



Assessment Policy

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1 Introduction

At Westgarth Primary School our children have a wide range of abilities, preferred learning styles, experiences, personalities and interests. Through a broad and balanced curriculum, our pupils participate in a progression of learning experiences that are carefully structured to suit their needs. Assessment is an integral part of this learning and teaching process. Continuous monitoring of each child's progress gives a clear picture of each child's needs, achievements and abilities – enabling planning and delivery to be more effective, thereby raising attainment for every child. The outcomes of assessments will help children to become involved in raising their own expectations, celebrating their own achievements and increasing their self-motivation.

The aim of this policy is to give a clear outline of assessment including all the important dimensions within it (recording, target setting, pupil progress, tracking and reporting techniques) that are used in Westgarth Primary School and to ensure that assessment as a whole is used as a tool to inform planning, to track pupil progress and to raise standards.

2 Aims

At Westgarth Primary School, we believe that the key aim of assessment is to support pupil achievement and progress.

- Assessment is an integral part of teaching and learning.
- High quality, in depth teaching, is supported and informed by high quality formative assessment (ongoing assessment).
- We use a range of assessment forms
- There is always a clear purpose for assessing and assessment forms are chosen that are fit for the intended purpose.
- Assessment data is collected only where necessary and reported in a way that is clear and of use to the intended audience.
- Assessment is used to focus on monitoring effective teaching and supporting children's progress, attainment and wider outcomes.
- Assessment supports informative and productive conversations with pupils and parents.
- Children take responsibility for achievements and are encouraged to reflect on their own progress, understand their strengths and identify what they need to do to improve.
- We achieve our assessment without adding unnecessarily to teacher workload.

- We use a range of assessment forms including “Daily In-School Formative Assessment”, “In-School Summative Assessment and “Nationally Standardised Summative Assessment.”

3 Principles

The key principle that underpins assessment at Westgarth Primary School is:

- Every child can achieve: teachers are constantly evaluating: ‘What do I need to do next, to enable all children in my class to achieve?’
- The Primary National Curriculum Programmes of Study are used as the expectations for all pupils.
- Assessment of pupils’ attainment and progress is directly linked to the curriculum and evaluates pupils’ knowledge, skills progression and understanding of subject requirements.
- Assessment is used to ensure that all pupils make appropriate progress.
- Personalised strategies are used to ensure that pupils have a secure understanding of key ideas and concepts before moving onto the next phase of learning

4 Inclusion

Westgarth is an inclusive school and we work hard to meet the needs of all our children. Class teachers are responsible and accountable for the progress and development of all pupils in their class. High quality teaching is available to all children, including those with additional needs. We work hard as a school to ensure that all additional support in the classroom is deployed effectively. Where a child is not making the expected progress the class teacher will work alongside the SENCO, parents and external agencies (where appropriate) to plan tailored support.

5 Procedures – Formative and Summative Assessment

5.1 Daily In-School Formative Assessments

This type of assessment is embedded across all lessons – in all subjects (foundation as well as core). Teachers assess pupils’ understanding of individual learning objectives and identify where there are gaps. This tells the teacher what to focus on in future lessons and prompts them to adapt their teaching approach to improve pupils’ understanding. Strategies used will vary according to the subject and learning objective taught – these include:

- Use of rich question and answer sessions to evaluate pupil understanding and identify gaps or misconception
- Observational assessment.
- 1:1 or group discussions with pupils.
- Use of whiteboards, practical activities and specific resources to get instant feedback of understanding.
- Short re-cap quizzes or recall of facts.

- In mathematics lessons, teachers often focus on the wrong answers (which can be used to explore concepts in greater depth and to identify and address any misconceptions).
- Scanning work for pupil attainment and progress. Self (or peer) assessment at the end of lesson based on individual learning objectives and the 'Success Criteria'.
- Next step marking and feedback (see Marking and Feedback Section).

5.2 In-School Summative Assessment

In-school summative assessments are used to support teachers in evaluating pupil's learning at the end of an instructional unit or period. From this, regular Pupil Progress Meeting are held whereby the class teachers, Senior Leadership Team and SENDCo meet to analyse the results and to plan appropriate targets and support. Assessment information is used to plan teaching and learning strategies, including the identification of pupils who are working below their target stage, falling behind in their learning or who need additional support, enabling pupils to make good progress and achieve well. When tracking assessment information the SLT and subject coordinators carefully track the progress of different groups within the school. They also compare the progress rate of different groups. This information is then used to help plan to raise standards in any group identified as not make adequate progress.

5.3 Nationally Standardised Summative Assessment

Nationally standardised summative assessment provides information on how pupils are performing in comparison to pupils nationally:

Year 1 Phonics Screening Check

This check demonstrates how well a child can use the phonics skills they've learned up to the end of Year 1 and identifies pupils who need extra phonics help. It consists of 40 words and non-words that a student reads 1:1 with a teacher. Each child is scored against a national standard – children who do not meet the expected level in Year 1 are given extra phonics support and then repeat the test near the end of Year 2.

End of Key Stage 1 tests

All pupils sit the following tests at the end of Year 2:

- Reading
- Grammar, Punctuation and Spelling (GPS) - OPTIONAL
- Mathematics
- Writing (teacher assessment)

End of Key Stage 2 tests

All pupils will take the following tests at the end of Year 6:

- Reading
- Grammar, Punctuation and Spelling (GPS)
- Mathematics
- Writing (teacher assessment)

At the end of KS1 and KS2 pupils will be given a scaled score and a 'performance descriptor' against the expected standard. We use these results to benchmark our school's performance against other schools locally and nationally. The Senior Leadership Team makes judgements about the school's effectiveness and analysis of data is used to inform the School Improvement Plan.

5.4 Early Years Foundation Stage (EYFS)

Practitioners make profile judgements based on cumulative observational evidence recorded over the course of the year. The EYFS profile must be completed for each child. Children's progress is assessed against all 17 ELG's, informing parents of their child's level of attainment; 'expected' or 'emerging', commenting on their general progress including the characteristics of effective learning. These assessments are reported to parents, to the Local Authority, Galileo Trust and the DfE. We moderate our judgments across other primary schools within our Trust.

6. Reporting

Reporting not only fulfils legal requirements but also is vital part of our relationship with parents and the wider community, serving to support and extend pupil progress

Reporting to Parents

- Termly Structured Conversation Meetings: these meetings focus on the curriculum – what pupils can do and what they need to do to improve (targets).
- Annual reports
- The results of any statutory assessments e.g. the Phonics Screening Check and end of KS1 and KS2 SATs tests.

Reporting to the Local School Board

- The Head Teacher's Report to the Local School Board (termly)
- Termly Progress updates by Assessment Coordinator

Pupils

- Through our formative assessment strategies pupils get instant feedback on a daily basis
- Our next step marking informs pupils of what they have done well and what they need to do to improve. Pupils are actively encouraged to respond to teacher's comments, questions and commands in their marking, to self-evaluate their work and set their own targets

Local Authority and Government (DfE)

All statutory information (including relevant teacher assessments) is sent to the Local Authority and DfE as required

7. Governance, Management and Evaluation

A member of the Senior Leadership Team (SLT) has been assigned the role of Assessment coordinator and has responsibility for maintaining this Assessment Policy and reviewing or updating it as necessary.

Lesson observations by the SLT are used to monitor the effectiveness of formative assessment strategies used in class. Book Scrutinies with curriculum coordinators are used to evaluate the effectiveness of next step marking and target setting.

At the end of every term, the SLT arranges Pupil Progress Meetings with teachers to analyse the attainment and progress made by pupils. The main aim of these meetings is to identify pupils who are underachieving and to put support in place to fill the gaps. Intervention includes adapting whole class planning, pre-learning, intervention groups, catch-up programmes etc.

7.1 Role of the Assessment Coordinator

The lead for assessment holds responsibility for:

- Leading school development in assessment, recording and reporting
- Collate and report whole school progress data to The Local School Board, SLT and teaching staff
- Keeping the assessment policy is up-to-date;
- Ensuring all staff are supported in its use and application.
- Planning assessment arrangements - alongside all curriculum coordinators
- Networking with other assessment coordinators within Galileo Trust
- Mapping Moderation and Standardisation Moderation to ensure a consistent approach to assessment across the school.
- Arranging external moderation with schools in Galileo Trust

The Senior Leadership Team work together to:

- Contribute to Action Plans and the SIP
- Order/purchase SATs tests and other assessment materials/resources
- Analyse data to inform Pupil Progress Meetings, Performance Management and SEND/Vulnerable Pupil Provision
- Moderate Reading, Writing and Mathematics assessments
- Ensure Early Years staff meet regularly to moderate work for the EYFS profiles
- When selected, Local Authority moderation also takes place

Competence and Effectiveness of Staff

All teaching staff have a shared responsibility for the application of the assessment policy.

All teachers are kept up to date with developments in assessment practice through staff meetings. Staff meetings are set aside for assessment updates and also to moderate work. The SLT plan these in accordance with the School Improvement Plan. The assessment coordinator attends relevant courses to stay up-to-date with current practice and meets with other coordinators within our trust to share good current practice.

8. Marking

Effective marking is essential part of the educational process. Marking children's work ensures that monitoring of work takes place and informs future planning. It provides knowledge of results for pupils and helps to form learning targets. It provides opportunities for children's efforts to be valued, and promotes positive images of themselves as learners.

As a result of marking, pupils should understand what they have done well, are clear about how to improve and make visible signs of improvement.

All marking should be meaningful, manageable and motivating.

Meaningful: marking varies by age group, subject, and what works best for the pupil and teacher in relation to any particular piece of work. Teachers are encouraged to adjust their approach as necessary and trusted to incorporate the outcomes into subsequent planning and teaching.

Manageable: marking practice is proportionate and considers the frequency and complexity of written feedback, as well as the cost and time-effectiveness of marking in relation to the overall workload of teachers.

Motivating: Marking should help to motivate pupils to progress. This does not mean always writing in-depth comments or being universally positive: sometimes short, challenging comments or oral feedback are more effective. If the teacher is doing more work than their pupils, this can become a disincentive for pupils to accept challenges and take responsibility for improving their work.

General:

- The focus of marking should be on the **quality** of feedback and not the **quantity**.
- Feedback can take the form of spoken or written marking, peer marking and self-assessment.
- Feedback is highlighted using a pink bar "pink to think".
- Feedback can be given in different ways e.g. steps to improve, examples, reminders and challenges.
- Comments, if needed, (specific to learning objectives) should be used in order to move children forward in their learning
- Every lesson should have clearly identified learning objectives and success criteria which are shared with the children.
- Teachers are responsible for ensuring that marking is appropriate and proportionate.

- Where appropriate, marking should be completed before the next task is set and in time to effectively inform future planning.
- Marking must be consistent within all books and throughout school.
- All marking is to be done in black pen.
- Any verbal feedback given can be recorded with a code (see appendix 1).
- Adult Assisted Work code can be used to denote completed work with lots of adult support.
- Children must respond to marking by using a blue pen
- Teachers must check actions/corrections.
- Marking should also comment on presentation, if poor.

Maths:

- Green smiley face stamp is used to motivate and denote recognition of effort, application and achievement.
- Ticks are used to show correct answers
- Crosses are used to identify incorrect answers
- KS2- purple pen is used to show independent checking of calculations, answers and results.

Writing:

- Marking page is left to mark extended writing (right hand page).
- Green smiley face stamp and a written comment is used to motivate and denote recognition of effort, application and achievement.
- Ticks are used to identify key NC statements
- KS2- purple pen is used to show independent editing or writing.
- In some cases it may be appropriate not to mark work, e.g. final drafts for display.
- Assessed writing should be acknowledged using the code **AP**.

Foundation Subjects:

- In the Foundation Subjects, work should be acknowledged with a green smiley face stamp. A written comment is used to motivate and denote recognition of effort, application of skill/knowledge and achievement.
- Any written work should be marked the same as writing.

Data

Teachers make a judgement based on the NC every term.

Teacher assessment is used to collect data for Mathematics, Reading & Writing.

'Mastery learning is a specific approach in which learning is broken down into discrete units and presented in logical order. Pupils are required to demonstrate mastery of the learning from each unit before being allowed to

move onto the next, with the assumption that all pupils will achieve this level of mastery if they are appropriately supported. Some may take longer and need more help, but all will get there in the end', (Commission on Assessment Without Levels).

Therefore at the end of the year a child will be awarded Y+ (working at the expected standard), Y= or Y- (working towards the expected standard) or YM (working at greater depth within the expected standard).