

WOODCROFT PRIMARY SCHOOL

ASSESSMENT POLICY 2019

MISSION STATEMENT

'Together Towards Success'

Together

We aim to increase the collaborative participation, of both children and adults, in school curricula & communities through the development inclusive cultures, policies & practices within a safe and caring environment; fostering successful partnerships between the pupils, their families, the staff and the community.

Towards

We endeavour to provide a rich, broad and balanced curriculum for all pupils, and groups of pupils, by setting suitable learning challenges, responding to diverse needs and overcoming potential barriers to learning; encouraging academic, aesthetic, physical, social, emotional and spiritual development.

Success

Every pupil should recognise their own strengths, reach their full potential, and celebrate the achievements of others. We are driven by the question, 'are all pupils achieving as much as they can and deriving maximum benefit from what Woodcroft Junior School provides?'

PRINCIPLES

All assessment procedures should influence the interaction between teachers & pupils in the classroom.

The principles of assessment at Woodcroft can be categorised into 7 key areas. Each area overlaps and is interlinked:

1. Learning Environment
2. Target Setting
3. Planning & Differentiation
4. Assessment for Learning opportunities (Classroom strategies for day-to-day assessment)
5. Feedback & Marking
6. Involving parents & reporting
7. Data Analysis & use of assessments

THE KEY AREAS OF ASSESSMENT

1. LEARNING ENVIRONMENT

We create a welcoming, high challenge, low risk, stimulating, sensory rich learning base through:

POSITIVE FEEDBACK

By providing immediate and formative assessments that suggests ways to improve and encourages reflection

HIGH EXPECTATIONS

Where the learner and teacher should share the highest expectations to shape the learning outcome

COGNITION & EMOTION

Acknowledging that the emotional state of a learner affects how he/she learns

INDIVIDUAL UNIQUENESS

Recognising that individual learners requires a diverse range of experiences delivered through a variety of teaching strategies

BRAIN BASED LEARNING & MEMORY

Utilising strategies that promote and assist brain functioning will enable more effective learning

2. TARGET SETTING

Targets for improvement are set and reviewed throughout the academic year:

Statutory Target Setting for those pupils at the end of KS1 and KS2.

Fischer Family Trust Data (D estimate?) used to support setting of statutory targets for Year 6 pupils.

Pupil predicted level targets are set for all pupils annually in English, mathematics and science. These are recorded on assessment tracking sheets (Year group mark books in Integris G2). Targets are reviewed at the end of each academic year alongside outcomes achieved.

Skills based curriculum Targets are set for foundation subjects and reviewed on a termly basis.

Individual pupil targets are set in literacy & numeracy. These inform 'next steps' to learning and are discussed with pupils.

Further guidance on target setting can be found in subject policy guidance.

3. PLANNING AND DIFFERENTIATION

Ongoing informal formative assessment

Involves:

- Lessons planned with clear learning objectives & success criteria
- Sharing learning objectives with pupils
- Pupils involved in designing and sharing of success criteria
- Differentiating tasks with expected outcomes
- Planning for key questions, discussions and observations
- Good quality feedback involving individuals and groups during lesson
- Plans annotated/adapted as a result of on going assessments
- Motivating pupils by encouraging them to believe that they can achieve a lessons objectives
- Giving children the opportunity to develop self assessment skills

Recording ongoing informal formative assessment

- Informal assessments should be recorded daily on the short term planning sheets and in teacher mark books
- Focus should be given to:
 - Those pupils that fail to attain or exceed the lessons objective
 - Recognition of appropriate next steps in learning, (targeteers)
 - Any unexpected achievement
- Use of assessment information should inform planning for the next lessons

4. CLASSROOM STRATEGIES FOR DAY-TO-DAY ASSESSMENT

Strategies for day-to-day assessments in the classroom involve:

- Questioning - thinking time – talk buddies/response partners – uses of white boards
- Observations/photographic evidence
- Analysing pupils work using magnifiers and IWB
- Discussing progress
- Quality marking and allowing for planned time for pupils to respond to feedback
- Self assessments – traffic lights, pupil self assessment, peer marking

Insights gained from ongoing assessments should be recorded on planning sheets (or other appropriate form e.g. foundation stage pupil profiles)

5. FEEDBACK AND MARKING

Pupils should be provided with regular feedback on their learning. This can take a variety of forms:

- Sharing the big picture and making cross curricula links
- Explicit links made between current and prior learning
- Oral feedback against success criteria
- Marking linked to the learning objective
- Peer evaluations
- Self assessments against success criteria

Marking

Should be manageable and have a clear purpose.

Comments should:

- Be linked to the lessons learning intentions
 - Be legible and clear
 - Recognise achievement
 - Highlight strengths before weaknesses
 - Indicate next steps in learning
- Time should always be given for pupils to respond/act on marking feedback

Guidance

- See marking policy and specific subject policies
- Specific guidance on marking should follow the drafting guidelines

6. INVOLVING PARENTS & REPORTING

Involving Parents

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.

Parental Consultations

Each term we offer parents the opportunity to meet their child's teacher.

At the first meeting of the school year is an opportunity to meet the new teacher and introduce expectations and class systems relevant to their child.

At the second meeting of the year we review their child's written report and the targets identified in it for the remainder of the school year.

At the third meeting of the year we evaluate their child's progress as measured against the targets.

Annual reports

During the Easter term we give all parents a written report of their child's progress and achievements during the year to date. In this report we also identify target areas for the remaining school year. We write individual comments on all subjects of the National Curriculum and on religious education. In the summer term on a separate sheet children can offer their own evaluation of their performance against their targets during the year.

In reports for pupils in Year 2 and Year 6 we also provide details of the levels achieved through teacher assessments and in the national tests.

We offer parents of pupils in Year R the opportunity to discuss the results of Foundation Stage Profile with their child's teacher.

Curriculum Newsletter

Each of our teachers gives parents a termly update – the 'Year Group Curriculum Newsletter' that identifies the main areas of study for their child's particular class. In this update the teacher identifies how parents can support any elements of the work during the term.

7. DATA ANALYSIS & USE OF ASSESSMENTS

Formal planned assessment activities during the course of a term

These are used to assess knowledge, understanding and skills over a period of time in relation to objectives taken from the schools schemes of work.

- School schemes of work provide assessment opportunities of identified subject specific for each unit of work
- Tasks or tests should be planned into the curriculum to measure achievement against these key skills
- Each curriculum subject has key skills identified on which pupil progress can be tracked and commented on, within Integris G2
- **Feedback** should be used as a key strategy to improve attainment. It is most effective when it encourages children to think about the task, and provides guidance on both the strengths and areas for development
- If marks are given they need to be consistent across the year group
- Formative assessments can also be used to make summative judgements if the test is appropriate (see below)

Making use of formative assessment information

Outcomes of assessment could lead to decisions on:

- Inclusion issues, these are identified on the audit of projected need
- Children who need to be extended further, identified on the Gifted and Talented register
- Those who need reinforcement of their learning, focus groups, one to one support etc.

Assessment outcomes need to be taken into account when:

- Planning units of work
- Grouping pupils
- Providing additional support
- Reviewing pupil progress for IEP's
- Setting individual targets

Summative assessments

A summative assessment provides an overall judgement about attainment

Summative assessments include:

- The use of APP to form a judgement in Literacy and Numeracy
- End of unit/topic tests
- Standardised test administered to the class at agreed times
- NC testing at the end of KS1 and KS2, plus Phonics screening at the end of Year 1

Organisation:

- The times for administration of summative tests is specified in the **Assessment Calendar (reference columns and dates on Integris G2)**
- APP/Test data should be recorded onto the year group **Markbooks** to enable analysis of trends to be carried out
- Evidence of all summative assessments should be stored in the pupils **Assessment Data Book**
- Pupil levels at the end of each year group become the transition levels for the following year
- SATs and Optional QCA question level data should be recorded in Integris G2
- Published assessment scripts, once their data is recorded, should be retained till the end of the year

Moderation:

- The use of national exemplification materials, and subject portfolios, can be used to moderate judgements ensures consistency across the year group and school
- Where teacher judgements are required, the use of NC level descriptors should be used
- Internal moderation within year groups and phases should take place to support judgements
- External moderation exercises with local schools will help qualify judgements at the end of Key Stages
- A year group assessment meeting should be organised to discuss practical assessment issues

Recording Assessment Data:

- APP proformas for reading, writing and numeracy are used to record and support Teacher Assessment judgements (on server T-drive – APP)
- Class teachers record personalised information about pupils attainment and progress in a markbook (paper/electronic)
- School tracking system is based on the Integris G2 software. This is a internet based system which can be accessed by class teachers and other members of staff assigned to markbooks. Only staff specifically assigned to a markbook can add and amend data, all other markbooks can be viewed but not amended. This allows for tracking of all subjects and analysis. It is essential that staff refer to guidance on securing pupil data and Integris G2 guidance.

How to make use of summative assessment information

- Assessment information is used to monitor performance at whole school, cohort, groups, and individual levels.
- Assessment analysis opportunities are identified on the school monitoring schedule
- Analysis of assessment data is used to inform:
 - The School Self Evaluation (SEF)
 - The school inclusion profile
 - Audit of projected needs
 - Assessment Matrices, Wave 1 strategies and Target setting
 - Pupil Progress Reviews
 - QCA question level diagnosis
 - Transition data across year groups and Key Stages
- Groups in which to highlight trends in achievement include, gender, stages of special needs, ethnicity, care status, nursery education, summer born, FSM,

EQUAL OPPORTUNITIES

- Assessments should be matched to the range of abilities in a class or group
- Achievement beyond the national curriculum, such as personal and social development, should be regarded as important as academic success.
- Unexpected achievement should be recognised