



ASSESSMENT POLICY – January 2017

At Willow Brook Primary School, we are committed to creating a quality teaching and learning environment with high achievement as our aim.

Aims of Assessment at Willow Brook Primary School:

- To provide information to identify and support the next steps in learning and teaching, and inform planning for improvement or progression.
- To gather information about the attainment of individual children, groups and cohorts so that it can be used to inform target setting.
- To analyse performance in terms of cohorts or pupils as well as analysis of the achievement and attainment of pupils.
- To track individual progress against age-related expectations.

Assessment consists of two main areas:

ASSESSMENT FOR LEARNING

This is an integral part of the teaching and learning process at Willow Brook Primary School. It includes:

- **Formative assessment** - the information gained 'forms' or affects the next learning experience.
- **Diagnostic assessment** - finding out what attitudes, knowledge, understanding or skills are not properly learned or acquired and therefore preventing pupils making the expected progress.
- **Evaluative assessment** - informing the strategic planning and direction of the whole school by evaluating the impact of planning, teaching and the curriculum on pupils' achievements.

ASSESSMENT OF LEARNING

- **Summative** - systematic recording of information, which leads towards a summary of where the pupils have reached at a point in time. This is an essential tool for identifying what has been learned in terms of both attainment and achievement.

This includes all formal tests and examinations and enables teachers and senior managers to identify trends, set realistic targets and identify the needs of pupils.

Effective assessment in this school is characterised by:

- ❖ Meaningful and useful information about the pupils' achievement and progress transferring with the pupils as they move from:
 - Foundation Stage to Key Stage 1
 - Key Stage 1 to Key Stage 2
 - Within Key Stage 2
 - Key Stage 2 to Key Stage 3

❖ Analysis of performance in terms of cohorts or pupils as well as analysis of the achievement and attainment of pupils. This varies from year to year according to school priorities and to the characteristics of particular cohorts of pupils but could include:

- Higher attaining pupils
- Pupils who are eligible for free school meals (or have been eligible at any point during the past 6 years)
- Pupils from ethnic minorities
- Pupils with Special Educational Needs
- Boys or Girls
- Pupils with English as an additional language
- Pupils who are looked after by the local authority
- Other vulnerable groups

OUR PRINCIPLES FOR THE USE OF ASSESSMENT

In order for any type of assessment to have an impact on learning, we feel it must be:

- ❖ Positive
- ❖ Manageable
- ❖ Useful and used
- ❖ Consistent

Assessment must also engage the pupils in their own learning process and self assessment is an essential part of this.

Therefore we aim to:

- Gain as full a picture as possible of the standards children are attaining and the progress they are making.
- Involve the children at all stages of the process and parents and carers where possible.
- Gain evidence of learning from the process as well as the outcome.
- Allow children to have the best opportunities to show what they know, understand and can do, in a familiar supportive environment.
- Assess through observing and talking to children; presenting children with new challenges and consolidating old ones, so that they are made aware of individual progress and so that they can develop strategies to overcome weaknesses in their work.
- Ensure that planning is led by learning intentions and differentiated for learning.
- Ensure that feedback takes place via self evaluation, dialogue and marking.
- Use assessment information to inform future planning.
- Plan assessment opportunities carefully across the curriculum and spread them throughout the year.
- Ensure that standards are consistent between colleagues within the school and comparable in a wider context, through regular moderation.
- Ensure feedback on learning is conveyed in a consistent manner throughout the School.
- Celebrate **all** achievement. Celebrating what is seen as 'non-academic' achievement raises self-esteem and increases the chance of academic success. We recognize that not all worthwhile things can be formally measured.

STRATEGIES FOR ASSESSMENT

In order for assessment to play a more constructive role in the learning process and to genuinely promote life long learning, pupils need to be actively involved.

This will include:

- Sharing learning intentions
- Sharing success criteria / creating own 'steps to success.'
- Pupil self assessment
 - Written evaluation of learning
 - Oral / visual feedback
 - Questioning / Reflection
- Peer assessment
 - Response partners
 - Peer marking
- 1:1 discussions with pupils
 - Collecting evidence for FS Profiles
- Sharing learning targets / goals

Marking

Assessment for learning will include marking principles that:

- Will be linked to clear learning objectives.
- Will be appropriate to the task.
- Will help identify pupil's misconceptions.
- Will be focussed and prioritised.
- Are planned for and integral to teaching and learning.
- Will take place quickly with feedback so that pupils remember the context.

Feedback (both written and oral) will identify specific learning needs and address how to improve. It supports the learner in moving on from their current performance to meeting the desired learning outcomes.

Target setting

Individual targets

Pupils are given regular, individual short term targets in the form of 'bubble and block' marking which identifies specific areas that pupils need to focus on to make further progress.

Some pupils also chat individually with teachers and learning goals are shared with pupils.

Pupils identified as having Special Educational Needs and those in receipt of Pupil Premium funding will have their own provision map/individual educational plan which detail individualised targets and intervention strategies to support their learning at school. These are also shared with their parents.

Tracking Pupil Progress

Using data from ongoing assessments and tests, we track the progress of all pupils in Reading (including phonics for children in Reception and Year 1), Writing (including Grammar Punctuation and Spelling for pupils from years 2 to 6) and Mathematics on a termly basis. We also use this data to set targets for all pupils and to identify groups and individuals who require support or specific intervention work.

Sharing assessment information

Reporting to Parents

Annual reports to parents will identify clearly gains in skills, knowledge and understanding, together with an outline for the next steps in learning.

Reporting to Governors

The Headteacher will report to the governing body on standards and school improvement – including analysis of attainment and progress data - on a termly basis.

Monitoring and evaluation

The assessment co-ordinator will ensure this policy is implemented consistently throughout the school.

This policy will be evaluated and reviewed bi-annually. Any implications relating to issues for the whole school will be considered for inclusion in the school improvement plan.

Application

This section details the various assessment methods and practices used at Willow Brook Primary School through which we ensure that children are making the appropriate progress and that the activities they take part in are suitably matched to their ability and their level of development. It is with a combination of formative and summative assessment, that an **overall teacher assessment** is made.

Formative Assessment

Formative Assessment is an integral, continuous and daily part of the teaching and learning process at Willow Brook. It informs all future planning and motivates and encourages the children as they take their next steps in learning. Much of it is done informally as part of each teacher's and each child's day-to-day work.

- Ongoing assessment against the National Curriculum 2014 (NC 2014) objectives throughout each lesson through questioning, observation and dialogue.
- Setting clear learning objectives – children knowing what they are being asked to learn and why.
- Providing progress checks using success criteria shared with the children.
- Feedback with clearly defined next steps (can be written or verbal).
- Providing assessment tasks to assess the way children apply their skills and knowledge. Can children demonstrate they have truly mastered their learning by: solving non-routine problems, explaining concepts, appraising, hypothesising, investigating, citing, designing creating, proving?
- Regular work scrutiny and moderation (both internal and external)
- Subject leaders analyse progress across the school through work scrutiny and pupil voice, teacher dialogue and reporting back to teachers, headteacher and governors.
- Subject leaders collect portfolios of work as exemplar material of age related expectations.

Summative assessment – Years 1-6

Summative assessments are used to assess what a child can do at a particular time, and are used as one part of **overall teacher assessment**.

- Year 1: Phonics Screening Check (June) – to include Year 2 pupils who did not meet the standard in Year 1.
- Years 2 – 6: termly progress tests - reading comprehension; grammar, punctuation & spelling; maths (November, March)
- Years 3, 4 & 5: end of year assessment tests (June)
- End of KS1 (Year 2) and end of KS2 (Year 6) assessment tests (May).
- Diagnostic tests for targeted children, including new arrivals.
- Termly review for pupils with SEND.

Progress

Progress at the end of each curriculum year: Years 1-6

Following the introduction of “Life without Levels”, and in tandem with the introduction of the NC 2014, pupil attainment will be measured against Age Related Expectations and progress measured against their individual starting points.

The NC 2014 learning objectives are used to assess key outcomes at the end of each curriculum year. From the beginning of the 2015/2016 academic year, Willow Brook has applied a set of assessment measures based on these following descriptions: working at a greater depth within the expected standard (WGD); working at the expected standard (EXS); working towards the expected standard (WTS) working below the expected standard (WBS) and working below national curriculum standard (reported as p levels). It is against these measures and according to Age Related Expectations, we measure progress and based on **overall teacher assessment**, decide upon the key outcome. For example:

P Scales	Working below (the expected standard) (WBS)	Working towards (the expected standard) (WTS)	Working at (the expected standard) (EXS)	Working at a greater depth (within the expected standard) (WGD)
For pupils with Special Education Needs who cannot access the National Curriculum. P-scales allow for the evaluation of an individual child’s achievement in an extremely detailed way and allow small steps of progress to be measured.	A child who has achieved only a few of the objectives set out in the curriculum for their year group. <i>(up to 25% as a percentage guide)</i>	A child who has achieved many of the objectives set out in the curriculum for their year group. <i>(up to 60% as a percentage guide)</i>	A child who has achieved most of the learning objectives set out in the curriculum for their year group. <i>(more than 60% and up to 85% as a percentage guide)</i>	A child who has achieved all or almost all of the learning objectives set out in the curriculum for their year group and demonstrated that they have achieved a deep and secure learning of the objectives through varied application. <i>(between 85 and 100% as a percentage guide)</i>

Progress between terms: Years 1 – 6

During the academic year, towards the end of each term, teacher assessments are made, using the combination of formative and summative assessment, to decide how well a child has met the learning objectives for English and Maths during a given period of time.

Data

Data collection, reporting and target setting

The school uses Scholarpack as its data management system. Input of data takes place 3 times per year during half-terms 2, 4 and 6. The data is anonymised and reported to Governors.

At any time during the year, teacher assessment is used to discuss with parents on an ad-hoc basis, at the parents request. In addition it forms the basis of feedback at the formal parents consultations in the spring term and is reported to parents as part of the end of year formal written reports (July).

Internally, data analysis is fed back into the planning and teaching cycle and dialogue continues between all members of the teaching staff (Head Teacher and subject leaders) and children to ensure that our assessment aims continue.

Target Setting

Using the numerical formula provided by Scholarpack, each individual in school is set end-of-year progress targets for reading, writing and maths. These are discussed and agreed with all staff.

Pupil progress meetings take place with all teachers on a termly basis to discuss progress against these targets.

At the end of the academic year, a final teacher assessment will be made (half-term 6) and where there are any cases of children who have made less than expected progress, teachers will discuss intervention strategies applied together with any other relevant information which will be carried forward to the next academic year.

Early Years

In Early Years, we use a combination of the EYFS profile and a baseline assessment to measure children's progress.

Baseline

- The baseline assessment will result in a score that forms part of each child's baseline profile. By having a good understanding of the child's abilities when they start school, class teachers are able to measure each child's progress and plan for next steps in learning.
- The baseline assessment is face-to-face with a mixture of tasks and observational checklists.

EYFS Profile

The EYFS profile assessment is carried out in the final term of the Reception year.

The main purpose of the EYFS profile is to provide a reliable, valid and accurate assessment of individual children at the end of the EYFS. EYFS profile data is used to:

- Inform parents about their child's development against the early learning goals (ELG's) and the characteristics of their learning.
- Help Year 1 teachers plan an effective, responsive and appropriate curriculum that will meet the needs of each child.

Children are assessed against the Prime and Specific areas of Learning in the EYFS profile; these are recorded on our on-line system, Scholarpack. Assessments are based on observation of daily activities and events. At the end of Reception for each Early Learning Goal, teachers will judge whether a child is meeting the level of development expected at the end of the Reception year:

- Emerging: not yet reached the expected level of development
- Expected: working at the expected level of development
- Exceeding: working beyond the expected level of development for their age.

January 2017

To be reviewed in January 2019 (or in response to national directives)