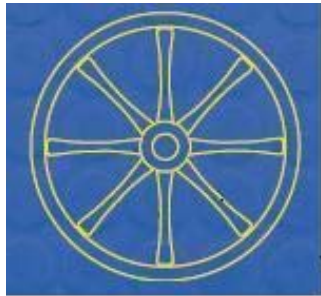


Assessment Policy

Wheelwright Lane Primary School

Date written: November 2015

Review: November 2016



Learning For Life

Assessment Policy

Wheelwright Lane Primary School November 2015.

Introduction:

Assessment is essential to, and an integral part of, effective teaching and learning. The purposes of assessment are: to provide information that enables teachers to determine next steps in learning and therefore the best possible progress for all children (assessment for learning); to provide information about how individual children are performing when compared to others of the same age nationwide (summative assessment) and to inform and drive the self evaluation process of the school.

Through assessment at Wheelwright Lane, we aim:

- To gather a range of information about the performance of individuals, groups of pupils, cohorts, phases, key stages and whole school information so that it can be used to inform target setting at a range of levels.
- To gather information to inform teachers as to what should be taught next.
- To ensure that assessment, recording and reporting is an integral part of the performance management system.
- To provide information to inform the school's self evaluation process that will then be built into the school's termly improvement plan through pupil progress meetings.
- To track the individual progress and attainment of every child.

Assessment procedures:

Wheelwright Lane has adopted the STAT Sheffield materials in line with the other schools in the Bedworth consortium. This enables teachers to make judgements about pupil progress and to fine-tune their understanding of learner's needs and tailor their planning accordingly.

Assessment will be used in the following ways:

1. **Formative** - the information gained "forms" or affects the next learning experience.
2. **Diagnostic** - finding out which attitudes, knowledge, understanding and/or skills are not properly embedded or acquired and are therefore preventing pupils making the expected progress across the whole subject area.
3. **Evaluative** - informing the strategic planning and direction of the whole school by evaluating the impact of planning, teaching and the curriculum on pupils' achievement.
4. **Summative** - systematic recording of information which provides a summary of where the pupils are working at a point in time. This is an essential tool for identifying progress over a period of time.

Effective assessment in the school is characterised by:

Meaningful and useful information about the pupils' achievement and progress transferring with the pupils as they move from:

- Foundation Stage (Foundation Stage Profile) to Key Stage 1,
- Key Stage 1 to Key Stage 2,
- Key Stage 2 to Key Stage 3.

Performance will be analysed for all groups of pupils, including boys, girls, pupil premium, higher attainers, SEND, EAL, GRT, LAC and post-LAC.

Monitoring and evaluation:

The Head Teacher and SLT (Senior Leadership team) will ensure this policy is implemented consistently throughout the school using strategies such as Pupil Progress Meetings with teachers, discussions with pupils and parents/carers, sampling pupil work and sampling teacher's planning and assessment records. In addition to this, the termly review will also allow the Head Teacher to gather summative evidence and make judgements about attainment and progress that will then inform future strategic developments.

Moderating judgements:

Moderation of attainment and progress will be carried out by the whole staff to ensure accuracy and consistency. During each academic year the school will undertake the activities listed below:

- All teachers in the school will meet half termly to consider samples of work within a subject using STAT Sheffield guidelines. The outcome of these meetings will be an agreed interpretation of standards for attainment within the subject.
- All teachers will be involved in these meetings to ensure that there is a consistent interpretation of standards both within and across all year groups.
- All teachers will attend a consortium moderation meeting termly (reading, writing and maths), to ensure consistency across the group of schools.
- Each teacher will have an assessment folder with ongoing records, in core subjects, for each child. These will be updated throughout the year and the folder will be passed on to the next class teacher at the end of each academic year.
- Year 2 and Year 6 teachers will attend Local Authority moderation meetings as required, liaising with assessment S/L and core S/L for guidance and support where necessary.

This policy will be evaluated and reviewed annually. Any implications relating to issues for the whole school will be considered for inclusion in the termly review.

Early Years Foundation Stage Profile (Development Matters).

In the EYFS a range of informal assessment opportunities are integrated into the day to day planning. These include informal observation notes, focused observation opportunities and the use of photographs to record milestones in children's learning. These milestones are then checked against the EYFS profile. Parents are invited to contribute throughout the year at parent consultations and via 'WOW' sheets.

As a result of good assessments procedures teachers will know:

- Where the pupils are starting from.
- If the class overall learned what was planned and taught.
- If the pupils are making the progress expected.
- How many children are making sufficient progress in order to close the gap and reach or exceed national expectations.
- How well pupils are applying their skills, knowledge and understanding across the curriculum.
- Which pupils need more help and in which areas.
- Which pupils require extension work to deepen their understanding.
- How well planned activities are resourced and staffed for maximum impact on children's progress.
- How the teaching can be modified and improved in the future.

The SLT will know:

- How many pupils are making the progress required.
- If there are any problems.
- If the progress of the children in the school is in line with or above Age Related Expectations.
- How Wheelwright Lane compares with other similar schools nationally.
- Which aspects of teaching and the curriculum need to be developed and strengthened to meet the needs of all children.
- How Wheelwright Lane is performing in terms of progress/attainment and narrowing the gap in relation to national expectations.
- The impact of the termly pupil progress meetings.
- Levels of attainment within the school in terms of ARE and teacher assessment at the end of Foundation Stage, KS1 and KS2.
- How well the priorities of the LA drive are being met. (Every child to attend a good or outstanding setting; every child to achieve well whatever their starting point or circumstances; every child to go on to a positive destination).

Parents and carers will know:

- How their child compares to others nationally.
- How much progress their child is making.
- If their child has any specific problems.
- What the school is doing to help a child with specific problems.
- What they can do to help their child to make progress.

Recording

Recording will be manageable and relevant at short, medium-term and longer-term levels. Assessment will be more regular and detailed in the core subjects (STAT Sheffield folders - see above) and where the subject has been identified as an area for improvement.

- Literacy and Numeracy assessment sheets should be used alongside planning and annotated 1-5 and a small comment if children exceed expectations or require further support.
- Teachers will annotate all planning sheets as appropriate
- Science assessment should be made at the end of topics.
- Guided reading sheets will be used to inform future planning and to update STAT Sheffield sheets
- Whole class sheets will be used to capture information during daily reading of the class novel
- Intervention sheets will be used to record attainment and small steps in progress for children requiring extra support. These will be reviewed and assessed for impact by the Head Teacher and the SENDCo.

Short-term recording

Short-term recording will be useful when talking to other teachers/SENDCo/Teaching Assistants/outside agency support workers or other staff when identifying particular problems and will inform:

- Planning at short and medium term levels
- The teaching approach.
- The grouping of pupils.
- The deployment of staff.
- The choice of resources.

Constructive marking and feedback (refer to separate policy for further details) will be used to:

- Celebrate achievements with the pupils
- Identify areas for immediate improvement
- Provide targets for children to work towards
- Help children to understand the next steps they need to make in their learning
- Provide examples of modelling / exemplification to help children understand concepts more clearly.

Long-term recording

Long term assessment will include:

- The Foundation Stage E-Profile
- Statutory assessments at the end of KS1 and KS2.
- Any other periodic assessments that have been agreed to be used by the school eg. Optional QCA SATs, Rising Stars, NFER etc.

Assessment information will be used to:

- Analyse progress throughout the school for groups and individuals.
- Review and amend the curriculum/provision for children throughout the school, where necessary.
- Monitor attainment against national expectations.
- Inform the governing body of the school's standards and improvement through the Head Teacher's report to the governing body.

Please note: In order to maintain confidentiality, individual assessments will only be made available to the pupil's parents and professionals who are at liberty to see them.

This Policy was shared with the staff on 30th November 2015 and ratified by Governors on 3rd March 2016

Signed.....

This policy will be reviewed annually by the Performance & Standards committee of the Governing Body.

Assessment Plan - English

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	English progress test Guided reading	English progress test Guided reading	English progress test Guided reading	English progress test 2014 phonic test Guided reading	English progress test 2015 phonic test Guided reading	English progress test Phonic test Guided reading
Year 2	Rising stars SPAG Rising stars Reading Guided reading	Rising stars SPAG Rising stars Reading Guided reading	Rising stars SPAG Rising stars Reading Guided reading	Rising stars SPAG Rising stars Reading Year 2 SAT 2007	Rising stars SPAG Sample SPAG test Rising stars Reading Year 2 SAT 2009	Rising stars SPAG SPAG test 2016 Rising stars Reading Reading Test 2016
Year 3	Rising stars SPAG Rising stars Reading Guided reading	Rising stars SPAG Rising stars Reading Guided reading	Rising stars SPAG Rising stars Reading Guided reading	Rising stars SPAG Rising stars Reading Guided reading	Rising stars SPAG Rising stars Reading Guided reading	Rising stars SPAG Rising stars Reading GR/Kent papers
Year 4	Rising stars SPAG Rising stars Reading Guided reading	Rising stars SPAG Rising stars Reading Guided reading	Rising stars SPAG Rising stars Reading Guided reading	Rising stars SPAG Rising stars Reading GR/Kent papers	Rising stars SPAG Rising stars Reading GR/Kent papers	Rising stars SPAG Rising stars Reading Kent Papers
Year 5	Rising stars SPAG Rising stars Reading Guided reading	Rising stars SPAG Rising stars Reading Guided reading	Rising stars SPAG Rising stars Reading GR/Kent Papers	Rising stars SPAG Rising stars Reading GR/Kent Papers	Rising stars SPAG Rising stars Reading Kent Papers	Rising stars SPAG Rising stars Reading Kent Papers
Year 6	Reading SPaG SAT 2014	Reading SPaG SAT 2013	Reading SPaG SAT 2015	Reading SPaG SAT Sample	Reading SPaG SAT 2016	Reading

- Please note **writing** is not on the chart because this is an ongoing assessment not 1 piece of writing.

This Policy was ratified by *Governors* on

It will be reviewed in November 2016.