WEXHAM COURT PRIMARY SCHOOL

Assessment Policy

Date Approved:	**April 2015**
Date for Review:	**April 2018**
Responsibility:	**Full Governing Body**
Approved By:	**Full Governing Body**

Wexham Court Primary School
Assessment Policy

'The main plank of our argument is that standards are raised only by changes which are put into direct effect by teachers and pupils in classrooms. There is a body of firm evidence that formative assessment is an essential feature of classroom work and that development of it can raise standards. We know of no other way of raising standards for which such a strong prima facie case can be made on the basis of evidence of such large learning gains'.

Inside the Black Box
Paul Black and Dylan Williams

Introduction

In September 2014, the Government will be introduced a New National Curriculum. The staff at Wexham Court Primary School have reviewed and adapted the Assessment curriculum in light of these changes. The main changes to Assessment include:

- The previous National Curriculum Levels e.g. 2A, 3C, 3B are being removed.
- A greater emphasis has been placed on formative assessment.
- Schools are expected to use a range of tools across the year to assess the progress pupils have made throughout the year.

Rationale

Assessment should make children successful learners by identifying their stage of development and achievement (academic, social, creative and spiritual) and developing their skills in order for them to achieve their maximum potential. It is a progressive process which, by the collection of holistic evidence (both individual and comparative), assists adults and teachers in their planning so that each child is equipped with the skills, attitudes and abilities to succeed in this challenging world. At Wexham Court we ensure that the targets set for pupils are both realistic and challenging. Our assessment procedures are free from bias, stereotyping and generalisation in respect of gender, class, race and disability. Due regard is given to our duties under the Equality Act 2010.

Principles and Aims

Principles of Assessment followed at Wexham Court:

Assessment for learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.

2

Assessment for learning should be part of effective planning of teaching and learning.

A teacher's planning should provide opportunities for both the learner and teacher to obtain and use information about progress towards learning goals. It also has to be flexible to respond to initial and emerging ideas and skills. Planning should include strategies to ensure that learners understand the goals they are pursuing and the criteria that will be applied in assessing their work. Teachers annotate plans daily and use this to inform the next step of learning. Children are also proficient with using a variety of assessment strategies, including VCOP, MIB time, Partner Talk and sharing work. Children are learning to self-select work, recognizing if the work is too difficult or easy to change the activity.

Assessment should take account of the importance of learner motivation

Assessment that encourages learning fosters motivation by emphasising progress and achievement rather than failure. Motivation can be preserved and enhanced by assessment methods, which protect the learner's autonomy, provide some choice and constructive feedback, and create opportunity for self-direction, including target setting. Children are a part of the target setting process, they are encouraged to look at their feedback and work to select targets. During parent consultations, parent, teacher and pupil will agree targets together.

Assessment for learning should promote commitment to learning goals and a shared understanding of the criteria by which they are assessed

For effective learning to take place, learners need to understand what it is they are trying to achieve – and want to achieve it. Understanding and commitment follows when learners have some part in deciding goals and identifying criteria for assessing progress. Communicating assessment/success criteria involves discussing them with learners using terms that they can understand, providing examples of how the criteria can be met in practice and engaging learners in peer– and self-assessment. During literacy teacher and pupils devise a checklist to use during the session. Displayed in the classrooms is the expected vocabulary and number work that pupils should know.

Learners should receive constructive guidance about how to improve

Learners need information and guidance in order to plan the next steps in their learning. Teachers should: pinpoint the learner's strengths and advice on how to develop them, be clear and constructive about any weaknesses and how they might be addressed; provide opportunities for learners to improve upon their work such as through MIB time. Pupils are encouraged to use teacher feedback to help move their learning on further. See marking and feedback policy.

Assessment for learning develops learners' capacity for self-assessment, so that they can become reflective and self-managing.

3

Independent learners have the ability to seek out and gain new skills, new knowledge and new understandings. They are able to engage in self-reflection and to identify the next steps in their learning. Teachers should equip learners with the desire and the capacity to take charge of their learning through developing the skills of self and peer assessment. Teachers use MIB time, the 5 B's, the target board, talk partners and peer sharing.

Individual Needs

The responsibility for identifying, assessing and monitoring children with special educational needs, EAL or who are gifted and talented, is the responsibility of the class teacher in conjunction with the Inclusion Manager. The Inclusion Manager and outside agencies are there to support the class teacher in providing a differentiated curriculum in order for the child to achieve their potential. Assessment procedure supports all the aims and practices for the SEN policy in helping each child achieve his/her own potential. (See SEN procedures, Inclusion policy and marking and feedback policy)

Types of Assessment:

Formative: This is the ongoing assessment carried out by teachers both formally and informally during the year. The results of formative assessments have a direct impact on the teaching materials and strategies employed immediately following the assessment. Results and observations are kept in teacher's own record books, or the children's own books. Continuous training will support and deepen the quality of formative assessment and therefore the school aims to embed works from Dylan Williams, Shirley Clarke and Di Pardoe.

Summative: These occur at defined periods of the academic year such as pre determined SATs tests, QCA Optional Tests or at the end of a unit's of work. Summative tests help teachers in making end of key stage "best fit" assessments.

Diagnostic: All assessments can provide diagnostic evidence, however certain assessment tools can be particularly useful in providing more detailed data e.g. Miscue analysis, etc. Further information can be obtained from the school's SENCo. QCA and Key Objective tests also provide a considerable amount of diagnostic material and teachers need to make appropriate use of this.

Formative (assessment for learning- improve learning)
- Formative assessment school include questioning, peer assessment. Marking, feedback, targets, self assessment and lesson evaluations
- Observations
- Lesson study
- Learning walks
- Foundation stage Learning Journals, observations and profile
- Marking in exercise books.
- Record of achievement
- Mathletics.

4

Summative (assessment of learning- certifying competence)
Foundation Profile
Reading and spellings ages
Pupil tracker assessment grids for core and ICT
Foundation Learning Journals
End of Key Stage results
Reading recovery
Bug Club

Diagnostic: All diagnostic testing will be analysed and results shared with class teacher and Teaching Assistants. This assessment is to be used to inform support and future planning for Example IEPs and intervention work.

Assessment in the Foundation Stage
On entry to the school children will be assessed using the Foundation Stage Profile, which is based on the teacher's ongoing observations and assessments in the six areas of learning. Each child's typical developments and achievements are recorded in the Profile. Results are used to inform planning, set targets and aid early identification of special needs. There is on gong formative assessment in foundation stage which is reported to and moderated by the school and LEA.

Data Storage

Assessment information is stored in:
- Class assessment and Guided Reading folders
- In pupil books and writing portfolios
- On pupil Tracker (secure site)
- SIMs (secure site)
- Mathletics (secure site)
- Office filing cabinet
- SEN files in classrooms and in SENCo office

Monitoring of planning and scrutiny of pupil work

Planning and books are monitored by the SLT and Heads of Year throughout the year and during PPMs. Staff monitor books and moderate work in team meetings. The monitoring helps to understand what pupils have learnt, what their next steps should be and if the lesson is meeting the needs of eth pupils. It informs judgments about quality of teaching and ensure consistency and accuracy.

Reports

Parents receive a written record of their child's achievement in the second half of the summer term each year. This details the child's academic attainment with reference to the Foundation Stage Curriculum/ National Curriculum as well as recognising personal and social

development and achievements. It includes the child's level per subject and a grading on effort. In the core subjects, a next step target for improvement is highlighted. Parent consultations take place three times a year. Parent, teacher and pupil look through the books and set targets together for team, having reviewed previous ones.

Transition
When pupils transfer to a new school or to secondary school, relevant records and assessment data including the ECAF is passed with pupil's school file to the new school. Transition meetings are arranged and information is shared. Where possible teachers are invited to observe a lesson in maths and literacy.

- Records and Information passed on from one year group to the next at the end of the Summer Term
- Pupil tracker data
- Books
- Group Lists (Numeracy, Literacy, GGR/Spelling)
- SATs/ QCA test results
- Individual Provision Maps (SEN)
- Information on Gifted and Talented pupils
- Reading records
- Assessment folders
- Guided Group reading Folders
- Foundation assessment
- Assessment folder
- PSHE summary
- Targets
- Purple safeguarding book
- Journals

Role of the assessment co-ordinator

Order SATs papers and optional SATs papers from NAA.
Check and store all documentation for SATs.
Prepare SATs and other assessment timetables.
Apply for extra time bids.
Liaise with all subject co-ordinators and SENCo.
Analyse results with other key staff, e.g. core subject co-ordinators.
Share new thinking or initiatives.
Arrange or provide training and support for assessing and moderating.
Ensure assessment is appropriate and meaningful.
Embed AfL with support of Heads of Year.

Appendix

Ideas for incorporating Formative Assessment in class

Questioning/ Listening Strategies

- Using open questions and planning key questions into weekly plans for the core subjects, so that questions are not random.
- Lolli pop sticks, name generator, clicking fingers…
- Allowing sufficient thinking time when asking questions has proved more beneficial.
- Use guided group word to involve pupils in dialogic talk
- Make question times more interactive, perhaps involving everyone to submit an answer via a mini whiteboard.
- Discuss different answers before coming to the conclusion.
- Allow pupils to work in pairs or small groups.
- Have a no hands policy, encourages all children to attempt the task.

Self-assessment Strategies
- Target board
- Feedback in books and against targets
- Levels of challenge
- Using apparatus or books to help

Peer-assessment
Strategies
- The 5 B's Brain, book, board, buddy and boss.
- Partner talk and peer marking. Pupils need to understand exactly what is involved in peer marking, perhaps having it modeled initially by two adults, to understand the process.
- Make it Better Time (MIB)
- When a routine of peer marking is set up pupils will take pride and complete their work to a high level.
- The time allocated to peer assessment is a good time for the teacher to observe peer interaction and to listen to pair discussion, intervening if needed.
- Giving pupils assessment criteria to mark their own work is very effective or indeed asking them to develop the assessment descriptions.

Giving feedback
Strategies

- Green next step in marking and pink for good work (see Marking policy)
- Use comments that are positive and in child friendly language offering suggestions for future improvement in the form of targets.
- To be effective feedback should cause thinking to take place.
- Allow time for pupils to follow up the comments given.

Marking/ consideration of completed work

Strategies (see attached policy)

9