



Wibsey Primary School

Assessment Policy

Rationale

The primary principle of assessment is that it should be fit for the purpose intended. Assessment is an integral part of teaching and lies at the heart of promoting pupils' education. It should provide information which is clear, reliable and free from bias.

Final report of the Commission on Assessment without Levels 2015

Principles underpinning the assessment policy

- Assessment is a continuous process which is integral to, and informs teaching and learning, allowing pupils to reach their full potential and to promote better than expected progress for individuals, groups and cohorts;
- Assessment is fit for purpose and provides clear, reliable information about a pupil's knowledge and understanding of key concepts and skills and the depth of that knowledge and understanding;
- Assessment provides school with the information needed to monitor and support pupil progress, attainment and wider outcomes.

Aims of the policy

Our assessment system aims to:

- Be inclusive of all abilities and recognise the positive achievements of every child, identifying what they need to do next in order to make maximum progress in their learning;
- Gather information about the performance of individual children, groups and cohorts in order to internally track attainment and progress for all children, groups and cohorts;
- Inform teachers' planning so that teaching and learning meet the learning needs of all children;
- Have a consistent approach that measures school progress against national standards;
- Gather information to inform the school's strategic planning;
- Inform the Governing Body of the school's standards and achievements;
- Involve parents in their pupils' progress.

Equal Opportunities

At Wibsey Primary School we are committed to ensuring that all our pupils reach their full potential and make maximum progress.

Teachers ensure that assessment approaches are inclusive of all abilities, ethnic diversity, gender and language background. We find alternative ways to enable all our pupils to demonstrate their understanding of key concepts through practical application that can be observed, taking account of different learning styles.

For pupils with recognised SEND, a variety of individual aspects of progress are measured including communication, social skills, physical development, resilience and independence and, where needed assessment methods are adapted, for example by using visual stimuli and alternative means of communication.

Assessment is used diagnostically to contribute to the early and accurate identification of pupil's special educational needs and any requirements for support and intervention.

Gifted and Talented pupils

For more able pupils teachers provide assessment opportunities that enable pupils to demonstrate deeper understanding of key concepts across different subject areas confidently and independently. These encourage pupils to think creatively, explore and develop ideas, and try different approaches giving them responsibility for choosing and evaluating the most appropriate method. Pupils are encouraged to set their own questions, offer ideas, suggest solutions or explanations, and reflect on what they have heard, seen or done in order to clarify their thoughts.

Roles and Responsibilities of all adults

Ensuring that all pupils, cohorts and significant groups across school is the responsibility of all adults in school:

Governors: Monitor the whole school attainment and progress data with support of Head Teacher, Deputy Head Teacher and the Assessment team. They hold the senior team to account for attainment and pupil progress for all cohorts and significant groups across school.

Head Teacher and Deputy Head Teacher: Hold Phase Leaders and teaching staff to account for attainment and pupil progress by using pupil progress meetings and performance management to monitor progress, address underperformance and set targets. Carrying out random sampling of the work of all staff to quality assure the judgements made and ensure that all staff are held to account.

Assessment team: Moderate assessments regularly and provide data analysis reports to staff and governors. Data analysis is used effectively to monitor the performance individuals, groups and cohorts at six assessment points over the year.

Phase Leaders: Analyse and monitor the attainment and progress data for their phase which informs their phase action plan.

Teaching Staff: Regularly assess pupils, provide high quality feedback and use assessment information to inform planning to ensure good progress for all. They provide assessment information for pupils and parents as well as school leaders. After joining the school, all teachers are provided with training which will form part of the induction process.

Teaching Assistants: Provide feedback to the teaching staff on progress and attainment of pupils.

Parents and Carers: Support children at home with homework to positively impact on progress.

Pupils: Self and peer assess against clear success criteria and using the feedback given identify their next steps in learning.

The types of assessment used

At Wibsey Primary School, we use three broad overarching forms of assessment which inform our assessment:

- Day to day formative assessment,
- Summative Assessment,
- Nationally Standardised Summative Assessments.

Formative Assessment

Formative assessment serves the needs of teachers and pupils and goes into the very heart of good teaching, creating a circle of teaching and assessment in which focussed teaching and assessment continually reinforce each other and generate continuous progress. Formative assessment takes

places within every lesson; it informs subsequent teaching and learning and is always acted upon. Formative assessment is used to:

- Provide accurate assessment information about a pupils' knowledge and understanding of key concepts and skills and whether that knowledge and understanding is secure enough to move forward onto the next phase of learning and deepening their knowledge, skills and understanding or whether further consolidation work or a different approach is necessary
- Provide assessment feedback to pupils in a way that helps them understand what they need to do to improve (See marking and feedback policy)
- Provide diagnostic assessment information that is used by teachers to inform planning, adapt teaching, identify learning gaps and ensure early intervention at the point of need

In school formative assessment should ensure pupils have regular opportunities to engage in effective question and answer during class sessions, produce work which exemplifies their learning in a variety of ways and consolidate learning with appropriate homework. Marking of pupils' work and observational assessment contribute to formative assessment.

Summative Assessment

Summative assessment evaluates pupils' learning and progress at the end of a unit of teaching. It is used to:

- Inform teacher assessment at the end of a unit of work using a range of evidence from across pupils' productivity
- Measure progress through depth of learning across a school year
- Provide senior leaders with a curriculum overview and enable them to monitor the performance of pupil cohorts, identify where interventions may be required and to work with teachers to ensure pupils are supported to achieve sufficient progress and expected attainment
- Enable teachers to evaluate pupil learning at the end of a unit of work and the impact of their own teaching
- Provide pupils with information about how well they have learned a unit of work and provides feedback on how they can continue to improve
- Provide parents with an assessment summary of their child's achievement and progress at consultation and in reports
- Provide an assessment summary at key transition points to ensure a smooth transition from year to year and school to school

Nationally standardised summative assessment

- End of EYFS
- End of Year 1 - Phonics test
- National Curriculum tests at the end of Key Stage 2
- National Curriculum teacher assessments at the end of Key Stage 1

Nationally standardised summative assessment:

- Provides information on how pupils are performing in comparison to pupils nationally
- Helps teachers understand national expectations and assess their own performance in the broader national context
- Enables school leaders and school governors to benchmark their school's performance against other schools locally and nationally, and make judgements about the school's effectiveness.
- Provides a starting point for Ofsted's discussions with schools when making judgements about their performance, as part of Ofsted's wider judgements of a school's overall effectiveness.

The assessment system

At Wibsey Primary School we have an assessment system that is robust and directly linked to key year group National Curriculum age related expectations which define the conceptual understanding, knowledge and skills that we expect all pupils to be secure in at the end of each academic year. It allows for assessing the depth of understanding of key concepts and skills as well as allowing monitoring and tracking of both the attainment and progress of each pupil across the year.

At each assessment point during the year each pupil is assessed against a series of key year group objectives. Using guidance embedded within the key objectives each pupil is assessed against a numbered scale to denote depth of understanding as follows:

1= The pupil has a basic knowledge of the key concepts and skills i.e. they can recall the facts

2= The pupil shows understanding of the key concepts and skills i.e. they show understanding that they know what the facts mean

3= The pupil can apply their understanding of the key concepts and skill i.e. they can correctly use them;

4= the pupil has a deeper understanding and demonstrates choosing and application of the skill across different subject areas confidently and independently.

Individual scores are totalled and the progress towards completing all the objectives is shown as a percentage which is then entered on the tracker according to a given formula across school. This places each pupil at individual 'step' to enable attainment and progress to be measured. For each age group (Years 1 to 6) there are six progressive steps:

Beginning: Has shown an emergent grasp of the year group objectives

Beginning + : Is secure in less than half of the year group objectives

Working within: Secure in approximately half of the objectives.

Working within+: Secure in the majority of the objectives.

Secure: Have achieved almost all of the end of year expectations and can use and apply skills confidently.

Secure +: Has achieved virtually all of the end of year expectations and has a deep understanding of many of the end of year expectations.

This enables attainment and progress to be measured for individual pupils, cohorts and key groups across school.

Progress expectation

We expect the vast majority of children to make 6 steps of progress across the year. The vast majority of children will be working towards achieving their end of year expectations throughout the year and are not exposed to the next year's objectives: the current year's objectives are explored in a richer and deeper manner.

Assessment within the Early Years

Evidence is collected through observation and discussion and these are recorded in pupils learning journeys. Photographic evidence is also collected along with pupil quotations. Along with any written work, these form the basis of the on-going teacher assessments in line with National Expectations. Senior Leaders within the Early Years, analyse this data termly and present to the Head Teacher and Assessment team along with governors. They provide staff within the EYFS intervention target groups in order to accelerate progress.

Monitoring and Evaluation

Both teacher assessments and formal assessments (tests) are moderated by Senior Leaders to ensure parity every term. Assessment data informs performance management targets to ensure pupil progress is at the heart of whole school improvement.

Following assessment, data is analysed in detail by the Head Teacher and Deputy Head Teacher and Pupil Progress Meetings held with all staff to identify pupils who may require further intervention and support. Lesson Observations focus on these pupils to ensure accelerated progress is being addressed within teaching.

Linked Documents

Marking and Feedback Policy

Appendix 1 – Assessment Calendar / Cycle

| | | |
|---------------------|------------------------------|---|
| Agreed by Governors | Full Governors | |
| | Finance and General Purposes | |
| | Teaching and Learning | X |
| Date: | | |
| Chair of Committee | Lisa Knowles | |
| Written | December 2016 | |
| Review | December 2019 | |