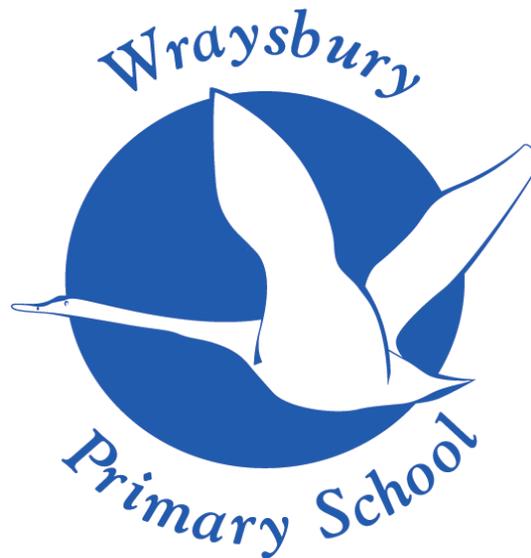


Assessment Policy



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Assessment Policy

Introduction

Assessment is a vital part of teaching children in order to help them move their learning on. It is important that teachers know what each child knows and what they need to know next in order to progress. This policy has been developed by Wraysbury Primary School's teachers and governors in order to meet the requirements set by the DfE and the needs of the children within the school.

The DfE Assessment Principles April 2014 state that:

“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 schools effectiveness, and to inform Ofsted inspections.”

Aims of Assessment

- To assess the outcomes of an activity in order to be able to plan and move children on
- To ensure the National Curriculum is covered by providing breadth, balance, differentiation and progression
- To celebrate the children's achievements
- To fulfil the legal requirements for assessment, recording and reporting as set out by the DfE.
- To provide appropriate work for individual children
- To allow us to continually develop pupils’ attainment, knowledge, skills and understanding
- To ensure that individual special needs are met and Individual Support Plans are reviewed regularly when setting new targets
- To provide continuity and progression throughout the school
- To monitor progress of all pupils through regular Pupil Progress Meetings.

Effective Assessment

The assessment procedures at Wraysbury Primary School are intended to be useful to the; teachers, pupils, parents and governors. The focus should be on; a drive for improvement for pupils and teachers and give reliable information to parents and governors about the children’s progress and how they are performing.

Planning and Informal Assessment

Teachers are expected to plan for assessment opportunities throughout the teaching of a block of work. The format of the assessment depends on the age and ability of individual children and the year group they are in. Examples of types of assessment used on a day to day basis could be;

- Assessment for learning (AfL)
- Observations (recorded by photographs, video, audio recordings, notes made on post-its.)

Teacher Assessment may also be:

- Diagnostic - tells the teacher what a pupil knows, understands and can do
- Summative - at the end of a unit, term or year it will act as a summary of the child's achievements
Summative reports are often based on formative recordings

- Formative - is a range of formal and informal assessment procedures employed by teachers during the learning process in order to modify teaching and learning activities to improve student attainment
- Criteria referenced - children are assessed against specified criteria
- Norm-referenced - children are assessed against the standard expected norm.

Results of all assessments are kept by individual class teachers, often in record books. Our assessment of how well a child has completed a particular concept or skill will influence our future teaching and will help us monitor progress and be aware of individual needs, development and progress. To ensure accuracy of our assessment, it is important we moderate children's work within the school as well as providing opportunities for external moderation with other schools within the Borough.

Formal Assessment Procedures

Appendix A is an annual timetable detailing when our *Assessment Weeks* take place in school and what will be formally assessed.

Reception – Foundation Stage Profile

As children enter Reception in September, the first 6 weeks will be focused on assessing where the children are, this forms their baseline.

During the Foundation Stage, all reception children will be assessed and monitored on an ongoing basis and the Foundation Stage Profile completed at the end of the year. This is a collaborative process, involving the class teacher/s, support staff and the child's parents, with the class teacher/s having overall responsibility. Results will be collated and forwarded to the Borough accordingly and added to the school database. The completed document will form part of the child's end of school year report.

Reading

All KS1 and KS2 children will undertake a formal reading comprehension assessment in the autumn, spring and summer terms (PiRA). Additional reading assessments such as Benchmark will take place throughout the academic year as appropriate and will contribute towards our continuous programme of assessment. Findings will contribute to a step of achievement based on an end of year expectation.

Writing

All KS1 and KS2 children in the autumn, spring and summer terms will undertake formal writing assessment tasks (see appendix for details). These tasks will be used alongside a selection of other examples of independent writing and assessed using modified APP (Assessing Pupil Progress) materials which are based on the STA End of Key Stage expectations. Teachers will be able to tailor their planning and teaching accordingly using the diagnostic information about their pupils' strengths and weaknesses. Findings will contribute to a step of achievement based on an end of year expectation.

Mathematics

All KS1 and KS2 children will be formally assessed in Mathematics in the autumn, spring and summer terms (PUMA). In addition, observations and evidence from lessons will be recorded and achievements will be identified on modified APP (Assessing Pupil Progress) materials. Findings will contribute to a level of achievement based on an end of year expectation. The White Rose Maths Hub assessment materials will also be used as appropriate. Findings will contribute to a step of achievement based on an end of year expectation.

Non Verbal Reasoning

Non Verbal Reasoning tests are carried out on Year 3 children when all children in the year group are 7 years and 3 months old. Any children who enter the school into KS2 will also complete the test. Due to the spectrum of results that can be produced from these tests, results are not shared with parents; they are kept by the class teachers in order for the best teaching styles to be adopted for each individual child.

Moderation

Wraysbury Primary School sees a great value in moderating and validating teacher's assessment as this is an important part of a teacher's role. Phase groups will moderate together and whole school moderations will take place in the second half of the school year. The school is very keen for teachers to attend moderations which are put on throughout the borough and will provide supply cover in order for this to happen as and when they happen.

Target Tracker

After assessments are completed, the results are entered into Target Tracker.

This is an ongoing process and more data can be added as and when appropriate. This data will then be analysed by the Senior Management Team and Inclusion Manager with feedback discussed in Pupil Progress Meetings. Pupil progress meetings will include; Head Teacher, Deputy Head Teacher, Inclusion Manager, Phase Leader and Class Teacher. The Pupil Progress meetings will highlight the children's progress against their end of year targets. Discussions will be based around the needs of individual children, in order for them to achieve their end of year target. Some children may be exceeding their age related expectation and discussions will also be held in order to help these children achieve above their target.

The school will use Target Tracker's "Steps" as a way of tracking children's attainment. This is based on children working within an expected band for their year group. Each year band has been broken down into six steps; beginning (b), beginning plus (b+), working within (w), working within plus (w+), secure (s), secure plus (s+). W+ or S of the relevant year group is seen to be expected. Children at Wraysbury Primary School are expected to make 6 steps of progress per year.

Reports to Parents

Parents' consultation evenings take place three times a year, with the results of assessments forming the basis of the discussion. A fourth parent's consultation is offered after written reports have been sent in the summer term, if parents wish. Targets are discussed with the parents for the child to work on over the coming term. If necessary, additional parent meetings are offered to Year 6 parents in the lead up to end of key stage assessments in May.

In July the parents receive a detailed written report, which covers their child's achievement in all areas of the curriculum. In addition, parents of Year 1 children will receive Phonic Screening Result and Year 2 & Year 6 children will also receive a copy of their child's end of Key Stage SATs results. On the reports of children in Years 3, 4 and 5 assessment steps will be shown.

End of Year Transfer Arrangements

To ensure continuity and progression across the school as children transfer year group, records are updated in teacher assessment folders and then passed on to the next school, as appropriate.

Conclusion

With regular planned formative and summative assessment taking place within school, we are ensuring that the children at Wraysbury Primary School receive a quality, differentiated curriculum, achieving the highest standards possible. By keeping our records concise and meaningful and by using marking effectively (see Marking Policy), we will also be able to monitor the progress and improvement of each child throughout the school.

Assessment Timetable

Term	Assessment Focus
Autumn	<ul style="list-style-type: none"> • EYFS Baseline assessments • Set up Learning Journeys in EYFS • Set up assessment evidence folders for Reading, Writing and Maths • Begin Benchmarking children's reading ability • Reading Age assessments carried out where appropriate • Assessment Week for Years 2 – 6 in Reading (PiRA), Writing and Maths (PUMA) • Teacher Assessments for Year 1
Spring	<ul style="list-style-type: none"> • Assessment Week for Years 1 – 6 in Reading Comprehension (PiRA), Writing and Mathematics (PUMA) • Non-verbal reasoning in Y3
Summer	<ul style="list-style-type: none"> • EYFS children are given a best fit descriptor against the EYFS Framework (Emerging, Expected or Exceeding) • Y1, Y3, Y4, Y5 –Reading (PiRA), Writing and Mathematics (PUMA) • End of Key Stage 2 SATs for Year 6 in Reading, Grammar, Punctuation & Spelling and Maths • End of Key Stage 1 Assessments for Year 2 in Reading, Writing, Maths and Science • Phonic Screening for Year 1 (and those in Y2 who didn't pass the previous year)
End of Academic Year	<ul style="list-style-type: none"> • Collection of information to pass on to new teacher/s and secondary school transfer