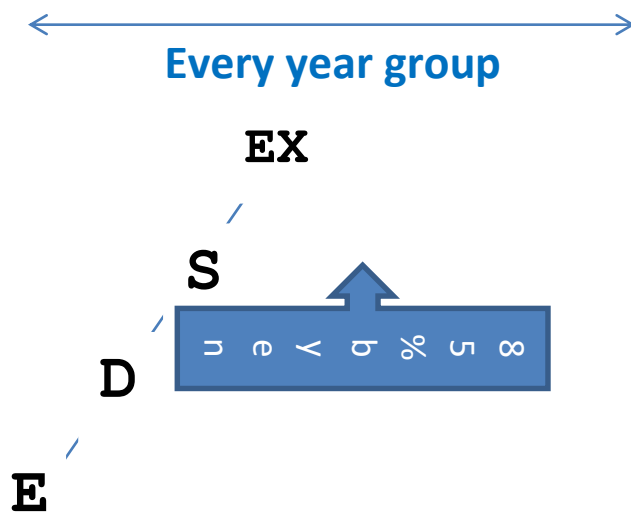
85% secure + is the agreed aspiration/long term expectation in every yr group



85% secure + is the agreed aspiration/long term expectation in every yr group

- Expected Progress in Reading and Writing - from Emerging to Developing or from Developing to Secure or from Secure to Exceeded
- Better than expected Progress in Reading and Writing - from Emerging to Secure or from Developing to Exceeded
- “informal” teacher judgements are made regularly about children’s progress. These will provide us with small snapshots at the end of units/topics/themes

Assessment without Levels in Maths



85% secure + is the agreed aspiration/long term expectation in every yr group

- Expected Progress in Maths - from Emerging to Secure or from Developing to Exceeded
- Better than expected Progress in Maths - from Emerging to Exceeded
- “informal” teacher judgements are made regularly about children’s progress. These will provide us with small snapshots at the end of units/topics/themes

Teacher Assessment

Teacher assessment is concerned with the whole child and his/her development academically and socially. It is integral to curriculum planning and will ensure that children's needs and abilities are taken into account. It is a continual process which incorporates marking and record keeping. Teacher assessments are made systematically and continuously throughout each term as part of normal classroom activities. They give all pupils the opportunity to demonstrate what they know, understand or can do in relation to the new national curriculum requirements as well as diagnosing their strengths and areas where they may need more support.

Evidence of assessment is collected formally and informally in many ways.

- A specific task or focus may be set for the individual, class or group
- Assessment may take the form of observation, oral work, discussion and careful, constructive questioning
- Assessment may be linked to quality marking, especially when there has been a specific focus for that work, shared with the child.
- Self-evaluation from the children is also encouraged

Periodic review of this evidence gives a clear profile of pupils' achievement across a whole subject and informs and shapes future planning and targets for improvement. Evidence will be signposted using assessment grids against the current national curriculum expectations and standards for each year group as part of the ongoing process of teacher assessment.

Moderation

The purpose of in-school moderation is to check the consistency of teachers' judgements after they have made their assessments, to identify and resolve any differences and to agree school standards.

Moderation also ensures that national curriculum standards/expectations are understood and are applied consistently across the school.

Moderation meetings are conducted termly and involve whole school staff. This is to ensure continuity and shared understanding of the assessment procedure. The moderation activities involve bringing a collection of evidence from selected pupils to the meeting and discussing with colleagues the judgements that have been made and to identify possible areas for progression.

Assessment for Learning (Formative Assessment)

Assessment for learning is a powerful way of raising pupils' achievement. It is based on the principle that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim (or close the gap). Assessment for learning is not an isolated activity. It feeds into the school's cumulative understanding of pupils' achievements and contributes evidence to an increasingly well-informed, rounded and reliable picture of an individual pupil's performance.

Learning intentions, success criteria and IPC learning questions

Learning intentions and success criteria for Literacy and Numeracy and IPC learning questions should be displayed and verbalised. Wherever possible, learning intentions should be made clear to the children so that they can understand the purpose of their activities, the progress they have made, and their next steps in learning.

Peer and self-assessment

Children should be involved in the process of assessment to develop an awareness of themselves as learners. This will encourage positive self-esteem and a feeling of responsibility for the standards of their own work, behaviour and relationships with others. We will encourage children to view, comment upon and value each other's work, for example shared class work and work displays throughout the school.

Feedback on learning and quality marking

Quality marking gives written feedback to the children on their learning and identifies what the child's next steps are - please refer to marking policy. When children have been given a target either verbally or as part of written marking, it is intended that children should have some ownership of that target and take part in reaching it. The teacher plays an integral role in terms of monitoring the children's accomplishment of a target and the setting of a new one. Each term teachers and pupils discuss and set new targets for the coming term.

SEND

All children are entitled to a full school curriculum and their achievements and progress will be closely monitored. The Willows Primary school has a comprehensive monitoring system in line with the SEND Code of Practice ensuring individual needs are met at all times. Children who have special educational needs may need to have their smaller learning steps assessed and recorded, for details see our Local Offer items 3.1 and 3.2, which is available to view on the school website.

Record Keeping

Record keeping is only worthwhile when the records are used and records are most effective when both present and future teachers can use them. The best records of children's progress are their exercise books. They are important documents and form the basis of evidence of each child's progress and are held by the class teacher.

Keeping records of children's work should enable us to: -

- Assess what a child has learned and what stage of progression has been reached.
- Diagnose problems experienced by individual children in order to help them move forward in their learning
- Identify where children may have additional needs, including those of a range of vulnerable groups (SEND children, Pupil premium children, children with EAL and the more able.
- Communicate more effectively with children, teachers, parents, other agencies, and transition schools

Teachers maintain their own personal records in order to gather information to support their own judgements. Records of teacher assessments and test results will be held by the class teacher, whilst more extensive records will be held by the Assessment co-ordinator (H/T). Information from these records and exercise books will be transferred to the new class teacher at the end of the academic year. Once books cease to be current evidence they will be returned to the child.

It is the responsibility of teachers to ensure that the records of their present pupils are kept up-to-date, and the responsibility of receiving teachers to ensure that they use the incoming records to the greatest effect. Team Leaders should be responsible for liaison within their teams and between teams.

Reporting

Reporting is seen as a whole school process and all staff work together to communicate with appropriate audiences.

Reporting to parents and carers

Parents are informed through termly Parents Evenings; through the child's Annual Report in the Summer Term; through Success and Achievement Plans (SAPs) and through informal meetings as required. The Annual Report is an annual assessment in all subjects, which will draw information from both formal and informal assessments, which have been made during the year. These reports follow an agreed school format and parents are given an opportunity to respond on the report itself and at a subsequent Parents' Drop in session.

This is the way that assessment information will be reported for children at the end of Y6. This format is slightly different to the rest of the school due to the format of the statutory tests and teacher assessment at the end of KS2.

	Does not meet the standard for the end of KS2	Is working towards the expected standard for the end of KS2	Working at the expected standard for end of KS2	Working at greater depth within the expected standard for the end of KS2
Reading				
Writing				
Maths				
Science				

	Has not achieved the expected standards	Has achieved the expected standards	Has exceeded the expected standards
IPC			

This is the way that assessment information will be reported for children at the end of Y1, Y3, Y4 and Y5.

	Has not achieved the expected standards	Has achieved the expected standards	Has exceeded the expected standards
Reading			
Writing			
Maths			
IPC			
Science			

This is the way that assessment information will be reported for children at the end of Y2. This format is slightly different to the rest of the school due to the format of the statutory tests and teacher assessment at the end of KS1.

	Does not meet the standard for the end of KS1	Is working towards the expected standard for the end of KS1	Working at the expected standard for end of KS1	Working at greater depth within the expected standard for the end of KS1
Reading				
Writing				
Maths				
Science				

	Has not achieved the expected standards	Has achieved the expected standards	Has exceeded the expected standards
IPC			

Relevant boxes will be ticked to show a child's achievement at the end of the year.

Reporting to Governors

A summary of data analysis is contained in the termly written Headteacher's report to Governors. Findings from data analysis are monitored by the Governors.

Reporting to the wider community

- End of KS1 and KS2 statutory test results will be published in the school prospectus;
- The year 6 teachers and the SENCO liaise with the secondary schools in order to facilitate progression and continuity and to ensure a full flow of information when children transfer.

Please also refer to the following in conjunction with this policy

Marking and Feedback policy

EYFS Assessment Policy