

# WEST KIRBY PRIMARY SCHOOL

## Assessment Policy 2016

### **Introduction**

Assessment lies at the heart of the process of promoting children's learning. It provides a framework for setting educational objectives and monitoring and communicating children's progress. Assessment is carried out in partnership with the children. We want our assessments of pupils' progress to celebrate success and discourage underachievement. It forms a daily part of the life of the school.

At West Kirby Primary, assessment must be part of all teaching strategies to help identify areas for development and chart progress. It helps us to strengthen learning across the curriculum and helps teachers enhance their skills and judgements.

### **Aims of Assessment**

- To monitor the Teaching and Learning standards at West Kirby Primary School.
- To assess what the children know, what they understand and if they can apply their understanding at a deeper, mastery level.
- To plan learning opportunities, which reflect the needs of all children in our school.
- To identify any children where there is a gap between themselves and their peers so that effective support can be put into place to aim to address this.
- To identify any children who may be exceeding their Age Related Expectations (ARE) so that they can be challenged and extended appropriately so that mastery is developed.
- To provide the children with informative feedback and information about their next steps.
- To provide parents with information about progress and attainment of their child.
- To gather detailed information about the attainment and progress of specific groups within our school e.g. Pupil Premium Pupil, Special Educational Needs and Disability (SEND) Pupils, English as an Additional Language (EAL) Pupils, Gifted & Talented Pupils and Gender.
- To have specific assessment information about each individual class and cohort.
- To inform our Performance Management procedure.
- To review and where necessary adjust our curriculum provision or approach within certain subject areas.
- To inform teachers, parents and governors about the schools strategic planning.
- To provide information to celebrate and be held accountable to.

### **Assessment**

On a daily basis teachers use a range of formative assessment methods in order to assess the children that they are teaching. This is so that misconceptions can be identified and subsequent lessons can be successfully planned to ensure that the children are being challenged accordingly and any gaps are been addressed.

### **Formative Assessment Methods**

- Questions and answers in class
- Instant verbal feedback to children
- Observing children and listening to groups of children
- Quick fire quizzes at the start of the lesson to assess prior knowledge or in the plenary to assess learning during the lesson
- Showing answers on individual whiteboards

- 'What I know/ want to find out' grids which are used at the beginning of many new topics and revisited at the end
- Marking
- Exit Tickets
- Peer and self assessment
- Lesson summary – Twitter board
- Learning Grids
- True or False
- Find the Fib
- Four Corners
- Hinge Questions
- Plickers
- Graffiti Wall
- Snowballing

**Summative Assessments** take place at the end of a particular unit of work, or at the end of a school year. These aim to inform stakeholders how well children have understood concepts, retained learning and the progress they have made over a period of time. Outcomes can be used to inform future planning, the following year's teacher, school cohort data, inform parents of their child's progress and attainment, or to inform school improvement.

#### **Summative Assessment Methods**

- End of unit/topic assessments e.g. in Science
- End of year tests e.g. Rising Stars Optional Tests
- Year 1 Phonics Screening
- Year 2 and Year 6 National Curriculum Tests
- Unaided pieces of writing
- EYFS Profiles
- EYFS half termly gap analysis, based on Target Tracker data

#### **Assessment for Learning**

Assessment for Learning (**AfL**) is a key part of our approach to effective Teaching and Learning at West Kirby Primary. Clear AfL should be demonstrated within all lessons to ensure that progress is made by all children. Clear learning objectives should be shared and discussed, success criteria can be used to assist the children to know what is expected and how they can succeed, clear and purposeful marking should take place (refer to Marking & Feedback Policy), peer marking and self-assessment also aim to involve pupils in their own learning and informs them of their next steps.

Assessment for learning opportunities are clearly identified in planning, both Medium Term Planning and Weekly Planning. Marking is against the learning objective and should identify successes and areas for development. Effective questioning at a range of levels is used to inform formative assessments. Marking should allow beneficial responses to the marking completed by the teacher and dialogues within books with the teacher and children will enable the children to make further progress.

In EYFS observations of pupil's learning are levelled and put into individual learning journals in order to track pupil's progress and inform next steps.

## **Annual Assessment Cycle**

Assessment is an on going process during the academic year and is achieved in a variety of ways.

- Raise on line and data dashboard documents are used to give detailed information about our school data and how we compare with schools nationally which helps us to focus on areas for improvement
- Wirral Education Authority provide an initial analysis of our school data based on EYFS, Phonics Screening, Year 2 National Tests and Year 6 National Tests and comparing us with other LA schools.
- Data is shared between class teachers as the children move into new classes to ensure that all transition points within our school allow the pupils' needs to be met from the outset. This is achieved using Target Tracker, which we currently subscribe to on a yearly basis. Target Tracker allows the children's progress to be tracked by assessing against the National Curriculum Statements for Reading, Writing, Maths and Science. At present Ofsted do not stipulate a specific assessment format or procedure; therefore, we use Target Tracker at present and continually review this system to ensure that it is fit for purpose within our school.
- Using Target Tracker, each child has a target for Reading, Writing, Maths and Science. At present Target Tracker recommends six steps progress during the academic year. For example if a child ended Year 2 on a 2W+ then the expected band for the end of Year 3 would be 3W+. Targets can be increased or decreased if it is deemed necessary and following a discussion with The Senior Leadership Team.
- Target Tracker also assists us at present to know what is Age Related Expectations (ARE) for each year group and we use this as a guide to inform the analysis of our data.
- The band and sub band that the children are assessed within is achieved through a robust combination of strategies, the use of the National Curriculum statements on Target Tracker, Progress Tests from an Educational Company (Rising Stars) and daily teacher formative assessments.
- Data is inputted into Target Tracker every half term by class teachers.
- Pupil Progress Meetings are held every term to discuss and monitor the progress of the children and in particular any children who are vulnerable or not on track so that suitable measures can be implemented.
- Moderation is carried out during the year to ensure that a consistent approach is in place and that consistent judgements are made across classes and year groups. This takes place on a variety of levels – within Key Stage phases, within Key Stages, as a whole school and with other schools within our local area.
- Book scrutinies completed by The Senior Leadership Team and Core Subject Leaders.
- Foundation subjects are assessed at the end of each term.
- Lesson observations by The Headteacher and Deputy Headteacher also inform our assessment cycle.
- Discussions with our School Improvement Partner.

## **Reporting to Parents**

- Two Interim reports are sent to parents during the year for Years 1- Year 6, one in Autumn Two and one in Spring Two. This aims to explain to parents where their child is currently performing within the year group band and where they are aiming for as the academic year goes on. However, some children may be performing in the previous year group band at some points within the academic year. It is advised that children do not go above their year group band and all teachers aim to achieve Mastery – a deeper, firm and secure understanding of concepts. Both reports will also enable parents to track the progress that their child is making over a period of

time. The interim reports report on Reading, Writing, Maths and Science with guidance for suitable next steps.

- The interim reports are given to parents during Parents' Evening so that they can be explained to parents if necessary.
- An end of year report is sent out to parents of pupils in F1-Year 6 at the end of the Summer term. This report, reports on the attainment of all areas of the curriculum – Reading, Writing, Maths, Science and all compulsory foundation subjects. The core subjects are broken down into six sub bands (beginning, beginning plus, within, within plus, secure and secure plus) and the foundation subjects are broken down into three sub bands (beginning, within and secure). This report allows parents to track the progress that their child has made and to see if they have achieved their end of year targets. EYFS reports report on pupil's attainment in relation to all areas of the EYFS curriculum. In F1 this tells parents the level their child is working at in relation to the ages and stages contained in the 'Development Matters' document and breaks each age band into emerging, developing & expected. The F2 reports, report on attainment in relation to the Early Learning Goals and this is broken down into emerging, expected & exceeding. Reports also contain information on the 'Characteristics of Effective Learning'.
- An optional parents evening is offered once the end of year reports have gone out to parents so that parents can discuss any points on the report.
- At times assessments may indicate that some children may not be making sufficient progress. If this is the case, further support and interventions are likely to be put into place in order to assist closing the gap and addressing misconceptions. This may be through class support, 1:1 support outside the classroom, external support e.g. Orrets Meadow or the Educational Psychologist or additional parent support. It is vital that the support and interventions are reviewed regularly to ensure impact.
- Each year, compulsory National Testing takes place for Year 1 Phonics Screening, Year 2 National Curriculum Tests and Year 6 National Curriculum Tests.
- At present Year 6 are expected to reach a scaled score of 100 in the Reading Test Paper, The Maths Test Paper and the GAPS Test Paper in order to be deemed secondary ready and at the expected National Standard. Writing is currently teacher assessed with a secure fit against all of the writing criteria.
- Information from the Year 6 National Curriculum tests is sent to parents at the end of the year to inform them whether they are achieved the required standard for the end of Key Stage 2; this information is solely based on the results from the National Curriculum tests.
- At present Year 2 are expected to reach a scaled score of 100 in the Reading Test Paper, The Maths Test Paper and the GAPS Test Paper in order to be assessed at the expected level for the end of Key Stage One.
- The parents of Year 2 parents are also informed at the end of the year as to whether they have achieved the required standard for the end of Key Stage 1 in Reading, Writing, Maths and Science, this information is based on both teacher assessments and the National Curriculum tests.

*(A pupil's scaled score is based on their raw score. The raw score is the total number of marks a pupil scores in a test, based on the number of questions they answered correctly. The raw score is then used to work out a scaled score. 80 is the lowest scaled score than can be awarded and 120 is the highest scaled score that can be awarded. A pupil awarded a scaled score of 100 or more has met the expected standard in each test. A pupil awarded a scaled core of 99 or less has not met the expected standard in the test.)*

- At the end of Foundation 2, the children are judged for each Early Learning Goal as to whether the child is meeting the required level of development expected at F2. They will be assessed as either Emerging – not yet reached the expected standard of development, Expected – Meeting the expected standard of development or Exceeding – beyond the expected level of development for their age. This data is submitted to the Wirral Authority and is compared to other Wirral School and schools nationally.

### **Roles & Responsibilities**

The overall responsibility for assessment belongs to the Headteacher and Deputy Head.

#### **Headteacher and Deputy Headteacher**

- Ensure that the Assessment policy is updated in response to any government changes.
- Organise staff training ensure staff are confident carrying out both Formative and Summative assessments.
- Monitoring the quality and accuracy of assessment within our school.
- Holding teachers accountable for the progress of all pupils towards their end of year expectations – regular pupil progress reviews.
- Develop and maintain links with other local schools to allow purposeful moderation opportunities
- Ensure assessment strategies are kept up to date and new ideas are shared and explored with all colleagues.
- Ensure that assessment priorities are addressed in the School Development plan and that there is an Assessment Action Plan in place, which is regularly reviewed.
- Ensure that Subject Leaders take on an active role to monitor their subject area and report back to the Headteacher and Deputy Head.
- Report to Governors on key aspects of pupil progress and attainment, including current standards and trends over previous years.

#### **Subject Leaders**

- Monitor consistency of standards across the school, through work scrutiny, learning walks and lesson visits.
- Share new ideas, resources and materials that may assist with assessment within their subject
- Analyse KS1 and KS2 National Curriculum tests and track information in their subjects over time to identify trends.
- Analyse data from class teachers for their subject area and identify successes and areas for improvement.
- Lead on moderation within their subject area in staff meeting times.
- Consider Assessment on subject action plans
- Report back to the Headteacher and Deputy Headteacher.

#### **Class Teachers**

- Make on-going accurate assessments to inform their daily and weekly planning.
- Moderate children's work regularly within and across year groups (at least half-termly).
- Make formal, moderated assessments every half term for Reading, Writing, Maths and Science and record on Target Tracker.
- Track the progress of the children over time using Target Tracker.
- Assess foundation subjects at the end of each term – PE, French, Art, DT, Computing, Music
- Report to parents three times a year.
- In the case of Y2 and Y6, administer National Curriculum Tests and Phonics Screening in Year 1.

- Use effective Assessment for Learning strategies within lessons.
- Give children guidance and feedback on their work so they know how to make progress
- EYFS staff will complete EYFS profile for F2 pupils.

Governors are responsible for holding the school to account in terms of standards of achievement, attainment and progress and these are monitored termly through the Curriculum Committee.

This policy will be reviewed during the Summer term 2018 or sooner if changes are needed.