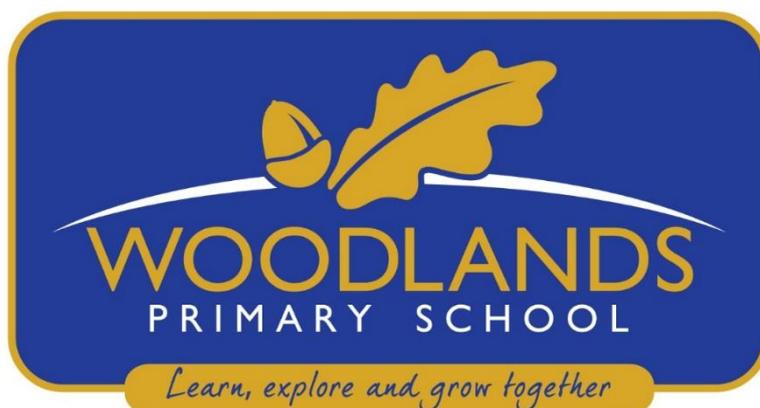


Woodlands Primary School

Assessment Policy



Written by	Mark Burns
Ratified by Governors	May 2021
Date for Review	May 2024
Signed – Chair of Governors	
Signed – Headteacher	
Is this an internal or external policy?	External
Is this based on a model policy?	No

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 updates 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. The results of formative assessments have a direct impact on the teaching materials and strategies employed following the assessment.

Summative assessment occurs at pre-defined periods of the academic year such as SATs tests or progress tests. Summative tests help teachers to identify gaps in learning for pupils and to track progress over time.

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 learning;
 - to help our children understand what they need to do next to improve their learning;
 - to allow teachers to plan learning 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 Statutory assessment plays an important role in ensuring that every child is supported to leave primary school prepared to succeed. Statutory assessment at primary school is about measuring school performance, holding schools to account for the work they do with their pupils and identifying where pupils require more support, so that this can be provided.
- 3.2 **Early Years Foundation Stage (EYFS)**
The EYFS framework sets the statutory standards for the development, learning and care of children from birth to age 5; these standards must be met by all early years providers to ensure that children learn and develop well and are kept healthy and safe. The EYFS framework promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

Within the first 6 weeks of joining reception, teachers administer a baseline assessment. This provides a starting point of pupil attainment from which a cohort-level progress measure to the end of key stage 2 (KS2) can be created.

In the final term of the year, the statutory EYFS framework requires the EYFS profile assessment to be carried out no later than 25 June.

The main purpose of the EYFS profile is to provide a reliable, valid and accurate assessment of individual children at the end of the EYFS.

The EYFS profile data is used to:

- inform parents about their child's development against the Early Learning Goals (ELGs) and the characteristics of their learning
- support a smooth transition to KS1 by informing the professional dialogue between EYFS and KS1 teachers
- help year 1 teachers plan an effective, responsive and appropriate curriculum that will meet the needs of all children

Throughout the year, we will 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 book, 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 throughout the academic year. EYFS profiles are moderated within school with colleagues from other year groups and with other schools within our collaboration.

We meet with parents in November and March to discuss progress and provide a written report at the end of the summer term. This report is a detailed, written summary and contains information about how each child learns and an assessment against each of the seven areas of learning.

3.3 Year 1 phonics screening check

All children in Year 1 will participate in a phonics screening check. This assessment will be administered by our Year 1 teachers. The phonics screening check is a short assessment of phonic decoding. It consists of a list of 40 words - half are real words and half are non-words, which Year 1 children read to a teacher. Administering the assessment usually takes between 4 and 9 minutes per child. Results for each pupil are included within their 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.

3.4 Key Stage 1 SATs

In Year 2, each teacher is responsible for judging the standards a child is working at in English reading, English writing, mathematics and science, by the end of key stage 1. To help inform these judgements, pupils sit national curriculum tests in English and mathematics, commonly called SATs. They also sit an optional test in English grammar, punctuation and spelling. The tests are a tool for teachers to help them measure each child's performance and identify their needs as they move into key stage 2. They also allow teachers to see how each child is performing against national expected standards. The tests are taken during May; they are not strictly timed.

Year 2 teachers will use the results from these tests, along with the work each child has done throughout the year, to help them reach their own judgements about how our pupils are progressing at the end of key stage 1. These teacher assessment judgements will be reported to parents by the end of the summer term.

3.5 Key Stage 2 SATs

Children in year 6, at the end of key stage 2, will take national curriculum tests in English grammar, punctuation and spelling, English reading, and mathematics. The tests help measure the progress pupils have made and identify if they need additional support in a certain area. The tests are also used to assess schools' performance and to produce national performance data. The key stage 2 tests will be taken on set dates unless a child is absent, in which case they may be able to take them up to 5 school days afterwards.

At the end of the summer term, parents receive test results for:

- English grammar, punctuation and spelling
- English reading
- mathematics

As there is no test for English writing, this will be reported as a teacher assessment judgement. This is a judgement teachers will make, based on each child's work at the end of key stage 2. A teacher assessment judgement for science is also made.

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 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 in reading, writing and maths. During pupil progress review (PPR) meetings, progress against these targets is reviewed by class teachers and SLT and support is put in place where needed.

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 record teacher assessments of our pupils in all year groups three times a year. For Years 1 to 6, we record teacher assessments in mathematics, English writing, English reading, English spoken language and science and in Year 6 also GPS. Teachers use their formative assessments and any relevant test data to make an overall judgement as to whether the child is working below, at or above year group expectations.

7 Internal testing

- 7.1** We administer tests for pupils in Year 3 -5 three times per year using National Test-style Standardised Assessments (produced by Rising Stars). The data for these tests is entered on a question-by-question basis, allowing teachers to quickly identify gaps in the learning for individuals and groups of children. The Leadership team can also monitor progress for cohorts and pupil groups over time using the data it produces. Teachers use the data produced from the test results to shape their planning for learning in the future and to help inform their teacher assessment judgements. Our Year 6 teachers use past SATs papers during the year to identify gaps in learning and provide additional support where needed.

8 Monitoring pupil progress

- 8.1** 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 during the year to discuss the progress of all children by referring to teacher knowledge and by looking at data. 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. Following these meetings, some children will be identified as requiring additional support and this will be reviewed regularly.

9 Reporting to parents

- 9.1 At Woodlands, we have an open door policy and encourage parents to contact their child's teacher if they would like to discuss their child's learning.
- 9.2 In addition to this, we offer parents the opportunity to meet their child's teacher formally in November and March. In these meetings, part of the discussion will be focused on the child's progress and attainment. At the end of the year, parents are given the opportunity to meet with their child's teacher to review their written report.
- 9.3 During the summer term, we give all parents a written report of their child's progress and achievements during the year. For year groups completing statutory assessments, they will also receive a report of these results.
- 9.4 In Year 5, we offer parents the option for their child to undertake a Cognitive Abilities Test (CATs). This is an optional test commonly used to help inform parents about their child's potential to pass the Kent Test, which is carried out in September of Year 6. In Years 5 or 6, we hold additional meetings to provide information for parents opting for secondary selection into Kent Grammar schools.

10 Feedback to pupils

- 10.1 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 Feedback Guidelines, as this ensures that we all provide feedback in a consistent manner. Here is a summary of how we offer feedback (see Feedback Guidelines for a fuller explanation):

Live feedback

Our teachers and teaching assistants aim to give immediate verbal feedback to pupils as the learning is happening as much as possible.

Delayed feedback

Whole class verbal feedback - we use whole class feedback for addressing issues where all pupils would benefit from some focused teaching and follow-up work in the next lesson.

Focus group verbal feedback - as an alternative to whole class feedback, for issues that require more close attention and guidance from an adult (or higher attaining pupil if it is deemed appropriate), we will set up a group to work on a specific aspect of the previous lesson's learning.

One-to-one verbal feedback - we will provide one-to-one feedback to address issues that are specific to individual pupils who may have significant gaps in their skills and knowledge.

Written feedback - we use written marking when addressing misconceptions that are very individual and can be communicated in child-friendly language. The time it takes for teachers to complete any written feedback must be appropriately balanced with the impact it will have on the child's learning.

11 Consistency

11.1 All our teachers participate in moderation meetings internally and with other schools so that they have a common understanding of the expectations in core subjects. Pupils' learning is shared and discussed, alongside our knowledge of the requirements of the National Curriculum. By doing this we ensure that we make consistent judgements about standards in the school.

12 Monitoring and review

12.1 Our assessment co-ordinator, year leads and subject leaders are responsible for monitoring the implementation of this policy. The monitoring takes place on an ongoing basis and draws in evidence in a variety of forms, including: lesson drop-ins, work sampling and talking to pupils.

Document History	
Date	Summary of changes
April 2021	Significant changes to policy given changes in statutory requirements since 2018 and also internal procedural changes