



**West Park
Church of England
Primary School**

Assessment Policy

'Let your light shine' Matthew 5

Date of approval	March 2023
Date of next review	Spring Term 2026
Approved by	Full Governing Body

This policy and procedure has been produced based on recommendations in the Final Report of the Commission on Assessment without Levels (Sep 2015) and in line with the 'Purposes and Principles of Assessment without Levels'. (<https://www.gov.uk/government/publications/commission-on-assessment-without-levels-finalreport>)

This policy is written in line with all subject based policies, Early Years Policy and the Marking Policy.

Aims and Principles of Assessment

To ensure that:

- Assessment is an integral part of teaching, based on best practice, focusing on the curriculum and that it lies at the heart of promoting children's education.
- High quality, in depth teaching, is supported and informed by high quality formative assessment. (ongoing assessment)
- The school ethos promotes and emphasises the opportunity for all children to succeed if taught and assessed effectively.
- There is always a clear purpose for assessing and assessment is fit for its intended purpose.
- Assessment is used to focus on monitoring and supporting children's progress, attainment and wider outcomes.
- Assessment provides information which is clear, reliable and free from bias and informs teaching and learning.
- Assessment supports informative and productive conversations with pupils and parents
- Children take responsibility for achievements and are encouraged to reflect on their own progress, understand their strengths and identify what they need to do to improve.
- We achieve our assessment without adding unnecessarily to teacher workload and do not use it in a way that creates unnecessary burdens on staff or pupils.
- Assessment is inclusive of all abilities.
- Assessment is used well to help pupils embed and use knowledge fluently or to check understanding and to inform teaching.
- A range of assessments are used including 'Day to Day In-School Formative Assessment', 'In School Summative Assessment and 'Nationally Standardised Summative Assessment.'

Co-ordination of Assessment

Roles and Responsibilities:

Governors: Monitor whole school progress data with support of the Headteacher and Deputy Headteacher responsible for assessment. The nominated Governor's for Pupil Progress is Mrs Juliette Webb. She meets with the Deputy Headteacher with responsibility for Assessment termly.

Head Teacher / Deputy Head Teacher: Moderate assessments regularly and provide termly data analysis reports to staff and governors. Hold teaching staff to account for pupil progress using pupil progress meetings and performance management to address underperformance and set targets.

Teaching Staff: Regularly assess pupils and provide feedback. Adapt planning in line with assessments to ensure good progress for all. Provide assessment information for pupils and parents as well as school leaders. Time is dedicated to this in each week's PPA time.

Teaching Assistants: Provide feedback to the teaching staff on progress and attainment of pupils.

Parents and Carers: Support children at home with homework to positively impact on progress.

Pupils: complete all work to highest of standard in order to make good progress in school.

Delivery

At West Park CE Primary School, we use three broad overarching forms of assessment: 'Day to Day In School Formative Assessment', 'In-School Summative Assessment' and 'Nationally Standardised Summative Assessments'.

Day-to-Day In-School Formative Assessment

'Day to Day In-School Formative Assessment' is an integral part of teaching and learning. It helps children to measure their own strengths and areas for development. It allows teachers to understand pupil performance on a continuing basis, enabling them to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. In this way, it supports teachers to provide appropriate support (including corrective activities) or extension (enrichment activities to deepen understanding) as necessary and informs progress. It enables teachers to evaluate their own teaching of particular topics or concepts and to plan future lessons accordingly.

Through 'Day-to Day In-School Formative Assessment', we will

- Support children in measuring their knowledge and understanding against learning objectives and wider outcomes, identifying where they need to target their efforts to improve.
- Ensure that problems are identified at the individual level and that every child is appropriately supported to make progress and meet expectations

A range of 'Day-to-Day In-School Formative Assessments', will be used as follows:

- Making use of rich question and answers
- Marking of pupils' work
- Observational assessments
- Short re-cap quizzes
- Discussions with children
- Pupil self-assessment e.g. traffic lighting, polishing pen, self-marking against agreed success-criteria,
- Peer marking
- Pupil conferencing
- Ongoing assessment of objectives in the National Curriculum relating to specific subjects (weekly for Reading, Writing and Maths recorded on Insight software)
- Moderations of day to day outcomes against exemplification materials

Reading

In EYFS and KS1, each child reads with their class teacher and class LSA each week as a minimum. In KS2, each child reads with either their class teacher or class LSA each week, with a fortnightly rotation of adults. All 1:1 reading is recorded on standardised record sheets.

EYFS/ KS1/ KS2 (as appropriate): Ongoing assessment of phonics using our Read Write Inc (RWI) phonics scheme.

KS2: Ongoing assessment of reading skills using our Accelerated Reader (AR) software.

Maths

Ongoing assessment of Times Tables using Times Tables Rockstars online platform.

Use of White Rose Maths scheme end of unit assessments.

In-School Summative Assessment

In-school summative assessments will be used to monitor and support children's performance. They will provide children with information about how well they have learned and understood a topic or course of work taught over a period of time, providing feedback on how they can continue to improve. In-school summative assessments will also inform parents about achievement, progress and wider outcomes. Teachers will make use of in-school summative assessments to evaluate both pupil learning at the end of an instructional unit or period (based on pupil outcomes) and the impact of their own teaching (based on class outcomes). Both these purposes will support teachers in planning for subsequent teaching and learning. In school summative assessments will also be used at whole school level to monitor the performance of pupil cohorts, to identify where interventions may be required and to work with teachers to ensure pupils are supported to achieve sufficient progress and expected attainment.

EYFS: teacher judgements recorded on Insight, tracking progress across the Early Learning Goals

KS1 & 2: Each term, class teachers record on Insight whether the children in their class are at 'Working Towards', 'Aspiring to Meet' or 'Lower/Middle/Higher On Track to Meet' age related expectations for their year group. These are 'best fit' assessment relating to the National Curriculum age related expectations.

For children 'Working Towards' age related expectations, teachers record summative assessments of emerging, developing or expected against National Curriculum expectations related to the children's individual learning outcomes.

Tracking

All pupils are tracked throughout the year and are discussed at Pupil Progress meetings. Heads of Year with their teams complete data analysis as part of termly monitoring.

National standardised summative assessment

Nationally standardised assessments will be used to provide information on how children are performing in comparison to children nationally. They will provide parents with information on how the school is performing in comparison to schools nationally. Teachers will have a clear understanding of national expectations and assess their own performance in the broader national context. Nationally standardised summative assessment enables the school leadership team to benchmark the school's performance against other schools locally and nationally, and make judgements about the school's effectiveness. The government and OFSTED will also make use of nationally standardised summative assessment to provide a starting point for Ofsted's discussions, when making judgements about the school's performance.

A range of 'Nationally standardised summative assessments' will be used:

- Baseline Assessment in Year R
- Phonics test in Year 1
- National Curriculum teacher assessments at the end of Key Stage 1 using the assessment frameworks
- Multiplications Check in Year 4
- National Curriculum tests and teacher assessment at the end of Key Stage 2 using the assessment frameworks.

An inclusive approach to assessment

In addition to the assessments above, the school will make use of additional diagnostic assessments to contribute to the early and accurate identification of children and young people's special education needs and any requirements for support and intervention.

Sharing of Assessment Data

Assessment Data is provided to parents and carers at Parent Consultation meetings and in a written report each academic year. The written report is shared in April, sharing attainment at this point and also next steps and areas for further development that can be worked on before the end of the school year. Nationally standardised assessment data is reported in line with Department for Education Assessment and Reporting Arrangements (ARA).

Primary School Transfer to Secondary School

For pupils leaving the school up to date records are forwarded to the new school. Discussions are held with relevant staff ensuring smooth transition for all pupils.

Training for staff

After joining the school, all teachers will be provided with a copy of this policy and it will form part of the induction program. In all staff meetings and training, there will be an emphasis on teachers having a good understanding of assessment and assessment practice.

The school makes significant use of technology to assess and in order to support staff, training in the use of the Insight school assessment information system.

Continuing professional development may take various forms including the provision of direct face to face training and online training. The Assessment Leader will ensure that best practice is shared and endeavour to keep up to date with latest research. The school in making use of external assessment systems will continually review and evaluate them to ensure that they support the delivery of the school's assessment policy and are in line with the aims and principles outlined.

Monitoring and Evaluation

The Assessment Leader, is responsible for updating this policy in line with any new developments in the school and new government guidance. All staff are expected to follow the policy and the Leadership Team, following ongoing regular reviews of classroom practice, will be responsible for ensuring the effectiveness of practice across the school.