

Assessment

Whytemead Primary School



Assessment Policy

Updated September 2018

Principles of Assessment at Whytemead



Key Principles underpinning Assessment

These principles underpin our school's Assessment for Learning policy on how we will assess all children throughout their time at Whytemead Primary School:

We believe that:

1. Assessment is at the heart of teaching and learning: it provides evidence to guide teaching and learning; it gives children the opportunity to demonstrate and review their progress.
2. Assessment is fair; it is inclusive of all abilities, purposeful and appropriate to the needs of the children, free from bias towards factors that are not relevant to what the assessment intends to address.
3. Assessment is honest and the outcomes are used in ways that minimise undesirable effects; outcomes are conveyed in an open, honest and transparent way to assist pupils with their learning and the judgements. These judgements are moderated by experienced professionals across the local authority in a shared approach to teaching and learning to ensure their accuracy.
4. Assessment is ambitious; it places achievement in context against nationally standardised criteria and expected standards for which schools and school leaders are accountable. It embodies, through objective criteria, a pathway of progress and development, which supports successful progress and transition for every child. It sets high expectations for all learners.
5. Assessment is appropriate; any assessment process should be clearly stated; conclusions regarding pupil achievement are valid (to age, task and to the desired feedback information); it should draw on a wide range of evidence to provide a complete picture of pupil achievement; it should demand no more procedures or records than are practically required to allow pupils, their parents and teachers to plan future learning.
6. Assessment is consistent; judgements are formed according to common principles; results are readily understandable by third parties; results are capable of comparison with other schools, both locally and nationally.
7. Assessment outcomes provide meaningful and understandable information for pupils in developing their learning; They help parents in supporting children with their learning; support teachers in planning teaching and learning; enable school leaders and governors in planning, allocating resources and track pupil progress
8. Assessment feedback should inspire greater effort and a belief that, through hard work and practice, more can be achieved.
9. Staff collaboration will be at the heart of this process.

So, what does assessment look like at Whytehead?

This table shows what assessment happens and when during your child's journey through our school.

You will notice that the level of formality in the assessments increases as your child progresses through Whytehead.

Year Group	Ongoing	Weekly	½ termly	Key dates
Reception	<ul style="list-style-type: none"> ✓ Teacher/LSA observations ✓ Conversations with learners ✓ Key questions ✓ Photographic evidence ✓ Feedback given in topic books ✓ Ongoing assessments on Target Tracker against Early Learning Goals 	<ul style="list-style-type: none"> ✓ 1:1 reading ✓ Reflective learning time 	<ul style="list-style-type: none"> ✓ Progress meetings ✓ Phonic assessments ✓ Target Tracker steps ✓ Un-aided in writing portfolio 	<ul style="list-style-type: none"> ✓ Baseline assessments - September ✓ ELG assessment - July
Year 1	<ul style="list-style-type: none"> ✓ Clever comments ✓ Conversations with learners ✓ Photographic evidence ✓ Observations ✓ Independent tasks ✓ Assessment tracking grids ✓ Written feedback for learners in children's books 	<ul style="list-style-type: none"> ✓ 'Prove-it' tasks and questions ✓ 1:1 readers ✓ Reflective learning time - Purple pen of progress ✓ Race around the Solar System Maths 	<ul style="list-style-type: none"> ✓ Progress meetings ✓ Phonic assessments ✓ Target Tracker steps ✓ Un-aided in writing portfolio ✓ White Rose maths assessments 	<ul style="list-style-type: none"> ✓ Phonics screener - June
Year 2	<ul style="list-style-type: none"> ✓ Clever comments ✓ Conversations with learners ✓ Photographic evidence ✓ Independent tasks ✓ Assessment tracking grids ✓ Written feedback for learners in children's books 	<ul style="list-style-type: none"> ✓ 'Prove-it' tasks and questions ✓ 1:1 readers ✓ Reflective learning time - Purple pen of progress ✓ Race around the Solar System Maths ✓ Spelling test 	<ul style="list-style-type: none"> ✓ Progress meetings ✓ Phonic assessments ✓ Target Tracker steps ✓ Un-aided in writing portfolio ✓ White Rose maths assessments ✓ Reading comprehension test 	<ul style="list-style-type: none"> ✓ Key Stage 1 SATs - May ✓ Phonics screener as required (year 2 retakes)
Year 3	<ul style="list-style-type: none"> ✓ Clever comments ✓ Conversations with learners ✓ Photographic evidence ✓ Independent tasks ✓ Assessment tracking grids ✓ Written feedback for learners in children's books 	<ul style="list-style-type: none"> ✓ 'Prove-it' tasks and questions ✓ 1:1 readers ✓ Reflective learning time - Purple pen of progress ✓ Spelling tests ✓ Times Tables test 	<ul style="list-style-type: none"> ✓ Progress meetings ✓ Phonic assessments - where necessary ✓ Target Tracker steps ✓ Un-aided in writing portfolio ✓ White Rose maths assessments ✓ Reading comprehension test ✓ GPS test 	
Year 4	<ul style="list-style-type: none"> ✓ Clever comments ✓ Conversations with learners ✓ Photographic evidence ✓ Independent tasks ✓ Assessment tracking grids ✓ Written feedback for learners in children's books 	<ul style="list-style-type: none"> ✓ 'Prove-it' tasks and questions ✓ 1:1 readers ✓ Reflective learning time - Purple pen of progress ✓ Spelling tests ✓ Times Tables test 	<ul style="list-style-type: none"> ✓ Progress meetings ✓ Phonic assessments - where necessary ✓ Target Tracker steps ✓ Un-aided in writing portfolio ✓ White Rose maths assessments ✓ Reading comprehension test ✓ GPS test 	<ul style="list-style-type: none"> ✓ Times table assessment
Year 5	<ul style="list-style-type: none"> ✓ Clever comments ✓ Conversations with learners ✓ Photographic evidence ✓ Independent tasks ✓ Assessment tracking grids ✓ Written feedback for learners in children's books 	<ul style="list-style-type: none"> ✓ 'Prove-it' tasks and questions ✓ 1:1 readers ✓ Reflective learning time - Purple pen of progress ✓ Spelling tests ✓ Times Tables test 	<ul style="list-style-type: none"> ✓ Progress meetings ✓ Target Tracker steps ✓ Phonic assessments - where necessary ✓ Un-aided in writing portfolio ✓ White Rose maths assessments ✓ Reading comprehension test ✓ GPS test 	
Year 6	<ul style="list-style-type: none"> ✓ Clever comments ✓ Conversations with learners ✓ Photographic evidence ✓ Independent tasks ✓ Assessment tracking grids ✓ Written feedback for learners in children's books 	<ul style="list-style-type: none"> ✓ 'Prove-it' tasks and questions ✓ 1:1 readers ✓ Reflective learning time - Purple pen of progress ✓ Spelling tests ✓ Times Tables test 	<ul style="list-style-type: none"> ✓ Progress meetings ✓ Target Tracker steps ✓ Phonic assessments - where necessary ✓ Un-aided in writing portfolio ✓ White Rose maths assessments ✓ Reading comprehension test ✓ GPS test ✓ SATs style preparation tests (Mock SATS - termly) 	<ul style="list-style-type: none"> ✓ KS2 SATs (May)

What assessment looks like explained (alphabetically)

Assessment tracking grids

Every child has an assessment tracking grid for maths, reading, writing and science. Teachers use these to make judgements about whether a child has achieved the programmes of study set out in the National Curriculum. The following marks are used to indicate progress towards these outcomes;

/ = working towards outcome

X = achieved

X = if the child has demonstrated a deeper understanding of this area of learning (greater depth)

Clever Comments

Teachers use 'clever comments' as a way to add the child's voice to their learning. Very often, children understand more than they are able to show us in their written or drawn work. Therefore, listening out for children's clever comments and scribing these allows us to see the whole picture of a child's understanding. You will see clever comments stuck in children's books on white stickers. These are direct quotes of something a child has said about the learning that day.

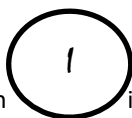
Conversations with Learners

Conversations with Learners use targeted questions to get to the bottom of what the child *really* understands about a key concept. These conversations give the teacher a bigger picture about the child's learning and may be recorded as evidence.

GPS tests

Children will complete GPS tests that will be adapted to suit their age and need. Teachers may use published material or compile a simple test that assesses the child's ability to understand Grammar, Spelling and Punctuation. Some test materials may come from Rising Stars assessment or SATs past papers.

Independent Tasks



Any children's work that is annotated with an 1 is work that has been completed independently, without adult support. From this, teachers are able to make a judgement about how well the child has understood their learning.

Independent writing task

Every half term, the whole school undertakes an unaided writing task. This will show teachers how well children write completely independently. Each child begins Whytemead with an independent writing portfolio which stays with them until they leave at the end of year 6. This portfolio tracks their progress in writing from reception to year 6.

Photographic Evidence

Photographs are used to show what children have understood in all areas of the curriculum, especially practical subjects like DT and Science. These are often annotated by the teacher or LSA. This provides evidence that the child has achieved a particular statement or construct.

Phonics Assessments

Phonics assessments assess how many of the sounds in words a child understands. We use the 'Read, Write Inc' phonics scheme and children are assessed regularly to see whether they are ready to move up to the next set of sounds. Year 1 children undertake the 'phonics assessment test' in June. This test is taken by all year 1 children in England and is administered 1:1.

Progress Meetings

All teachers meet on a half termly basis with senior management to talk about the progress of children in their class. It is at this meeting that those making exceptional progress or not making enough progress will be discussed and action taken. This may be in the form of additional small group work, 1:1 reading time or enrichment course provision. This allows us to keep a close eye on the progress of all children and closely track how well individual children, groups, including those receiving the Pupil Premium funding, and whole classes are doing.

All children are monitored in relation to prior attainment – their EYFS outcomes and Key Stage 1 tests.

Prove-it tasks

Teachers use 'prove-it' tasks as an assessment tool to find out how much children understand about a specific area of learning. For example, if a class has been learning that a fronted adverbial is always followed by a comma; the following week, a 'prove-it' task will be set to see how much the child has understood about this. You will see 'prove-it' task stickers in children's books and these say what the children are trying to prove that they have understood.

Reflective Learning Time – Purple Pen of Progress

Teachers use feedback and marking to assess children's work regularly. Green pen is used to add a 'wish' to children's work. This green wish helps to move the children's learning on to the next step. Children respond to wishes using the purple pen of progress, thus taking the 'next step' in their learning.

Reading comprehension tests

Children will complete reading comprehension tests that will be adapted to suit their age and need. Teachers may use published material or compile a simple test that assesses the child's ability to comprehend a text that they have been working on in class. Some test materials may come from Rising Stars assessment or SATs past papers.

Target Tracker

Target Tracker is an online software package which enables teachers to record what a child can do and from there, record their attainment and progress. It is the platform where we store all our teacher assessment and track children's progress against whether they are on track to meet end of year expectations. Teachers use the assessment grids, tests and work in children's books to enable them to form a judgement and place this on the tracker. It enables us to track children and ensure that they remain 'on track to meet' end of year expectations.

White Rose maths tests

We follow the White Rose maths scheme when planning maths lessons. This allows us to use their assessment test materials to check children's understanding of their learning. Tests check whether a child understands what has been taught over the past half term. The questions are set in a SAT style to ensure that children become familiar with this before taking compulsory SAT tests. All tests are adapted to suit the age and need of the child.

Assessing Pupils with SEND

In each year group we teach the national curriculum for that year – therefore **all** children are learning the objectives for that year and are initially classed as ‘Not Met’ end of year expectations. The only time this may differ is for pupils currently on our Special Educational Needs and Disability (SEND) List. Depending on their need, they might be taught objectives from an earlier year group’s curriculum or the Pre Key Stage standards, this will be appropriately matched to their needs. They would then be assessed using Pre Key Stage standards or tests/teacher assessments from an earlier year group.

Assessment methods are adapted for some pupils with SEN and disabilities. This includes adapting the use of questioning to give pupils with significant learning difficulties sufficient time to respond, using visual stimuli and alternative means of communication. It could be the use of verbal questioning or observations rather than asking students to produce a written response. Adapted tests are often used with specific pupils. This could be the use of braille or larger print. Readers are used to read questions where appropriate and pupils are given extended time to complete papers. Scribes are used for pupils with particular gross/fine motor control difficulties.

SEND pupils are set targets within their Pupil Passports. We use a ‘graduated approach’ for SEND pupils (Assess, Plan, Do and Review). Teachers meet with the Inclusion Leader to carry out a clear analysis of pupils’ needs. This is based on formative/summative assessment, the views of parents and pupils and, where relevant, information from outside professionals. Assessment offers next steps on each child’s learning pathway and ensures a focus on long term outcomes.

Reporting

Reporting not only fulfils legal requirements but also is vital part of our relationship with parents and the wider community, serving to support and extend pupil progress.

Reporting to Parents

Parent Consultation Meetings: these meetings focus on the curriculum – what pupils can do and what they need to do to improve (targets).

Annual Reports (including assessment against end of year government expectations) in February and July.

The results of any statutory assessments e.g. phonics screening and end of KS1/KS2 results.

Reporting to Governors

The Head Teacher’s Report to Governors (termly)

Pupils

Through our formative assessment strategies pupils get instant feedback on a daily basis.

Our next step marking informs pupils of what they have done well and what they need to do to improve. Pupils respond to teacher’s comments, questions and commands in their marking, to self-evaluate their work and move their learning on to its next step.

Local Authority and Government (DfE)

All statutory information (including relevant teacher assessments) are sent to the Local Authority and DfE as required.

Moderation and Standardisation

Moderation is important to ensure a consistent approach to assessment across the school. When teacher assessments are carried out, it is important that there is evidence recorded to justify judgments made.

- Year Group teams and Phase teams meet regularly to discuss assessments and individual children’s attainment.
- Termly Moderation of Reading, Writing and Mathematics assessments (at whole staff meetings)
- Local Schools Cluster: Moderation of EYFS, Reading, Writing, Mathematics and Science assessments
- Early Years staff meet regularly with our Foundation Stage Manager to moderate work for the EYFS profiles
- When selected, Local Authority moderation also takes place

Arrangements for ensuring teachers are able to conduct assessment competently and confidently

All teachers are kept up to date with developments in assessment practice through weekly staff meetings. Staff meetings are set aside for assessment updates and also to moderate work and termly tests. The SMT (including the assessment coordinator) plan these termly in accordance with the School Development Plan. Outside training providers are also used. The assessment coordinator attends all relevant courses to stay up-to-date with current practice and meets with other coordinators within our locality to share good current practice.

If you have any other questions about assessment at Whytemead, please come and talk to your child's teacher or Mrs Mavin.

C.Mavin

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