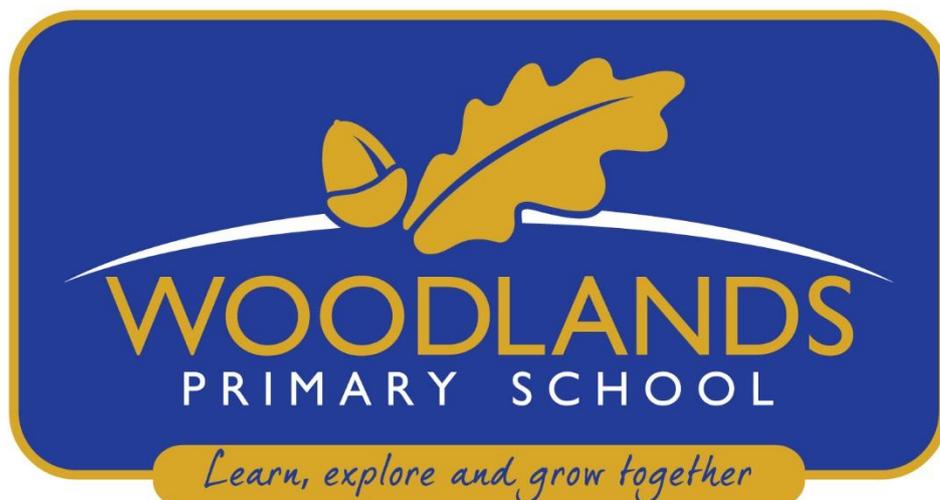


Woodlands Primary School

Assessment Policy



Written by	Mark Burns
Ratified by Governors	May 2018
Date for Review	May 2021
Signed – Chair of Governors	
Signed – Headteacher	

This policy has been impact assessed by Mark Burns in order to ensure that it does not have an adverse effect on race, gender or disability equality

Assessment Policy

1 Introduction

1.1 Effective assessment provides information to improve teaching and learning. At Woodlands Primary School, we give our children regular feedback on their learning so that they understand what to do in order to improve. This allows us to base our lesson plans on a detailed knowledge of each pupil. We give parents regular reports on their child's progress so that teachers, children and parents are working together to raise standards for all our children.

1.2 There are different types of assessment:

Formative assessment is the ongoing assessment carried out by teachers both formally and informally during lessons and units of lessons. The results of formative assessments have a direct impact on the teaching materials and strategies employed immediately following the assessment. Summative assessment occurs at pre-defined periods of the academic year such as SATs tests, progress tests or end of unit tests. Summative tests help teachers to benchmark pupils and also to make mid-year and end of year assessments. They are also of use in determining a pupil's attainment against a year group's programme of study objectives.

2 Aims and objectives

2.1 The aims and objectives of assessment in our school are:

- to enable our children to demonstrate what they know, understand and can do in their work;
- to help our children understand what they need to do next to improve their work;
- to allow teachers to plan work that accurately reflects the needs of each child;
- to provide regular information for parents that enables them to support their child's learning;
- to provide the Headteacher and governors with information that allows them to make judgements about the effectiveness of the school.

3 Statutory assessment

3.1 Early Years Foundation Stage

The Early Years teaching staff record their initial assessments of the children in a form of a baseline, observational assessment (EEXba). These take into account all available information from parents and previous settings. We continue to observe children and will regularly record our observations, particularly when we see 'wow' moments, which are often recorded on stickers or post-it notes. We analyse and review what we see or know about each child's development and learning, and then we will make informed decisions about the child's progress. This enables us to plan appropriate next steps.

Each child has their own Learning Journey, which documents their learning. This includes: observations, photos and examples of their work in school. We assess each child in each area against the Early Learning Goals (ELGs). As well as the baseline data, we also gather data at three other points in the academic year. Profiles are moderated within school with colleagues from other year groups and with other schools within our collaboration.

We formally report to parents three times a year, in November, February and July. The report in July is a detailed, written summary and contains information about how each child learns and an assessment against each of the seven areas of learning.

3.2 Year One phonics screening check

All children in Year 1 will participate in a phonics screening check. This assessment will be administered by the Year 1 teachers. The phonics screening check is a short and simple assessment of phonic decoding. It consists of a list of 40 words, half real words and half non-words, which Year 1 children read to a teacher. Administering the assessment usually takes between four and nine minutes per child. Results are included within the Year 1 end of year report. If a pupil's score falls below the pass threshold standard, they will be given extra phonics help and can re-take the Phonics screening check in Year 2. The threshold is subject to change on an annual basis and the school is informed of this after the test. If, in the opinion of year 1 teachers and the Headteacher, a pupil cannot access the test, they can be disapplied and parents will be consulted if this course of action is undertaken, however the final decision rests with the Headteacher.

3.3 SATs

Children in Year 2 and Year 6 sit SATs (Standard Assessment Tests) during May each year. These tests cover the content taught by the National Curriculum. At the end of Key Stage 1 (Year 2), pupils will take SATs in reading, maths and grammar, punctuation and spelling (GPS). They will also be assessed by their teacher on writing, speaking and listening and science. At the end of Key Stage 2 (Year 6), pupils sit tests in reading, maths and GPS. Teachers are also required to submit their own teacher assessment for writing, reading, GPS, maths, speaking and listening and science. Children are expected to reach the national standard in both Year 2 and Year 6. This is a particular score that reflects where the Department for Education thinks children should be by that stage of their education. The national standard score for KS1 SATs and KS2 SATs is 100. Towards the end of the summer term, year 6 parents are given a report stating each child's raw score (the actual number of marks they got in their SATs), their scaled score (a conversion score that allows results to be compared year on year) and whether or not they have achieved the national standard. Teacher assessments will also be used to build up a picture of each pupil's learning and achievements.

4 Planning for assessment

4.1 Pupils of compulsory school age in community and foundation schools, including community special schools and foundation special schools, and in voluntary aided and voluntary controlled schools, must follow the National Curriculum. It is organised on the basis of four key stages and twelve subjects, classified in legal terms as 'core' and 'other foundation' subjects.

4.2 There are programmes of study for each National Curriculum subject, setting out the content and objectives to be taught at each key stage. Schools are free to choose how they organise their school day, as long as the content of the National Curriculum programmes of study is taught to all pupils.

4.3 We plan our lessons with clear learning intentions. These show progression throughout the year and across all year groups and link to objectives set out in the National Curriculum. We strive to ensure that all tasks set are appropriate to each child's current level of attainment. Our lesson plans make clear the expected outcomes for each lesson. We make a note of those individual children who do not achieve at the expected level for the lesson, and we use this information when planning for the next session. For core subjects, this information is updated on Target Tracker, so that the school has a consistent and ongoing record of which statements the pupils have achieved and not

achieved. Our planning is consistently reviewed following a lesson, so that we can take the needs of these pupils into account when planning for the next lesson.

5 Target setting

- 5.1** At the beginning of the academic year, teachers use historic and current data on each pupil to set them an end of year target for attainment and progress in reading, writing and maths. During Pupil Progress Review (PPR) meetings (held three times a year) progress against these targets is reviewed by class teachers and year group leaders and support is put in place where needed. Governors review these targets twice a year.
- 5.2** Each child has a series of writing targets on a bookmark which is appropriate for their current levels of attainment. These targets help the pupils understand their next steps as writers. The teacher, in collaboration with the child, will decide when a target has been achieved and when a new set of targets should be introduced.
- 5.3** Pupils in Year 6 use a larger set of targets which relate to the Department for Education's Interim Assessment Framework – the standard by which pupils are assessed against at the end of Year 6. These target sheets help to ensure that our teachers plan with these targets in mind and allow the children to see what they must achieve by the end of the year. These targets are ticked off by the teacher as they are met and dated. Before the each pupils' end of key stage attainment is submitted, the school's judgements are moderated externally for accuracy. The target sheets are invaluable in the process of demonstrating evidence that the objectives have been met.

6 Recording our assessment

- 6.1** We recognise various methods of assessing a child's learning. The types of assessment that we make vary from subject to subject. We record information that affects future learning and that can be passed on through the school. Individual subject leaders have implemented ways of assessing and recording within that subject to ensure progression.
- 6.2** We use Target Tracker to make formative assessments of our pupils against statements relating to specific programmes of study for each year group (for Maths, Writing, Reading, Spoken Language and Science). Three times a year, each pupil is given a 'Steps' assessment when teachers use their knowledge of a pupil and their learning to make a professional judgement alongside the regular formative assessments that have been recorded in Target Tracker. When making this judgement, teachers can see an approximate percentage of how many of the year's statements have been assigned as: 'Achieved', 'Working Towards' or 'Not Begun'. Each pupil is expected to make a minimum of six steps' progress in a year. The letter is always preceded by a number relating to the year group which the pupil is in. For example, a pupil in year 4 in Spring 1 would be expected to be 4w.

At the end of terms 1, 3 and 5, CTs to assess their children using Steps Assessment on TT using relevant steps below.

	Aut 1 /Term 1 <i>All year groups</i>	Spr 1 / Term 3 <i>All year groups</i>	Sum 1 / Term 5 <i>Excluding Year 2 and Year 6</i>	Sum 2 / Term 6 <i>Only to be completed by Reception and Year 2</i> <i>For Reception – see separate grid below</i>
Working towards	<i>Below s+</i>	<i>Below b+</i>	<i>Below w+</i>	<i>Below s</i>
Expected	<i>s+ and b</i>	<i>b+ and w</i>	<i>w+ and s</i>	<i>s and s+</i>
Working at greater depth	<i>b+ and above</i>	<i>w+ and above</i>	<i>s+ and above</i>	<i>b and above</i>

EYFS teacher assessment will run differently to years 1 – 6 (see below)

	Aut 1 /Term 1 - baseline	Aut 2 /Term 2	Spr 1 / Term 3	Sum 1 / Term 5	Sum 2 / Term 6 <i>ELG assessment</i>
Below	<i>Below 40-60b</i>	<i>Below 40-60b+</i>	<i>Below 40-60w</i>	<i>Below 40-60s</i>	<i>1 = 40-60s or below</i>
Expected	<i>40-60b</i>	<i>40-60b+</i>	<i>40-60w</i>	<i>40-60s (working within ELGs)</i>	<i>2 = 40-60s+</i>
Exceeding	<i>40-60b+ and above</i>	<i>40-60w</i>	<i>40-60w+</i>	<i>40-60s+</i>	<i>3 = 1b</i>

Analysis of steps attainment and progress data is then used to help the school identify the attainment and progress of individual and groups of children which are then discussed during PPR meetings three times a year.

7 Monitoring pupil progress

7.1 Children’s progress is closely monitored at Woodlands Primary School so that we can provide the best possible opportunities and highest levels of support for all children. PPR meetings are held three times throughout the year, once in each term (autumn, spring and summer). These meetings are held in year group teams and led by the year group leader. During these meetings, the progress of the all children is discussed by referring to teacher knowledge and by looking at data that has been collected over the period that a child has been at the school. Points for action are made and specific areas of support are identified. These meetings are integral to the school being able to allow children to make progress that is at least in line with the national average.

7.2 The week after PPR meetings, the children requiring extra intervention and support will be added to their class’ provision map. Teaching Assistants also attend these meetings when interventions are planned and organised. This process allows us to track these children more closely, with a specific focus on the impact of the intervention that they are receiving. These provision maps are reviewed with the SENCOs and class teacher every six weeks.

8 Reporting to parents

- 8.1** We have a range of strategies that keep parents fully informed of their child's progress in school. We encourage parents to contact the school if they have concerns about any aspect of their child's work.
- 8.2** We offer parents the opportunity to meet their child's teacher three times a year. At the first meeting of the school year, we discuss the child's progress to date and explain the targets that have been set for their child and what can be done to help the child achieve them. At the second meeting of the year (which we hold at the end of the spring term), we evaluate their child's progress as measured against the targets. At the end of the year, parents are given the opportunity to meet with their child's teacher to review their written report and the targets identified in it for the next school year.
- 8.3** During the summer term, we give all parents a written report of their child's progress and achievements during the year. In this report, we also identify target areas for the next school year. We write general comments on the pupil, plus individual comments for the core subjects of the National Curriculum and also provide a summary on their effort and progress in the Foundation subjects. We also include a space for parental feedback. Throughout the year, children are encouraged to offer their own evaluation of their performance.
- 8.4** We provide information each year about how children have performed in relation to end of year national expectations. Furthermore, in year 5, parents are given results of pupils' performance in CATs tests. In Years 5 or 6, we hold additional meetings to explain the secondary admissions process and provide information for parents opting for secondary selection into Kent Grammar schools.
- 8.5** Three times a year, our year group teams provide parents with a Curriculum Letter which is an update that identifies the main areas of study for each subject in the next two terms. In this update, the teacher identifies how parents can support any elements of the work during the term.

9 Feedback to pupils

- 9.1** We believe that feedback to pupils is very important, as it tells them how well they have done and what they need to do next in order to improve their work. We have agreed Marking and Feedback guidelines, as this ensures that we all provide feedback in a consistent manner. The children are aware of the marking code, and as a result, know whether they achieved the lesson's learning intention, what corrections, if any, they need to make and to establish their next steps.
- 9.2** We give children verbal feedback on their work whenever possible, either during the lesson, or at the start of the next one. This feedback allows the children to make changes to their work within a lesson and gives the teacher an immediate insight into the challenges that individual children may face.
- 9.3** When we give written feedback to a child, we use a combination of pink and green pens throughout the school. Anything highlighted, underlined or written in pink is an example of good work which is measured against the learning intention or that child's specific target. Anything which is highlighted, underlined or written in green is to focus the child onto a specific target which again is related back to the learning intention, their specific target or another required area of improvement.

- 9.4** We use a green pen to identify misspelt words. The words that are identified are more common words, which we would like the child to focus on. A maximum of three spellings for each piece of work will be underlined (unless there is a direct link with the learning intention). The children then go back through their book to identify misspellings.
- 9.5** We encourage the children to make comments about their own work and the work of fellow pupils. They are also encouraged to use a purple pen to edit their work and to respond to teachers' comments. We encourage older pupils to be the first markers of some pieces of work.
- 9.6** We allow time at the beginning of each lesson for the children to absorb any comments written on their work. We do this to ensure that the time that our teachers spend on marking really has an impact on the children's learning and progress.

10 Consistency

- 10.1** All subject leaders keep examples of children's work within their subject area. All our teachers discuss the work done by children in their year group, so that they have a common understanding of the expectations in each subject. By doing this we ensure that we make consistent judgements about standards in the school.
- 10.2** It is each subject leader's responsibility to ensure that the samples that they keep of children's work reflect the full range of attainment within each subject.

11 Monitoring and review

- 11.1** Our assessment co-ordinator, year leaders and subject leaders are responsible for monitoring the implementation of this policy. We allocate special time for this vital task. The co-ordinator uses this time to inspect samples of the children's work and to observe the policy being implemented in the classroom.