



Policy Title	Assessment Policy
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Approving Committee	Curriculum, Standards & Achievement
Chair of Committee	Headteacher
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Mission Statement

Woodborough School is all about...

**Christian caring
Happiness
Inspiring
Learning together
Diversity
Rewarding
Enabling
Nurturing**

Background

Assessment lies at the heart of the process of promoting children's learning. It provides a framework within which educational objectives may be set and children's progress expressed and monitored. This should be done in partnership with the children.

Assessment should be incorporated systematically into teaching strategies in order to diagnose any problems and chart progress. It helps the school to strengthen learning across the curriculum and helps teachers enhance their skills and judgements. Our assessment procedures are free from bias, stereotyping and generalization.

This policy will detail the rationale and practical application of assessment at Woodborough School and will ensure that our assessment practice in school adheres to the DfE Assessment Principles 2014 (Appendix 1).

Principles

Using the principles and processes of assessment, we aim to:

- monitor progress and support learning
- recognise the achievements of pupils
- guide future planning, teaching and curriculum development
- inform parents of pupil achievement
- provide information to ensure continuity when the pupil changes school or year group
- comply with statutory requirements

Types of Assessment

In all aspects of assessment, children will be taught and assessed against the key skills, knowledge and understanding appropriate for their age, as set out in the Primary Curriculum 2014.

Formative: This is the ongoing assessment carried out by teachers both formally and informally during a unit of work. It involves teachers giving verbal and written feedback to children. Written feedback is carried out in accordance with our Marking and Feedback Policy (Appendix 2). The results of formative assessments have a direct impact on the teaching, materials and strategies employed immediately following the assessment. Evidence and observations are kept in teachers' own records, and/or the children's own books.

Summative: These are made about children's achievement at defined periods of the academic year. These decisions are based upon bodies of the children's work and also summative assessments such as tests. We recognize that, whilst useful, summative tests only provide a snapshot of performance at any given time. The school uses a range of summative tools detailed in the Assessment Timetable (Appendix 3).

Pupil Progress Meetings between class teachers and members of the Senior Leadership Team (SLT), including the Special Needs Subject Leader (SENCO) happen once each term (and more regularly for vulnerable pupils). These meetings are to establish how the children are performing in relation to their age related expectations and to find ways to ensure that all children are supported in their learning, in a manner that reflects their individual needs. Children who may be in danger of falling behind are also identified; the SLT are then able to discuss how those children might be supported with their teachers, to ensure that actions are taken to accelerate the children's learning. Likewise, children who are exceeding age related expectations are discussed and enrichment work can be put in place as appropriate.

Children working outside of their Age Related Expectations

Some children may be significantly below their age related expectations because of their SEND. For such pupils it is important to assess their learning using a wider range of tools. This may be different for every child

but could include assessment information regarding their spelling or reading age. As with all children, pupils with SEND should be set targets that reflect their individual needs. Children with SEND can also be assessed in regard to their progress within particular learning interventions that take place across the school.

Assessment in the Foundation Stage

On entry to the school, children are informally assessed. Results are used to inform planning, set targets and aid early identification of special needs. Children are observed and assessed during adult initiated and child initiated activities, to ensure that the next steps in learning are appropriately planned in order to help children make progress. During their Reception Year, children are assessed using the Foundation Stage Profile, which is based on the teacher's on-going observations and assessments in the seven areas of learning. Each child's typical developments and achievements are recorded in the Profile. At Woodborough, the 2Build a Profile software is used to record observations which are emailed to parents. Parents are able to comment and email back their own observations which can be added to the portfolio of evidence for their child. WOW moments sheets are sent to parents each term so that they can record any milestones their child has achieved outside of school. Pupils' work and observations are kept in Learning Journey Folders. The children have opportunities to look through their Learning Journey Folders and comment on their progress and achievements. In the Summer Term, the Early Years Foundation Stage Profile summative assessment is completed for all pupils against the 17 Early Learning Goals statements (ELGs) and sent to the Local Authority. An end of year report is written and given to parents which highlights whether their child is working below, within or above age related expectations against the 17 ELGs. The report will also include comments on the Characteristics of Effective Learning.

Records and Record Keeping

Teachers use records to review pupils' progress, set appropriate targets for the future and to form the basis of reports.

Records are kept in many ways. These include:

- Teachers' plans, notes, mark books, etc.
- Children's work
- Assessment results in school's Wiltshire Tracker, NGRT, SWST, Spelling and Reading Age records
- Baseline assessments, EYFS Profile and Learning Journeys
- Cold and Hot Tasks
- Guided Reading files
- End of year pupil reports

In order to summarise all evidence of achievement, we keep a record of each child's attainment in the National Curriculum subjects. This is completed by teachers throughout the academic year and transfers with the child to the next class, or moves with them to the next phase of their education (Appendix 4).

Standardisation / Moderation

Whole-school assessments take place to ensure consistency of assessment across the school. Moderation of work is completed across year groups and also with other schools to help ensure that our assessment decisions are always objective and accurate.

The process of moderation is an essential part of the assessment system. Teachers are involved in the moderation process to ensure agreement on criteria for age related expectations in the following ways:

- With colleagues in school – to ensure consistency of assessment across the school.
- With colleagues from cluster schools to ensure decisions are objective and accurate.
- By attending LA sessions to ensure our judgments are in line with other schools and LA Moderation Visits at Foundation Stage and end of Key Stages 1 and 2.
- By using exemplification materials

Examples of moderated work are kept by curriculum leaders.

Communicating with Parents about Learning and Assessment

During the autumn and spring terms, in advance of Parent – Teacher Consultation Evenings we send home pupils' Progress Books, which contain examples of children's work in English, maths and one other chosen curriculum area. The Progress Books also highlight areas for further discussion at the forthcoming Parents' Evenings.

A written report for each child is sent to parents, once a year, at the end of the summer term. Reports outline a child's progress in the core and foundation subjects of the National Curriculum. The teacher will make a comment on the attainment of the pupil in terms of national age related expectations and effort. Targets for English, Mathematics and Personal Development are also set.

For children at the end of Key Stages 1 & 2, additional information including details of the SATs testing will also be provided.

Should the need arise; parents are welcome to discuss the progress of their child with the class teacher or Head teacher at other mutually convenient times.

Target Setting and reviewing progress

Target setting is essential to raise standards throughout the school in all subjects. Target setting may be completed individually, for groups, classes and as a whole school.

At Woodborough School we use the Wiltshire Tracker to monitor pupil progress and achievement. At Pupil Progress meetings with staff, pupil targets are discussed.

Individual pupil targets are set regularly, discussed between teacher and pupil and then shared with parents at Parent's Evenings.

The Role of the Assessment Subject Leader

A member of the teaching staff has the responsibility for the development of the assessment, recording and reporting procedures in school.

The subject leader's responsibilities include:

- contributing to the School Development Plan through work with the Senior Leadership Team
- leading school development in assessment, recording and reporting procedures
- liaison with subject leaders within the school and LA
- attending and leading INSET where appropriate
- keeping Governors informed

The Role of Governors

Governors have a crucial role in ensuring the school has accurate assessment information for all children. Although Governors will not know individual children's results, it is essential that governors are aware of how groups of children are performing and the progress they are making. The school will report to the governors termly on progress made in each year group and for each identifiable group of children.

The school will provide thorough and accurate reports and analysis on the performance of children against national expectations at the end of the EYFS, Key Stages 1 and 2, and must provide robust action plans following each year's results.

Governors will provide challenge for the school and will meet regularly with subject leaders to review progress.

Monitoring and Evaluation

Assessment, recording and reporting procedures should be monitored annually in order that they remain meaningful and manageable. Policies and procedures may change in light of any new initiatives. This policy should be reviewed in line with the school cycle.



Assessment Principles

As part of the 2013 Primary Assessment and Accountability consultation, we consulted on a set of core principles to underpin effective assessment systems within schools. Following feedback from the consultation responses, these principles were further developed by an independent Expert Panel.

The principles are designed to help all schools as they implement arrangements for assessing pupils' progress against their school curriculum; Government will not impose a single system for ongoing assessment.

Schools will be expected to demonstrate (with evidence) their assessment of pupils' progress, to keep parents informed, to enable governors to make judgements about the school's effectiveness, and to inform Ofsted inspections.

Effective assessment systems:

Give reliable information to parents about how their child, and their child's school, is performing

- a. Allow meaningful tracking of pupils towards end of key stage expectations in the new curriculum, including regular feedback to parents.
- b. Provide information which is transferable and easily understood and covers both qualitative and quantitative assessment.
- c. Differentiate attainment between pupils of different abilities, giving early recognition of pupils who are falling behind and those who are excelling.
- d. Are reliable and free from bias.

Help drive improvement for pupils and teachers

- a. Are closely linked to improving the quality of teaching.
- b. Ensure feedback to pupils contributes to improved learning and is focused on specific and tangible objectives.
- c. Produce recordable measures which can demonstrate comparison against expected standards and reflect progress over time.

Make sure the school is keeping up with external best practice and innovation

- a. Are created in consultation with those delivering best practice locally.
- b. Are created in consideration of, and are benchmarked against, international best practice. © Crown copyright 2014

Appendix 2
Marking & Feedback Policy

Appendix 3
Assessment Timetable

Appendix 4
Record of pupil's attainment

Appendix 5
Pupil's Annual Report templates