

# **ASSESSMENT POLICY**

**2018-2019**

## Aims

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents
- Clearly set out how and when assessment practice will be monitored and evaluated

## Legislation and guidance

Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment.

This policy refers to the recommendations in the [Final Report of the Commission on Assessment without Levels](#).

It also refers to statutory reporting requirements set out in [the Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#).

## Principles of assessment

At Whaley Bridge Primary School we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use three broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

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 pre Key Stage Standards, 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 enhance their skills in the appropriate areas, working in a timely and focused manner.

# Assessment approaches

## In-school formative assessment

Effective in-school formative assessment enables:

- **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons
- **Pupils** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve
- **Parents** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

## In-school summative assessment

Effective in-school summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to evaluate learning at the end of a unit or period and the impact of their own teaching
- **Pupils** to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve
- **Parents** to stay informed about the achievement, progress and wider outcomes of their child across a period

At Whaley Bridge Primary, we use the following formative and summative assessments across the school:

EYFS:

- Foundation Stage Profile/Development Matters

SEND:

- Pre Key Stage Standards
- B Squared

READING:

- Big Read Standards
- High frequency word lists
- Jolly Phonic/Letters and Sounds assessment
- Head Start Reading Comprehension

WRITING:

- Big Write Standards
- Year 2/Year 6 interim writing assessments

MATHEMATICS:

- White Rose Assessments
- Mathematics target ladders

SPAG:

- Rising Stars GAPS tests (½ termly)

FOUNDATION SUBJECTS: (e.g. History)

- Assess attainment and progress against the National Curriculum objectives.
- School Foundation Assessment grid

### **Nationally standardised summative assessment**

Nationally standardised summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to understand national expectations and assess their own performance in the broader national context
- **Pupils and parents** to understand how pupils are performing in comparison to pupils nationally

### **Nationally standardised summative assessments include:**

- Early Years Foundation Stage (EYFS) profile at the end of reception
- Phonics screening check in Year 1
- National Curriculum tests and teacher assessments at the end of Key Stage 1 (Year 2) and Key Stage 2 (Year 6)

## **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.
- SENCo 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) and BSquared.
- Pupils’ self-evaluations & Pupils’ attitude to learning
- Teacher’s use of effective Assessment for Learning
- Pupil’s involvement in their own and others learning and feedback: use of the “Purple Polishing Pen” and “Fix it time” sessions.
- Cluster meetings and moderation internally and externally.

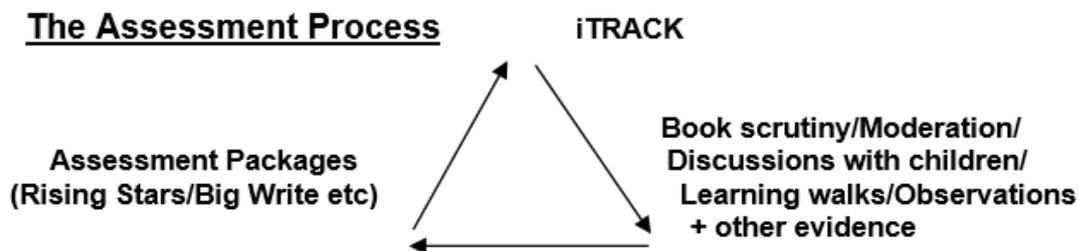
### **EYFS Assessment**

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) and the Early Learning Goals. 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

At Whaley Bridge Primary, we deem expected progress, as a child making a year's progress from their July end point to the following July. Those making more than a year's progress is classified as good or better progress. There are three assessment points each year where data is added to our progress tracker. (iTrack)



## Collecting and using data

At Whaley Bridge Primary School, we collect and hold personal information relating to our pupils and may also receive information about them from their previous school, local authority and/or the Department for Education (DfE). We use this personal data to:

- Support our pupils' learning
- Monitor and report on their progress

In order to support student progress and learning we share limited student information with a number of external organisations and companies. This allows staff to access student information electronically to allow them to teach your child effectively and allows us to analyse student progress data, set appropriate targets and track student performance.

## 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**~ 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 the Spring Term and one at the end of the school year.

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

**Annual Reviews** ~ as arranged by SENCo

## **Inclusion**

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities.

Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all pupils. However, this should account for the amount of effort the pupil puts in as well as the outcomes achieved.

For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points, and take this into account alongside the nature of pupils' learning difficulties.

## **Roles and responsibilities**

### **Governors**

Governors are responsible for:

- Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils
- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data

### **Headteacher**

The headteacher is responsible for:

- Ensuring that the policy is adhered to
- Monitoring standards in core and foundation subjects
- Analysing pupil progress and attainment, including individual pupils and specific groups
- Prioritising key actions to address underachievement
- Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years

### **Teachers**

Teachers are responsible for following the assessment procedures outlined in this policy

Revised: September 2018, R Cooling