

# ASSESSMENT POLICY

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July 2009  
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March 2016

F Walton  
F Walton  
L Kinsey  
L Kinsey/F Walton

At Whaley Bridge Primary School we see assessment as a process by which information is gained about a pupil in order to promote further learning. It may be diagnostic, formative, summative or evaluative. Assessment complements and assists teaching and learning, playing a vital role in the overall progress of the child. This policy outlines the purpose, nature and management of assessment in our school.

## **PHILOSOPHY AND PRINCIPLES**

We believe that assessment should:

### **1. Assist the pupil in the learning process**

Therefore we intend that it will

- a. Tell us something about their individual progress
- b. Enable us to diagnose individual weaknesses
- c. Draw out strengths
- d. Provide motivation
- e. Include the pupil where appropriate

### **2. Assist the teacher in the evaluation of teaching and learning**

Therefore we intend that it will

- a. Indicate the strengths and weaknesses of our curriculum
- b. Provide information on our materials and methods
- c. Provide information for short, medium or long term action

### **3. Provide a means of communication with legitimate parties**

Therefore we intend that we will inform and involve

- a. Pupils
- b. Parents/ Carers
- c. Colleagues within school
- d. Colleagues in another place
- e. Governors
- f. LA and relevant and appropriate community links

### **4. Provide equal opportunities for all**

Therefore we intend that for equality of opportunity all pupils are assessed on where they are and what they can achieve. Adhering to the "Every child matters" document.

### **5. Changes to the assessment process**

With levels no longer used in schools from September 2014 (Sept 2015 for Y2/Y6) we needed to develop a system of assessment which would provide information to support next steps for learning and ensure that children who require extra support or challenge can be quickly identified and that provides

a useful tracking information in order that we can accurately report on the children's progress to their parents.

Here at Whaley Bridge ER Primary School we have chosen to replace levels with Age Related Expectations. These are the key skills that each child is expected to have mastered appropriately for their age, as set out in the 2014 National Curriculum.

The common language used to describe the children's achievement is:

***Emerging*** (relating to children working towards the year group expectations)

***Expected*** (relating to children working at their year group expectations)

***Exceeding*** (relating to children having achieved what is expected and now working to broaden and deepen their learning more independently)

The children will not be moving up to work on the year group above, if they are identified as exceeding expectations, they will be working to broaden and deepen their learning by using and applying their skills in a more independent and investigatory manner.

If children are not able to access their year group expectations then they will work on the targets for the year group below, or access P Levels, to ensure no gaps are occurring in their learning. These children will also be placed in specific interventions or provided with an Individual Support Plan to boost their skills in the appropriate areas, working in a timely and focused manner.

## **PROCEDURES**

Our philosophy and principles will be achieved through the following procedures:

- Foundation Stage Profile/Development Matters
- P Level assessment
- Rising Stars Mathematics assessments
- Mathematics assessment ladders
- Rising Stars GAPS tests
- Big Write assessments
- Big Read assessments
- Reading Comprehension
- Single word Reading and Spelling tests
- High frequency word lists
- Jolly Phonic/Letters and Sounds assessment

### **Informal and Formal Discussion**

- Teacher and child
- Teacher and parent
- Teacher and teaching assistant
- Teaching assistant and pupil
- Pupil and pupil
- Teacher and teacher
- Teacher and other professionals/outside agencies

## **Record Keeping**

- iTRACK
- Long/medium term plans
- Use of weekly plans
- Foundation Assessment Grids
- Observation notes
- Reading records
- Individual and group record sheets:  
Standards for Reading/Writing, assessment ladders for Mathematics and our 'Whaley tracker' for single word reading and spelling tests.

## **Target Setting**

- Group or individual targets for Writing
- Group or individual targets for Mathematics
- Individual Support Plans
- Annual Reviews
- Handwriting Contracts

## **Pupil Evidence**

- Targets and evaluation
- Marking of work
- Star Write portfolios
- Mathematics ladders
- Standards sheets for Read/Write
- Pupils self/peer evaluation in books
- Feedback and progress in books.

# **MONITORING AND EVALUATING**

The accuracy and effectiveness of all assessment is vital, so here at Whaley Bridge School we are committed to ensuring that the judgments all teachers make are accurate and consistent throughout the whole school.

We will know whether our principles are being achieved via consideration of:

- Learning walks undertaken by school leaders across the core subjects to check for quality of teaching & learning.
- Progress made in relation to prior attainment and specific groups/individuals – Discussed in Pupil Progress meetings which are held three times a year.
- Moderation of writing/maths – through Key Stage meetings/Staff meetings
- Careful scrutiny of children's work - looking at evidence of National Curriculum coverage and progress in books.
- SEN Co monitoring interventions and assessing their impact and success. Feedback and discussions then lead into alterations and improvements.
- Analysis of the Tracking Grid systems that are in place (iTRACK)

- Pupils' self-evaluations & Pupils' attitude to learning
- Cluster meetings and moderation internally and externally.

### **Class Files**

All staff have a clearly organized class file which is ordered consistently across the school – it contains all the evidence necessary to collect a clear picture of the assessment and coverage for that year group. It also offers evidence of the additional support provided for their class. This ties in with our school tracking system – iTRACK - which has an overall view of the children's progress and attainment.

### **EYFS Assessment**

Children are benchmarked within the first 6 weeks of entering Reception. At Whaley Bridge Primary we use the Development Matters statements ARE (Age Related Expectations). The children are constantly assessed during their play and some structured sessions and their progress is measured against the Early Years outcomes. The information is then fed into iTRACK as with all other year groups.

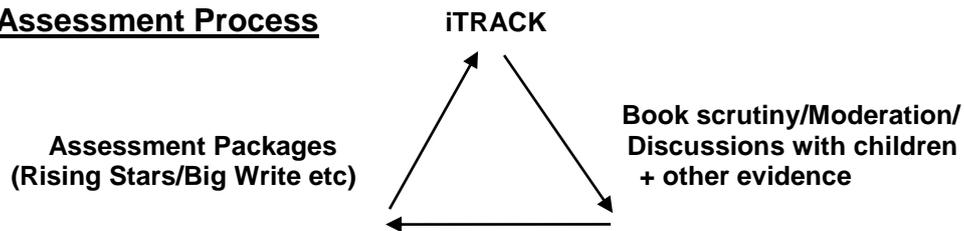
### **Progress Measures**

**\*Current progress measures from KS1-KS2 are in transition due to changes in the National Expectations.**

- We expect that the majority of classes will have met the target that they set for their year group, with the children at or above the expected level of achievement. For those classes with particularly high levels of complex needs the percentage will differ.
- Each child is expected to make at least 2 steps of progress each year.
- We measure our progress using The 5 Es – Emerging, Emerging+, Expected, Expected+ and Exceeding.
- All children will enter their year group as 'Emerging', unless they have been identified as requiring additional support. If they are not able to work at their current year group standard they will be set targets from a lower year group, or they will work within P Levels, and appropriate intervention will be set up to ensure good progress is made.
- If, when baseline assessment is undertaken, a child appears to be working above the expected level for their year group then additional challenges will be provided by the teacher (evidenced in books). These challenges will broaden and deepen the child's understanding – helping them to work at greater depth and apply their skills and understanding in an independent manner.
- All results shown on our assessment program (iTRACK) will be taken from the assessment packages that we all use across the school as well as Teacher Assessment \* Y2 & Y6 are currently using the interim assessment document and expectations – for 2017.
- At the end of Key Stage 2 more than 65% of the pupils are expected to attain the new expected standard in Reading, Writing and Mathematics combined.
- All assessment feeds into our assessment program (iTRACK) each term. We use: Baseline (start of the year), Assessment 1, Assessment 2 and End of Year assessment.

- We only use the assessment packages stated in the above notes (see section - Procedures).

### The Assessment Process



## APPENDIX 1

### 1. Reporting to Parents

At Whaley Bridge Primary School we use the following means to report to parents:

**Parents Evenings** ~ one in the Autumn Term and again in the Spring term

**Homework/Spelling books** ~ handed out weekly for all classes

**Reading support books** ~ used on a weekly basis as a communication tool

**Meeting with parents** ~ these are arranged by individual teachers as necessary either at their or parents request.

**Yearly reports** ~ these are sent out twice, the Interim Report in January and one at the end of the school year.

**Support plan meetings** ~ these are arranged by the SEN Co/Class Teacher

**Annual Reviews** ~ as arranged by SEN Co

### 2. Transfer of Records

Records are updated on a termly basis. Individual and/or class records kept. iTRACK is updated by the staff every term - as assessments are completed.

- Foundation Stage Profile

#### **READING**

- Single word Spelling and Reading tests results
- Big Reading standards

#### **WRITING**

- Big Write Standards (per child)
- Big Write portfolios (per child)

#### **GAPS**

Rising stars half termly tests

#### **Speaking and Listening**

Grids per child. Used from Rec-Y6 and highlighted according to year group.

#### **MATHEMATICS**

- Rising stars domain tests
- Mathematics Ladders (AFL) per child

### **OTHER CURRICULAR AREAS**

All class teachers will use the NC document to aid planning and progress by highlighting coverage. They will also record attainment by identifying children

above/below year group expectation within other foundation subjects (such as Science or History) using our school foundation assessment grid.

**PSHCE/RSE** –We have started using Derbyshire’s ‘ASK’ scheme to support coverage. Staff will highlight areas covered on their year group statements.

### **ADDITIONAL RECORD KEEPING**

Notes are made on the planning or in observation sheets/books/post-its, to highlight who has/hasn’t achieved the objectives and any other observations made during the lessons. Also information can be found in class files regarding AFL and observations made by all staff members involved with the child/class. These observations feed into the next steps for the children and will assist progress as well as intervention and appropriate differentiation.

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