

Assessment Policy for Witton Church Walk C of E Primary School 2017-2018



Mission Statement

Where Every Door is Opened and Every Gift is Unlocked

At Witton we are a partnership of school, church, home and community. We create a stimulating and caring environment, grounded in Christian belief and practice, so that all members of our school community feel happy, safe and secure. Time is taken to value and nurture each child educationally, creatively and spiritually. Children and staff are encouraged to aim for 'Everyday Excellence' and believe in themselves in order to achieve their full potential.

Our school works within the recommendations of The Equality Act 2010. Please read this policy alongside and with reference to the Equality and Disability Policy 2015.

Introduction

We believe that effective assessment provides information to improve teaching and learning. We give our children daily feedback on their learning so that they understand what it is that they need to improve and do next. This allows us to base our lesson plans on a detailed knowledge of each pupil. We believe that children should be provided with the opportunity to demonstrate and review their own progress. We give parents regular reports, both written and through structured conversations, on their child's progress so that teachers, children and parents are all working together to ensure consistency. This in turn will raise standards for all our children. We celebrate all achievements, both in and outside of school, across a broad and balanced curriculum, including sport, art and performance, behaviour and social and emotional development. This holistic view of the child is paramount to our Mission Statement.

Aims and Objectives

The aims and objectives of assessment in our school are:

- to enable children to demonstrate what they know, understand and can do in their work;
- to help 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;
- to ensure it is inclusive of all abilities
- to share assessment outcomes openly and honestly with both children and parents
- to ensure a challenging pathway of progress for every child by setting targets taken from the end of year expectations

- to allow opportunities for the children to appreciate that through challenges and mistakes their learning is more powerful
- to set high expectations for learners and place achievement in context against nationally standardised criteria and expected end of Key Stage standards

Assessment for Learning

“Assessment is the means used by good teachers to evaluate that progress and diagnose the needs of the pupils and helps them engage more fully in their own development and learning.”
(Report of the NAHT commission on assessment, Feb 2014)

Planning Learning – Please read this alongside the planning policy

Focusing on learning at the planning stage means:

- being clear about the teaching and learning objectives in planning and sharing them with the children;
- planning the key focus points for the teaching and the learning and developing a clear understanding of the success criteria;
- making sure that the context of the lesson is designed to enable the learning objective to be fulfilled;
- being confident and using our professional judgement to adapt the planning and teaching at any time if the learning objective, based on assessment in the lesson, is not being fulfilled.

Childs Educational Journey

Childs progress is based on the hierarchy of skills set within the end of year expectations. This is broken down into progression of skills necessary to meet the overarching objective through formative assessment as teachers mark, giving next steps. Once skills are taught and learnt by the children there should be opportunities for these to be embedded across the whole curriculum. Within each key stage there is flexibility to introduce content earlier or later than set out in the programme of study once the children have mastered objectives from their current year group. This must be agreed with the maths and English subject leaders. If objectives from the next year group have been accessed throughout the year assessment is based on the year group the children are in.

The **objective tracker** will be used to keep an up to date record of the child’s learning journey and planning of next steps will be taken from this. It is the class teacher’s responsibility to keep this up to date, although the SLT will provide some time each half term to update this it will be seen as good practice to keep it regularly up to date.

Please use the following definitions when completing your objective tracker updates.

- Working towards = objective has been taught and child could have a go, possibly with support.
- Mostly achieved = objective taught and child could do this independently on more than one occasion.
- Achieved = objective has been taught on more than one occasion and child shows that they can apply it independently.
- Greater Depth = objective taught and child can confidently apply this across the whole curriculum without being told to do so. The children should also demonstrate a high level of engagement, motivation and thinking critically in line with the characteristics of learning within the early years’ curriculum.

(Unless there is clear proof, which has been agreed by the English or Maths Subject Leader, 'achieved' will not be ticked until February half term. Most able may access earlier. Proof needs to be acknowledged as evidence and shown to English & Maths Lead for confirmation for most able. Objectives being taught from previous year groups, may be ticked as achieved at any point in the year.)

The **progression matrix grid** will be used to measure progress within school termly. Each child will be identified as:

- working towards age related expectations
- working within age related expectations
- secure age related expectation
- working within greater depth
- exceeding age related expectation

It is the responsibility of the assessment lead to update this grid termly and to share the information with the Deputy and Head teacher who will then share with staff during pupil progress meetings. Actions and interventions will be recorded and monitored at these meetings. Once this information is shared with staff they will be responsible for updating the **pupil tracker** using the golden codes at the end of each half term. These golden codes must match the progression matrix grid.

Working towards ARE	Embedding previous year's objectives and closing the gaps.	Starting to work towards the Key Skills for their group.			
Working within ARE	Minority of Key Skills mostly achieved. 15-50%.	Many key skills mostly achieved 51-80%	Achieved 20-39% of all the objectives	Achieved 40-59% of all the objectives	Achieved 60-80% of all the objectives.
Secure ARE	Achieved most objectives and have achieved ALL Key Skills.				
Greater Depth ARE	80%+ of objectives achieved, with at least 60% at greater depth.				
Exceeding ARE	Over 80% of objectives achieved at greater depth and working within the next year group.				

(Percentage figures shown are a guide only – a 'best fit' approach needs to be taken – guidance for weighting of maths and English strands can be found in the maths and English policies or alternatively seek advice from Maths and English Leads.)

The children are provided with time to review and address any next steps at the beginning of each lesson. See Marking Policy for further clarification.

The children's baseline will be an accurate assessment based on their achievements in the previous year. The school has made the decision to embed prior learning and secure foundations of the previous year whilst beginning to teach the objectives of the current school year.

Termly progress will be tracked by the progress matrix grid whilst subject leaders secure accelerated progress in children's books through consistent and regular monitoring.

Progress Expectation

Children (without SEN) will be expected to make at least good progress and at the end of the year 100% of pupils will have made expected progress (green box) with a minority of pupils making more than expected pupil progress (purple box).

SEN pupils progress will be tracked by the SENCo using current Box Point scores, to allow smaller steps of progress to be acknowledged.

The SEN pupils will be tracked where they are developmentally learning in each of the subjects: reading, writing, SPAG and mathematics. For example, if a pupil is in year 2, however is working within the Y1 NC for reading, they will be tracked on the Y1 NC for reading. If a pupil is being tracked in a different year group, they may be ticked as 'achieved' at any point in the school year.

Informative Assessment

Day-to-Day Assessment Strategies

Day-to-day assessment involves the teacher focusing on how learning is progressing during the lesson, determining where improvements can be made and identifying the next steps, which may result in amendments being made to planning. Strategies employed during the lesson to develop this are:

- Questioning, e.g. asking questions to assess the children's starting points in order to be able to adapt the learning to their needs, asking a range of questions from literal to high order, using thinking time and talk partners.
- Observing, e.g. watching children and listening to their discussions to assess their learning as it is happening, making planned observations of particular children to support their learning in the classroom.
- Discussing, e.g. holding brief impromptu discussions with children to follow up any surprises at their responses during the lesson, discussing misunderstandings or misconceptions, holding informed discussions to follow up on earlier assessments.
- Analysing, e.g. marking and assessing written work with children.
- Checking children's understanding, e.g. mini plenaries, questioning, feedback from TA.
- Engaging children in reviewing progress by using their purple pen effectively as well as developing the use of self and peer assessment.

Teachers use this information to plan the learning for every pupil to ensure they meet or exceed expectations for their year group.

Assessment of Learning

Assessment of learning is any assessment which summarises where learners are at a given point in time – it provides a snapshot of what has been learned (in terms of both attainment and achievement.) Each child's assessment of both attainment and progress will be shared with parents at termly parents evening.

Summative Assessments

National Testing

In accordance with national expectations, children will complete SATs at the end of Year 2 and Year 6. Data from the analysis of these test papers will be used to inform planning and set challenging targets throughout the school. Children entering Nursery and Reception will complete a baseline on entry to school using the school's own moderated baseline assessment. Each year, Year 1 pupils will complete a Phonics test during the summer term.

Internal Testing

The achievement of each pupil is formally assessed in December, March and July through the use of a formal test. In year 3-5 these tests (from NFER) will provide us with a standardised and an age standardised score. In year 1, the children will complete a Pira (reading) and Puma (maths) test to provide us with an age standardized score for each child. In year 2 and 6, the children will complete a previous SATs paper for maths, reading and SPAG and a standardised score will be generated. Assessment judgments are recorded and backed by a body of evidence, creating a learning journey for that child.

These assessment judgments are moderated by colleagues in school, other schools and external consultants to make sure that they are fair, reliable and valid.

Use of Assessment

Teachers use the outcomes to summarise and analyse attainment and progress for their pupils and classes.

Teachers and leaders analyse the data across the school to ensure that pupils identified as vulnerable or at particular risk are making appropriate progress and that ALL pupils are suitably stretched and challenged.

School Pupil Tracker will be used to track pupils, creating an online learning profile for each child as they travel through the hierarchy of expectations.

From September 2016 the EYS profile is no longer compulsory. From September 2016 we will use our own Nursery or Reception baseline as a starting point from which to measure pupil progress as they travel towards the end of Key Stage 2 in Reading, Writing and Maths.

During the Early Years curriculum the Early Years Lead will track and monitor to ensure 'better than' typical progress is evident.

Date completed: Sept 2017

Date for review: Sept 2018

We will review in a year due to the organic process of the current development of assessment.