



## **Wordsworth Primary School Assessment Policy**

### **Principles of Assessment**

Assessment must be underpinned by the utmost confidence that **every** pupil can improve. It is ambitious with feedback inspiring greater effort and a belief that more can be achieved. It should therefore actively involve learners, engaging them in decision making and motivating them to take responsibility for their own learning.

Assessment is inclusive and therefore must inform the differing approaches for learners, the nature of the activity and the context in which the learning takes place. Formative assessment should be at the foundation of our teaching and learning. It should identify what has and has not been understood, thus helping to inform planning and evaluation of teaching methods and approaches.

Mastery learning for all is at the heart of our assessment practice. It must recognise and celebrate that learning is a journey encompassing breadth and depth, not a race, to ensure learning is deep and secure. It should enable gaps and misconceptions to be identified, work to be set at the appropriate level necessary for the children's continuing progress, and interventions/ adaptations to be made as necessary.

Any assessment must be valid, reliable, fair, purposeful, timely and manageable. Assessment must also draw on a WIDE range of strategies and evidence. Assessment is crucial in identifying and addressing pupils' personal, social and academic needs. At Wordsworth, these needs are met in partnership with the parents, school and child with the aim that **every** child can reach their full potential.

### **Assessment without levels:**

The new national curriculum is founded on the principle that teachers should ensure pupils have a secure understanding of key ideas and concepts before moving onto the next, and that they show they know, understand and can apply their learning therefore are 'secure in their knowledge or understanding.' Once children are secure they can deepen or widen their understanding.

The new national curriculum provide the basis for different, more secure assessment based on deeper learning. Mastery means- 'met and remembered' Therefore it is expected that the vast majority of children will achieve mastery of their age appropriate objectives.

**'Progress can involve developing deeper and wider understanding, not moving onto greater difficulty.'** (DFE)

The new curriculum is about deep, secure learning for all, with extension of more able students (more things on the same topic) rather than acceleration (rapidly moving on to new content.)

**'Removing levels encourages schools to develop approaches to in-school assessment which are better tied to curriculum content, and which do not restrict teaching solely to the specific content in the National Curriculum, but encourage the wider exploration of subjects which results in higher attainment and greater enjoyment.'** (DFE)

## **Aims:**

We aim to:

- Recognise the achievements of pupils and identify any areas of development.
- Enable the active involvement of pupils in their own learning and inform them of their progress and their next steps.
- Guide planning, teaching, additional support, curriculum development and resources
- Monitor progress and support learning.
- Ensure consistency in assessing achievement and identifying achievable and challenging targets for each child.
- Raise standards of achievement throughout the school.
- To provide regular information to parents that enables them to support their child's learning.
- To plan for termly Teaching and Learning mornings (for each Year group) to discuss attainment, progress, pitch and next steps for pupils, and to validate judgements and ensure consistency.
- To plan for termly Pupil Progress Meetings, specifically focussing on the progress of Pupil Premium Pupils, EAL pupils, SEN pupils and those children who are stuck or falling behind.
- Maintain accurate records of the progress and attainment of individual children, subgroups and cohorts.
- Provide information to ensure continuity when the pupil changes school or year group
- Comply with statutory requirements.
- To provide the information that allows school leaders and governors to make judgements about the effectiveness of the school and to evaluate the schools performance against its own previous attainment over time and against national standards.

## **Types of Assessment**

At Wordsworth Primary school we use a combination of formative and summative assessment as outlined below. In addition Diagnostic assessment may be necessary where learning difficulties or particular special needs are identified.

### **Formative assessment (AFL): The planned and managed learning experiences of the children.**

Formative assessment is crucial to everyday teaching and creates a positive learning environment where children can see the steps necessary for their own success. It is the ongoing assessment carried out by teachers, both formally and informally during a unit of work. It has a direct impact on the teaching strategies, planning and resources used next. Some examples of formative assessment:

- questioning
- mini white board work,
- scanning work during a lesson
- marking that links to success criteria
- children's comments, both written and oral
- anecdotal notes
- observational assessments
- Prove it's
- Independent work
- Short quizzes or 'tests'
- Recordings in teacher mark books

- Pupil progress meetings (half termly)
- Peer assessment/marking (done in a sensitive and safe way)
- Self- assessment: encouraging deeper personal reflection/reasoning as children get older. (Including written self- assessment, HIT –Help, I’ve got it, I can teach this, verbal self- assessment and thumbs up/down.)
- Marking during the lesson encouraging immediate feedback the children can act upon.
- Cutaways and pull backs
- Deliberate mistakes by adult/ teacher
- Audio/video recordings
- Photographs
- Moderation within year teams
- Mini teachers/ peer teaching
- Talk partners
- Open dialogue between teachers and teaching assistants about groups or individuals

All formative assessment will inform our Year group ***‘Ongoing reading and maths assessment sheets, and writing personalised learning grids (PLG’s)’*** (as well as any other Year group tracking sheet). Each class teacher will regular update these for the groups and children within their classes, identifying when a child is emerging, expected or exceeding based on what has been taught and noting any key gaps or misconceptions. Formative assessment will also be used to inform parents of progress, attainment and next steps at regular parent meetings and to inform termly Teaching and Learning meetings and pupil progress meetings in school.

#### Summative assessment

Summative assessment is important for accurate information regarding a child’s attainment and progress. It will inform whole school, cohort and subgroup comparisons, and provide information about cohort strengths and weaknesses to build from in the future. It informs whole school target setting and prediction of a cohort’s future attainment. It will provide age standardised information, end of key stage test data against which the school will be judged, and ensure statutory assessments, at the end of EYFS, KS1 and KS2 are met. It therefore enables local and National comparisons to be made.

Summative assessments will be carried out on a termly basis.

End of year children’s reports will include summative assessments for parents.

Examples of summative assessment:

- Class reading, writing and maths ZIP tables
- EAL, PP, SEN Provision maps
- Cohort long term tracking overview
- Yr 1 phonics screening
- Yr 2 tests (maths: arithmetic and problem solving, SPAG, spelling, reading)
- Yr 6 tests

#### **Assessment and reporting in Early Years**

Ongoing formative assessment forms an integral part of everyday teaching within the Early Years, evidence of this will be seen in each child’s online Tapestry folder and Learning Journey.

### Summer term prior to entry:

Our aim is to gather information about each new pupil, prior to them beginning school at Wordsworth, which will contribute to an initial baseline assessment. We plan to visit all children at their pre-school setting, to discuss each child with their pre-school leader, and then invite each family to 3 pre-school sessions at school. We then offer a home visit to all families. All learning Journeys are passed onto class teachers prior to admission in September.

### Baseline Assessment:

During September a rigorous baseline assessment is carried out, this enables teachers to identify where a child is on their learning Journey, and what their next steps are in the Development Matters in the Early Years Foundation Stage (EYFS) framework, DFE, 2012. The baseline assessment includes the summer term liaisons with pre schools and parents, pre-school learning journey's, informal observations and an internal baseline assessment. Once a baseline assessment has been completed each child will be given an end of year target, and on entry to school attainment levels (this will be collated on class pen portrait sheets).

### Ongoing formative and summative assessment:

Our aim is:

- To ensure that assessment is ongoing and integrated into every day teaching and learning, thereby maximising progress for all children, at their individual stage of development.
- To use a range of informal and formal assessments throughout the year, in order to make ongoing judgements on attainment and plan for the next steps in learning. Informal assessments are carried out on a daily basis (evidenced via anecdotes, photographs and observations based on 'Characteristics of Learning' and 'Areas of Learning').
- To plan for termly Teaching and Learning mornings (for each Year group) to discuss attainment, progress, pitch and next steps for pupils, and to validate judgements and ensure consistency.
- To plan for termly Pupil Progress Meetings, specifically focussing on the progress of Pupil Premium Pupils, and those children who are stuck or falling behind.
- To ensure that every child has an up to date online Tapestry folder and Learning Journey, which includes ongoing anecdotes/ observations, photographs, annotated samples of WOW work, independent work, tracking of the Characteristics of Learning and an end of year report, providing a detailed book of each child's journey (progress and attainment) through Year R. Parents and children will contribute to this book regularly, by making relevant comments. Learning Journeys will be passed onto Year 1 teachers, as part of the planned transition process.
- All cohort data will initially be entered onto a class pen portrait sheet, and then onto termly ZIP tables and other cohort tracking sheets, to be analysed by the Year Leader, looking at whole cohort, class, subgroup and individuals children's data. Gaps in learning will be identified and made a priority, by adapting the next half terms planning.
- End of Year data will be sent to the LA, by the 30<sup>th</sup> June, via SIMS.

### The Wordsworth Primary School agreed system:

The agreed terminology we will be using as a school is as follows:

**Emerging (working towards) (EM)**

**Expected (met & mastered) (EXP)**

**Exceeding (greater depth and application) (EXC)**

The Process:

Teachers assess pupils' understanding of a topic/concept and identify where there are gaps. This tells the teacher what to focus on in future lessons and prompts the teacher to consider how his or her teaching approach can be adapted to improve pupils' understanding. This, in turn, informs the teacher's thinking about which assessments to use to evaluate whether the new approach has been effective. In this manner, **good teaching and assessment continually reinforce each other and generate continuous improvement.**

'To demonstrate that pupils have met a standard, teachers will need to have evidence that a pupil demonstrates consistent attainment of all the statements within the standard and all the statements in any preceding standard(s.)'

This means **we cannot leave gaps**. Existing gaps from the previous year will need to be plugged during the first three weeks of the Autumn Term before the class move on to their new Year group objectives/ statements. Any remaining gaps for individual children will continue to be a focus. It may be appropriate for a small number of children to work on a previous Year Groups expected learning outcomes. Effective differentiation is essential for high quality teaching, ensuring that all children's next steps are addressed, this includes providing opportunities for children with potential for achieving Exceeding (Greater Depth) eg Digging deeper tasks, open ended tasks, increased choice, increased 1:1 conferencing etc)

#### **Assessment timeline and record keeping**

Each teacher is responsible for keeping up to date and relevant records of children's achievements. During termly Teaching and Learning mornings and Pupil Progress meetings the class teacher will use these records to discuss the progress of their class. All teachers will have ongoing formative assessment records such as:

- Mark books
- Annotated plans
- Ongoing Reading, Writing and Maths assessment sheets
- Reading records
- Maths 'Prove it's'
- Wriggle writes
- Passports to success (SEN)
- Interim assessment tests
- Anecdotal notes
- Checklists
- Children's books including developmental marking and response to marking.
- Records from pupil progress meetings.

#### **Assessment Timeline:**

- Ongoing Assessment sheets for core subjects (Personalized learning grids or other Year group sheets) will be highlighted regularly as part of ongoing AFL.

- Provision maps: Provision maps will be formally completed at the end of Aut Spr and Summer terms, however they will need to be reviewed and updated regularly, and used as a working document to ensure effective provision for vulnerable children

#### End of Autumn 1:

- Baseline = Last year's levels (Yr R Pen portrait sheet)
- Subgroup provision maps to be completed
- Interventions planned

#### End of Autumn 2:

- Teachers to moderate highlighted ongoing assessment sheets for core subject.
- KS 2 NFER tests
- ZIP table produced/ YGL reports/ SLT reports
- Subgroup provision maps to be completed
- Interventions planned

#### End of Spring 1:

New provision maps to be set up

#### End of Spring 2:

- Teachers to moderate highlighted ongoing assessment sheets for core subject.
- KS 2 NFER tests
- ZIP table produced. / YGL reports/ SLT reports
- Subgroup provision maps to be completed
- Interventions planned

#### End of Summer 1:

New provision maps to be set up

#### End of Summer 2:

- Teachers moderate highlighted ongoing assessment sheets by group by core subject.
- KS 2 NFER tests
- Teachers use statements and exemplification materials to assign a final level e.g. emerging, expected, exceeding, and report this on long term data overviews, and end of year reports.
- ZIP table and ongoing assessment sheets completed for next teacher and passed up.
- Subgroup provision maps to be completed. New provision maps to be set up
- Planning for filling gaps of new cohort for first 3 weeks of Autumn 1.
- Future intervention planning.
- End of year summative reports by Year Group Leaders and SLT completed
- Deputy Head Teachers and PP/EAL/SEN leaders summarise and analyse Year end data identifying priorities for School Development Plan.

### **Moderation**

The process of moderation is an essential part of the assessment system to ensure consistency and accuracy. All teachers are involved in the moderation process to ensure agreement on criteria for levels in the following ways;

- Within Year group, as a regular part of PPA
- With colleagues in their Key stage (At least half termly)
- With colleagues across the school (At least half termly)
- With colleagues from other schools within the JET (termly)
- With colleagues from other schools within Hamwick

- With colleagues from other schools in the city

### **Reporting**

Reports promote and provide:

- Good home/school relationships
- Information for parents
- An opportunity for discussion with parents
- In some cases, information for outside agencies
- Targets for the children
- Information for next schools

A formal written report 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. Targets for literacy and numeracy are also set.

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

Year 1 parents will be informed of the Phonics screening result for their child.

Yr R parents will be informed of their child's attainment for each of the 17 Early Learning Goals.

Parents are invited to attend formal consultations (parent evenings) with the teacher during the Autumn, Spring and Summer Terms. Should the need arise; parents are welcome to discuss the progress of their child with the teacher at other times. The teacher may invite parents to discuss their child at other points as required.

### **Links to other policies**

Please refer to:

- Teaching and Learning Policy
- Marking Policy
- Curriculum Policy

### **Staff responsible for implementation**

Mrs Barwell- Deputy Head

Mrs Fay- Deputy Head

### **Review**

This policy is subject to annual review, as part of the school evaluation process.

The Assessment leaders will keep evidence of changes and improvements brought about by the implementation of the new assessment policy. Lesson observation reports, scrutiny of work and marking, scrutiny of planning and assessment analysis, including long term overviews and pivot tables will be kept centrally in a school assessment file.