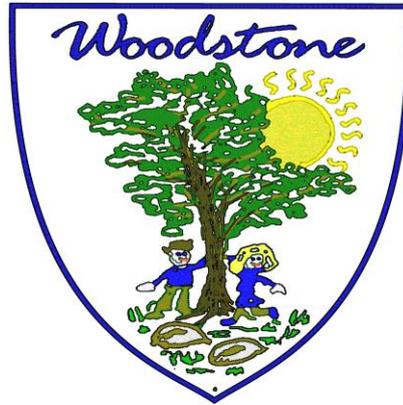


Achieving Together, Learning Forever



*Woodstone Community Primary
School*

Assessment Policy

Agreed by: Full Governing Body

Signed by:

Date: March 2018

Date for Review : March 2021

Assessment policy

Our assessment policy is aligned to our curriculum and is an integral part of the learning process. The curriculum is mapped out against end of year, age-related expectations (AREs), ensuring quality in-depth teaching and learning. Central to this is a focus on formative assessment as a tool to guide learning. Assessment in our school generates continuous improvement and supports achievement. It takes place in all year groups and across all subject areas. All assessment in our school is meaningful and avoids unnecessary recording or tracking. The purpose of any assessment is to improve learning. Assessments can take the form of observations, discussions, formal assessment of written work and tests. Our approach is inclusive and we strive for children of all abilities to achieve.

The assessment policy is a live document, reviewed regularly to improve assessment practice in school and to remain up to date with government guidance. Evaluation of teaching and learning is linked to the continual professional development of all staff to ensure teacher expertise in curriculum, pedagogy and assessment.

Aims

- Ensure that all children make good progress and achieve.
- Track children's attainment and progress against age-related expectations, to inform teaching and learning.
- Provide a consistent approach across all subject areas and age phases.
- Ensure formative assessments are an integral part of day-to-day teaching and learning in every classroom, enabling us to identify children who are falling behind in their learning or who need additional support, including the most able.
- Ensure assessment contributes to the early and accurate identification of children with special educational needs and any requirements for support and intervention.
- Share meaningful feedback with children, highlighting their strengths and helping them to understand what they need to do to improve.
- Set children challenging goals, given their starting points, and ensure they make good progress towards meeting or exceeding them.
- Provide clear information to parents and carers on how well their children are doing in relation to expected standards.
- Hold informative and productive conversations with parents and carers on supporting their children's learning effectively.
- Ensure as many children as possible are ready for their next steps in learning at key transition points.

Arrangements for the governance, management and evaluation of assessment: Roles and responsibilities

Governors

- Monitor whole school data.
- Monitor assessment practices in school.

Senior Leadership Team

- Moderate teacher assessments and tests.
- Set realistic whole school targets.
- Analyse data for school improvement and reporting.
- Lead and monitor whole school assessment practices.
- Provide training for teachers to ensure a good understanding of assessment and assessment practice.

Teachers

- Regularly use ongoing formative assessment.
- Make summative judgements at defined points in time.
- Provide feedback to pupils so that they are aware of their next steps
- Provide assessment information to the senior leadership team, parents and pupils.

Teaching assistants

- Provide feedback to pupils and teachers on pupil progress and attainment.

Parents and carers

- Attend meetings with teachers to discuss their children's attainment and progress.
- Support children with their homework.

Pupils

- Take ownership of their learning, working hard to achieve their next steps.

How assessment outcomes are collected and used

We use 3 key forms of assessment

- In-school formative.
- In-school summative.
- Nationally standardised summative.

In-school formative assessment

Formative assessment takes place during learning and:

- assesses knowledge, skills and understanding
- identifies children's strengths
- highlights gaps in learning
- tackles children's misconceptions
- identifies the next steps in learning
- diagnoses need for support or intervention
- informs teacher planning and reporting.

Types of formative assessment could include some or all of the following:

- rich question and answer sessions during lessons
- marking of pupils' work
- observational assessment
- regular short re-cap quizzes
- scanning work, from across the curriculum, for pupil attainment and development
- adult and peer feedback, response partners
- child self-assessment, reflection on learning.

We use Cornerstones Assessment to support our formative assessment methods.

Essential Skills, based on end of year age-related expectations, are used to inform planning in all subjects. They break the programmes of study into end of year group expectations to show a clear progression. For each subject the skills are organised into aspects, allowing teachers to monitor children’s breadth of understanding.

We use the Essential Skills in two formats:

- a subject-specific format, showing annual progression. This is used by subject leaders to track progression across school in particular subjects.
- a year group format, showing all subjects for each year group. This is used by teachers to support planning and target-setting.

Cornerstones Developmental Skills provide a learning progression through the national curriculum with end of term age-related expectations (AREs) for English and mathematics. Teachers use the Developmental Skills to support differentiation during lessons and to plan the next learning steps for individual pupils/groups. The Developmental Skills are organised into aspects within each subject area which ensure the children have the opportunity to acquire a breadth of skills. ‘Depth of learning’ is achieved once a child has demonstrated an ability to confidently apply these skills in a range of contexts and across other subjects.

Assessment and Moderation Grids are used to assess and record attainment in reading, writing and mathematics. The grids contain Key Developmental Skills and enable teachers to measure, track and share children’s attainment. We use them to record formative and summative assessment and provide the supporting evidence necessary to make age-related judgements on children’s attainment. If a child has achieved the key skills on a grid, they can be judged to be working at that age-related expectation. If a child is working below the age-related statements on a grid, they are assessed using the previous grid. A child showing that they have mastered the vast majority of skills from a higher ARE can be judged as working at greater depth within the expected standard or working above the expected standard.

	Below expected standard	Expected standard		Above expected standard	
		Working at expected standard	Working at greater depth within the expected standard		
End of KS1 ARE	6 years 10 months	7 years 2 months	7 years 6 months	7 years 10 months	8 years 2 months
End of KS2 ARE	10 years 10 months	11 years 2 months	11 years 6 months	11 years 10 months	12 years 2 months

Teachers moderate work at similar levels across school and with other schools to ensure that their judgements are sound. Summative assessment judgements are based on professional judgement and a variety of evidence.

Our teachers ensure that children are not accelerated too quickly through narrow strands of the curriculum. We ensure that all aspects of the age-related expectation are mastered before moving them on, with the key skills within each term being tracked and carefully monitored. The Cornerstones progression of Developmental Skills allows for children's learning to be extended at an appropriate pace.

Effective question and answer techniques

Asking children questions is a vital part of the pedagogical process. Our teachers use a bank of questions specific to the Cornerstones Curriculum stage they are working at (e.g. Engage, Develop, Innovate, Express). They also closely align their questioning with Bloom's Taxonomy, ensuring that all children are challenged at an appropriate level.

In-school summative assessment

In-school summative assessment sums up what a child has achieved over a period of time, relative to learning aims. The outcomes of in-school summative assessments support teachers in making rounded professional judgements on the attainment of a child at a particular time in specific subjects/subject areas. In-school summative assessments inform teachers and senior leaders on attainment and progress within specific groups, classes, year groups and across school.

Primary Assertive Mentoring

Here at Woodstone we use the Assertive Mentoring approach. KS2 classes carry out an initial assertive mentoring test at the beginning of the school year, which provides information about children's gaps and next steps. This allows teachers to get a clear overview of their class. Short weekly basic skills tests at the child's level are then carried out, allowing the children to work upon their targets, within their zone of proximal development. Follow up tests are carried out every 10 weeks and targets adjusted accordingly.

Cornerstones Summative Tests for English and Maths

Cornerstones Summative Tests are used to ascertain what pupils have learned on a termly basis, in relation to the programmes of study outlined in the national curriculum for Mathematics and English.

How the results of assessments are tracked throughout school

We use the Cornerstones Progress and Attainment Tracker to set targets, track pupil progress and attainment, and create and filter tables to ensure assessment is an integral part of classroom practice and school improvement. Data from summative teacher assessments and judgements are entered. This is done termly for English and mathematics and annually for foundation subjects. The senior leadership team use the Progress and Attainment Tracker to monitor the progress and attainment of individual pupils, groups, classes or year groups and school as a whole. The tracker highlights children whose progress is below the expected level for their starting point and who may need additional support or intervention to reach their full potential. Progress and attainment is communicated to all stakeholders, including parents, governors and Ofsted.

Nationally standardised summative assessment

We ensure all statutory assessments are administered in accordance with guidance and reported to all stakeholders as appropriate. Nationally standardised summative assessment provides information on how pupils are performing in comparison to pupils nationally and how the school is performing in comparison to schools nationally.

Results from national tests are used to inform in school summative assessment and in-school assessment practice.

The nationally standardised assessments are:

- Reception Profile submission (end of Rec year)
- Year 1 phonics screening test
- end of KS1 SATs in English and maths (end of Year 2)
- end of KS2 SATs in English, maths and science (end of Year 6).

Assessing children with SEND

Our school has high aspirations for the achievements of pupils with SEND. We use information from teacher assessments and testing to support the diagnosis of learning difficulties and highlight any requirements for support or intervention, to ensure good progress for all children. Progress is measured in the most appropriate way for the individual child, including by means of a small steps tracker for those who are making slower progress. Teachers use the Early Years outcomes document to assess children working below Year 1 age-related expectations, as well as P levels when appropriate. Progress in communication or social skills may be considered as well as alternative methods of recording, such as learning journals and photographs.

Assessing children in EYFS

Our EYFS practitioners carry out an initial baseline assessment using Early Years Outcomes during the first two weeks that the children are in school and then submit summative assessments on a termly basis. Our EYFS practitioners base their assessments on their knowledge of the child through observation and interaction in a range of daily activities and events. The EYFS provision enables each child to demonstrate their learning and development fully. Embedded learning is identified by assessing what a child can do consistently and independently in a range of everyday situations. An effective EYFS assessment presents a holistic view of a child's learning and development. Accurate assessments take account of contributions from a range of perspectives including the child, their parents and other relevant adults.

Teachers use the Early Years Outcomes document to record children's progress in the typical behaviours for 22–36 months, 30–50 months and 40–60+ months.

Assessing the most able children

Children who achieve all of the KPI's for the term in which they are working, can then be judged against the statements in a subsequent grid. Where a child achieves all of the KPI's for a subsequent term, they can be judged to be working at greater depth. However, children will only be assessed against KPI's from a subsequent year group, if they are deemed by the class teacher, supported by summative and formative assessments, to have achieved a level of depth within their current year group and to be able to apply the skills they have learnt in a variety of situations.

Teachers can also refer to the Cornerstones 'Problem solving, depth and fluency' Essential Skills document which allows children to demonstrate their mastery of mathematical concepts through problem solving.

Teachers in Reception use the 'Reception to Year 1 Transition Skills' booklets to assess children in Reception whose achievement exceeds the ELG statements.

School Year Assessment Overview

September	<ul style="list-style-type: none"> ● Ratify/moderate summer data using Assessment and Moderation (AM) Grids. ● Report to governors/other required bodies. ● Y3 –Y6 assertive mentoring testing and Accelerated reader initial testing ● Reception baseline. ● Teacher performance management. ● Pupil progress/target-setting meetings.
October (End of Autumn 1)	<ul style="list-style-type: none"> ● English moderation in year groups utilising AM Grids. ● Accelerated reader testing
November	<ul style="list-style-type: none"> ● Yr3 -6 follow up assertive mentoring test (10 weeks after initial assessment).
Beginning of December	<ul style="list-style-type: none"> ● Mathematics summative tests (including Y2 –Y6 Cornerstones Arithmetic Test and Autumn Mathematics Reasoning Papers 2 and 3). ● Summative tests for reading and SPAG. ● Writing assessment using AM Grids. ● Reading assessment using AM Grids. ● Mathematics assessment using AM Grids
December (end of Autumn 2)	<ul style="list-style-type: none"> ● Input data to tracker. ● Analyse data/ Moderation
January	<ul style="list-style-type: none"> ● Pupil progress meetings. ● Teacher performance management reviews. ● Accelerated reader testing
February (End of Spring 1)	<ul style="list-style-type: none"> ● English moderation in year groups utilising AM Grids.
March/April (End of Spring 2)	<ul style="list-style-type: none"> ● Mathematics summative tests Attainment and Gap Analysis. ● Summative tests for reading and SPAG. ● Writing assessment using AM Grids. ● Reading assessment using AM Grids. ● Mathematics assessment using grids ● Input data into tracker. ● Analyse data/moderation. ● Pupil progress meetings (including a review of interventions).
May	<ul style="list-style-type: none"> ● National testing in Y2 and Y6. ● English moderation in year groups utilising AM Grids.
June/July	<ul style="list-style-type: none"> ● Pupil progress meetings ● Y1 phonics screening. ● Y1 –Y6 Summative tests . Attainment and Gap Analysis. ● Summative tests for reading and SPAG. ● Writing assessment using AM Grids. ● Reading assessment using AM Grids. ● Mathematics assessment using grids ● Y2 and Y6 teacher assessment against interim frameworks. ● Transition meetings and class information handover. ● Finalise teacher assessments – input into tracker. ● Data analysis.

