



Whiston Junior and Infant School

Part of White Woods Primary Academy Trust



Engaging Minds Developing Lives

Assessment Policy

Reviewed by SLT: March 2016

Approved by the Governing Body: April 2016

Review Date: February 2019

Assessment Policy adapted for Whiston Junior and Infant School

School Aims

The school aims to provide quality education for children between four and eleven years of age. Our aim is to provide high standards of teaching and learning through:

- A rich, broad, balanced and creative curriculum which sustains the engagement of all learners.
- Operating an environment which is safe, healthy, caring and supportive for everyone.
- Encouraging self-reliance and pride in all achievements.
- Developing learning skills and a love of learning, including the ability to question, enquire and be independent in their approach to learning.
- Promoting the development of tolerance and respect for others, regardless of race, creed or gender and ensure that all learners have equality of opportunity.

Aims of Assessment Policy

Whiston J & I School is committed to embedding assessment for learning at the heart of teaching and pupil achievement as our aim is to produce independent learners. We encourage our children to be creative and imaginative and develop a lifetime love of learning. Research has shown that formative assessment can improve both children's motivation and capacity to learn. Consequently the strategies used within this policy and our policy on Learning and Teaching, can have a considerable impact on raising achievement.

We have a responsibility to provide learning experiences that.....give every child the opportunity to succeed.

Assessment for learning provides the basic, essential elements of good or better teaching that allow maximum impact upon learning. This policy should be referred to in conjunction with the Marking and Feedback, Curriculum and Teaching and Learning policies.

At Whiston J & I School we have decided to use the Sheffield model of assessment (STAT) in Years 1- 6 which assesses pupils according to statements set out for each year group. This method is detailed further in the policy. In September 2015, we trialled the NFER method for baseline assessment in EYFS and we use Development Matter objectives throughout the year to track progress.

We believe the key purpose of assessment is to move all children on in their learning in order for them to be secondary ready. Continued monitoring of each child's progress gives a clear picture of what each child is doing and their next steps. It is important that each teacher knows what has been remembered, what skills have been acquired, and what

concepts have been understood. This enables teachers to reflect on what children are doing and informs future planning. The outcomes of our assessments will help children become involved in raising their own expectations.

Through assessing, recording and reporting on pupils' work, we aim to:

- Enable pupils to understand what they have to do to reach end of Year and Key stage expectations.
- Allow staff and children to plan more effectively.
- Involve pupils and their parents/carers in their own learning.
- Provide our school with information to evaluate teaching.
- Give pupils helpful feedback on their achievements and areas for development, in order that they can learn more effectively.
- Ensure that our practices in this area adhere to the equal opportunities policy of the school.

Principles

The principles that underpin assessment at Whiston J & I School are:

- Every child can achieve: all teachers have the mindset, 'What do I need to do next to enable child in my class to achieve?'
- The National Curriculum objectives are used as the expectations for all children.
- Most pupils make age appropriate progress – at least 3 steps per year, those who need to 'close the gap' will be required to make more progress.
- To ensure the swift and effective identification of learning interventions where needed
- Teachers are experts at assessment - assessment is effectively used to ensure the correct scaffolding is built into lessons to ensure all children achieve.
- All learners need to understand what they are being asked to learn and more importantly, why. Success Criteria are discussed and agreed with or formulated by the children during each lesson, work is assessed against the success criteria.

Assessment Types

We use a range of assessments:

- **Formative** – informing the planning process of the next steps to learning
- **Summative** – measuring pupil performance and achievements at a particular stage
- **Nationally standardised summative assessment** – measuring pupil attainment and progress against own targets, national targets and their peers.
- **Evaluative** – making judgements about the effectiveness of learning and teaching

Effective Formative Assessment

All teachers assess their class or group on a daily basis so that they can plan the next stage in each child's learning. It helps teachers monitor progress, provide motivation for the children and helps inform planning. Effective assessment for learning will involve:

- Sharing learning objectives – so children know clearly what they are learning in a language suitable to their age
- Identifying success criteria - which will make the children effective, independent learners
- Questioning - to identify children's understanding and address misconceptions
- Observation – monitoring children's learning and progress
- Learning conversations – in a variety of individual, paired or group situations eg Talk Partners
- Oral feedback – informing the children throughout the lesson of their progress and feedback on future learning
- Marking and feedback - please refer to the Marking and Feedback Policy
- Peer assessment – children assessing the work of their peers
- Self-assessment – children assessing their own work
- Target setting – clear personalised targets for every child
- Tracking - effective monitoring of children's progress to help with the allocation of staff and resources
- Pupil Progress meetings – class teachers will meet regularly with the appropriate SLT member to discuss the children's progress.

The Primary Purpose of Daily Formative Assessment

For Pupils:

In school, formative assessment helps pupils to measure their knowledge and understanding against learning objectives and wider outcomes and to identify where they need to target their efforts to improve.

How do we do this at Whiston J & I?

Teachers use the Marking and Feedback policy to ensure children are aware of their achievements and are given time to act upon corrections, editing and next steps.

For Parents:

In school, formative assessments provide parents with a broad picture of where their children's strengths and weaknesses lie and what they need to do to improve. This reinforces the partnership between parents and schools in supporting children's education.

How do we do this at Whiston J & I?

At Whiston J & I, we report to parents at parent consultation evenings in the Autumn and Spring terms. We formally report to parents at the end of each academic year.

For Teachers:

In school, formative assessment is an integral part of teaching and learning. It allows teachers to understand pupil performance on a continuing basis. It enables teachers to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. In this way, it supports teachers to provide appropriate support or extension as necessary. It also enables teachers to evaluate their own teaching of particular topics or concepts and to plan future lessons accordingly.

How do we do this at Whiston J & I?

At Whiston J & I, we follow the attainment of the pupils and track progress carefully. This allows teachers to plan high quality lessons and respond rapidly to the needs of their pupils. Moderation is vital to support and provide rigour within teacher judgements. Moderation takes place half termly across all year groups. Academy moderation takes place at least twice per year. SLT, EYFS, Y2 and Y6 staff attend Local Authority moderation meetings.

For School Leaders:

In school, formative assessment provides a level of assurance for school leaders. If school leaders are confident their staff are carrying out effective formative assessment, they can be assured that problems will be identified at the individual level and that every child will be appropriately supported to make progress and meet expectations.

How do we do this at Whiston J & I?

At Whiston J & I we use half termly pupil progress meetings to ensure all children make at least expected progress.

Effective Summative Assessment

Summative assessment is used at Whiston J & I to bring all assessment judgements together. This is supported by:

- STAT Trackers
- EMAGs (online tracking tool)
- End of topic / unit assessments

The Primary Purpose of Summative Assessment

For Pupils:

In school, summative assessment provides pupils with information about how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can continue to improve.

How do we do this at Whiston J & I?

At Whiston J & I, children complete forms of summative tests and independent writing tasks eg Big Write throughout the year. These are used in conjunction with formative assessment to set children's targets, highlighting what they did well and what they needed to do to improve.

For Parents:

In school, summative assessments can be reported to parents to inform them about achievement, progress and wider outcomes of their children across a period, often a term, half-year or year.

How do we do this at Whiston J & I?

At Whiston J & I, we report end of year summative assessment to parents via annual Record of Achievements, to inform them about their child's attainment and progress in English (Reading, Writing and Grammar, Punctuation and Spelling), Mathematics and Foundations Subjects.

Results from end of key Stage Government tests for English and Mathematics are reported to parents. Y1 parents are informed if their child has met the phonic standard.

EYFS profile data is used to inform parents about their child's development against the Early Learning Goals (ELGs) and the characteristics of their learning. It also informs them if their child has reached a 'Good Level of Development'.

For Teachers:

In school, summative assessments enables teachers to evaluate both pupil learning at the end of an instructional unit / period and the impact of their own teaching. Both of these purposes help teachers to plan for subsequent teaching and learning.

How do we do this at Whiston J & I?

At Whiston J & I, we analyse the results from all forms of assessment to update EMAGs and to identify what teachers need to plan for in the next units of work. End of year assessments are passed up to the receiving teachers, so they can plan to address misconceptions and deepen learning.

For School Leaders:

In school, summative assessment enables leaders to monitor the performance of pupil cohorts, to identify where interventions may be required and to work with teachers to ensure pupils are supported to achieve sufficient progress and expected attainment.

How do we do this at Whiston J & I?

At Whiston J & I the SLT rigorously analyse pupil progress and attainment and hold teachers to account for any children not making at least expected progress. This analysis, as well as monitoring pupil outcomes forms the basis of the termly triangulation report and Head of School Report to Governors.

Nationally Standardised Summative Assessment

Nationally standardised summative assessment currently takes place in two identified year groups in school:

- National Curriculum tests in Reading, Maths (arithmetic and reasoning) and GPS (Grammar, punctuation and Spelling) at the end of Key Stage 1 – Year 2
- National Curriculum tests in Reading, Maths (arithmetic and reasoning) and GPS (Grammar, punctuation and Spelling) at the end of Key Stage 1 – Year 6
- There is also a Phonics screening test in Year 1, which assesses pupils' phonetic knowledge.

The Primary Purposes of Nationally Standardised Summative Assessment

For Pupils, Parents and Governors:

Nationally standardised summative assessment provided information on how pupils are performing in comparison to pupils nationally. It also provided parents with information on how the school is performing in comparison to schools nationally. This allows parents to hold schools to account.

How do we do this at Whiston J & I?

At Whiston J & I, we report the results to parents in the end of year reports in FS2, Years 2 and 6. The phonics test is also reported at the end of Year 1. Cohort results are also published on our website and in School Newsletters.

Roles and Responsibilities

Assessment for learning is collaborative and involves all stakeholders of the school.

Governors

Oversee the policy and ensure that assessment for learning drives learning and teaching within the school. They will scrutinise pupil achievement and hold leaders to account for ensuring every pupil achieves at least in line with other pupils within school and nationally.

Senior Leadership Team

Drive improvement and have a vision that the school will collectively apply assessment for learning so there is maximum impact of children's learning and achievement.

Phase Leaders and Subject Co-ordinators

Monitor standard of achievement and progress within the subjects/areas or year groups they lead and drive improvement.

Teachers

Apply assessment for learning fully within their teaching to maximise learning and teaching opportunities.

Teaching Assistants

Use assessment for learning techniques to help teachers and children make judgements on the learning and identify the next stages for learning.

Parents/Carers

Are to be made fully aware of the children's targets and development and be offered support by the school to ensure their children are achieving in line with their age and ability.

Children

Have responsibility for their own learning and clearly know what they need to do to make good progress and achieve their targets.

Individual Pupil Target Setting

The target for each pupil is that they make 3 steps progress, from their start point, each academic year. This is deemed to be expected progress. More than expected progress is where pupils make 3+ steps progress. In addition, targets for every pupil at the beginning of the academic year and reviewed by class teachers and SLT at half termly pupil progress meetings.

These are set using a range of criteria:

- National end of year expectations for each year group
- An expectation of better than expected progress for every pupil each year, based on their age and ability
- The need to set challenging targets and accelerate progress for pupils who have not previously met EOY expectations for their age/ability
- Analysis of performance information and areas of improvement from RAISE Online
- Expected progress from EYFS to the end of KS1
- Expected progress from KS1 SATs to end of Year 4 (at least 6 steps)
- Expected progress from KS1 SATs to KS2 SATs (12 steps minimum)

The targets are based on the highest expected outcome for every child based on their previous achievement. End of year targets form the basis of monitoring pupil progress throughout the year and are the primary measure by which the impact of quality first teaching and interventions are judged.

Sheffield Model of Assessment and Tracking (STAT)

Teachers' Use of Sheffield Model of Assessment (STAT)

Teachers will use the STAT Sheffield grid for their Year group, alongside the National Curriculum. They will plan lessons which allow the pupils to achieve the KPIs and therefore be fully prepared for the next stage in their education.

Teachers highlight a STAT grid for each child to show their achievements whilst in each year group. For English and Mathematics, teachers collect evidence to demonstrate if the pupil is beginning, progressing and embedded in each of the statements, including the KPIs. Each term, the amount of statements are counted and this evidence is used to support a 'best fit' judgement to determine if the pupil is Entering, Developing or Secure in each programme of study. Teachers will record pupil progress against the STAT using EMAGs tracking system. This will help teachers to analyse which performance information, showing which groups are making expected progress and reaching age related expectations.

Senior Leaders' Use of Sheffield Model of Assessment (STAT)

Senior leaders will ensure that the STAT system is being applied consistently across school for all pupils. They will moderate teacher assessment and ensure planning meets the needs of all pupils.

They will analyse performance information for pupils and groups of pupils and plan intervention where required. The performance information gathered will be used to report to parents, governors and Ofsted on the effectiveness of the education being provided by the school.

Reporting Assessment Information to Stakeholders

Governors will scrutinise the effectiveness of the education provided through the various committees. Amongst other methods, these committees will scrutinise school performance information and hold Senior Leaders to account for the achievement of pupils and groups within the school in comparison to National Expectations. Senior leaders will report whole school performance information analysis to Governors **at least 3 times** per year at the end of the Autumn Term, Spring Term and Summer Term. Governors will also analyse published and validated performance information such as RAISE Online and data dashboard in order to ascertain the schools strengths, areas for development and actions to address these.

Pupil Tracking and Assessment points throughout the Year

There are six formally recorded and analysed assessment points throughout the academic year (7 in EYFS Reception). The SLT analyse the performance information. Throughout the year, performance information analysis methods may differ depending on the year group, time of year and areas of concern identified. Analyses include the following:

- Achievement by year group
- Achievement by gender
- Achievement by ethnic group/ language
- Achievement of pupils with disabilities and/or special educational needs (carried out by SENCO)
- Achievement of disadvantaged pupils and who are eligible for the Pupil Premium

All analyses are compared against national expectations (ROL and Data Dashboard) in order to identify which pupils or groups of pupils are not achieving in line with expectations.

Inclusion Statement: (SEND/EAL/G&T)

We are committed to providing effective learning opportunities for all pupils and apply the principles of the Equality Act 2010 in to our curriculum planning and teaching. Suitable and challenging learning opportunities will be planned and delivered for all pupils with the aim of maximising achievement for each individual. Teachers will respond appropriately to pupils' diverse learning needs and be aware of the needs of pupils based on gender, special educational needs, disability, disadvantage (including those pupils who are eligible for the Pupil Premium Grant) and pupils who are newly arrived and/or speak English as an additional language. We are committed to the principle of equality of opportunity for all and this will be reflected in the curriculum offered, the quality of education provided and the achievement of all individuals and groups of pupils.