

WOOTTON WAWEN CE PRIMARY SCHOOL ASSESSMENT POLICY

INTRODUCTION

In 1998, Paul Black and Dylan Williams (University of London) were commissioned to find out whether or not 'formative' assessment could be shown to raise levels of attainment.

The key findings of their research were:

'Improving learning through assessment depends on five, deceptively simple, key factors:

- *the provision of effective feedback to pupils;*
- *the active involvement of pupils in their own learning;*
- *adjusting teaching to take account of the results of assessment;*
- *a recognition of the profound influence assessment has on the motivation and self-esteem of pupils;*
- *the need for pupils to be able to assess themselves and understand how to improve.'*

RATIONALE

The purpose of this policy is to support school improvement and the raising of standards of achievement, and attainment, for all our pupils.

This policy outlines the purpose, nature and management of assessment in our school. It was developed as a result of staff discussion. The implementation of this policy is the responsibility of all staff. The policy intends to:

- Make clear our vision of the role of assessment as part of teaching and learning in Wootton Wawen CE Primary School.
- Provide clear guidelines for the implementation of the policy.
- Make transparent the procedures in place for monitoring and evaluating assessment practices.
- Define clear responsibilities in relation to assessment.
- Provide clear definitions and purposes for different types of assessment.

FUNDAMENTAL PRINCIPLES OF ASSESSMENT

All assessment should:

- Enable individual pupils to make progress in their learning
- Relate to shared learning objectives
- Be underpinned by confidence that **every** child can improve
- Help all pupils to demonstrate what they know, understand and are able to do
- Motivate children by celebrating their achievements
- Include reliable judgements about how learners are performing, related, where appropriate, to national standards
- Involve both teacher and pupils reviewing and reflecting upon assessment information
- Provide feedback which leads to pupils recognising the 'next steps' in their learning and how to work towards achieving these
- Enable teachers to plan more effectively
- Provide us with information to evaluate our work, and set appropriate targets at whole school, class and individual pupil levels
- Enable parents to be involved in their child's progress

THE NATURE AND PURPOSE OF ASSESSMENT

'If we think of our children as plants...summative assessment of the plants is the process of simply measuring them. The measurements might be interesting to compare and analyse, but, in themselves, they do not affect the growth of the plants. Formative assessment, on the other hand, is the garden equivalent of feeding and watering the plants – directly affecting their growth,'
(Shirley Clarke, *Unlocking Formative Assessment*, 2001)

Assessment is an integral part of teaching and learning. Children at Wootton Wawen CE Primary School are assessed against the standards for each Year Group and will be expected to have developed mastery of the Key Performance Indicators in those standards by the end of the year. We use the following types of assessment:

FORMATIVE ASSESSMENT

Formative assessment is the ongoing every day evaluation of children's work. Its function is to discover children's rate of progress against their learning targets and it affects planning for individuals, groups and whole classes. The main tool of formative assessment is discussion and marking (See Marking and Feedback Policy).

Types of Formative Assessment

- Marking Policy to be followed.
- Teacher observation of the children at work.
- Children encouraged to discuss work.
- Children's evaluation of their own work and learning.
- Initial questioning and answering to establish knowledge.
- Parents comments in Reading Diaries and 1:1 appropriate discussion.
- Assessment column on the STP sheet giving daily evaluations of work learned.

SUMMATIVE ASSESSMENT

Summative assessment measures children's knowledge at a given time. Statutory assessment takes place for all children in Year 2 at the end of KS1 and in Year 6 at the end of KS2. As of 2016 the nature of these assessments will change.

Assessment of all children in Reading, Writing, and Maths takes place every 10 weeks, using school based tests and teacher assessment. The purpose of these assessments is to measure progress and attainment as well as identifying any gaps in skills, knowledge and understanding. The results of annual tests are fed back to parents at parent consultations and in written reports.

Data from all of these assessments is fed into I track and analysed. Following progress meetings with the Head teacher, class teachers draw up an intervention programme for children identified as making unsatisfactory progress.

This is reviewed and the impact of the interventions discussed at the following progress meeting.

Types of Summative Assessment

- County Baseline Assessments, Reception, October and July
- Foundation Stage Profile

- APP grids for Benchmark pupils
- SATs, Years 2 and 6, May
- Non Statutory QCA Tests Years 3,4 & 5, May
- Unaided writing, whole school, end of each term.
- End of year report, July

These tests will be distributed by the Assessment Co-ordinator at the appropriate time each year. They will be administered by the class teacher with the help of assistants as appropriate to allow all children equal access regarding their academic, cultural, social or special needs.

Statutory tests will be administered following strict Government Guidelines. Administrative procedures, guidelines, answer sheets and conversion tables for school tests are found in the Class Assessment Files.

Summative Assessment from 2016 will include:

- Reception Baseline
- Phonics Screening in year 1
- Year 6 “Secondary Ready Test”

DIAGNOSTIC ASSESSMENT

Diagnostic assessment takes place for all children, particularly those who are on the Special Needs Register or for whom there is concern. These assessments provide a baseline from which to devise Individual Education Plans and are used to determine possible reasons for difficulties in learning.

It is crucially important that assessment is considered at all the planning stages to ensure that opportunities are not missed and that the outcomes of assessment inform the planning of future work. Assessment enables teachers to plan work matched to the child’s ability and to identify where specific help is required or accelerated progress is possible. This allows teachers to set realistic and challenging targets to ensure children’s progress.

EARLY YEARS

Detailed daily assessments are made for each child in the Foundation Stage recording their progress in each of the learning activities designed for them. Informal assessments made for each child during their first term in Reception form a ‘baseline’ against which progress can be measured and evaluated. A new baseline test for children entering school is currently being developed and will then be trialled. It will need to be in place for 2022

ROLES AND RESPONSIBILITIES

Teachers and Teaching assistants are responsible for carrying out summative and formative assessments with individual pupils, small groups and whole classes, depending on the context. Where appropriate, these outcomes will be shared with pupils as part of an ongoing dialogue with pupils about their learning progress. These formative assessments are used to inform planning and set targets. They also identify pupils who may need interventions to ensure they make good progress. (see Marking & Feedback Policy)

The outcomes of summative assessments are reported to the Assessment Coordinator and Head teacher. Data will be entered into the school’s online tracking system (I track) and analysed; the findings will be shared at Pupil Progress meetings and actions agreed. All pupils are expected to make Good progress over the school year.

The outcomes of summative assessments will be shared with parents at Parent Consultation meetings and in each pupil’s Annual Report.

The Assessment Coordinator is currently the Head teacher and is responsible for ensuring that:

- Each class teacher uses pupil tracking to analyse the performance of individuals and vulnerable groups, then to set individual pupil progress targets
- Summative assessment tasks are carried out and that the resultant data is collated centrally.
- All staff are familiar with current Assessment policy and practice.

The Headteacher is also responsible for:

- Monitoring standards in core and foundation subjects.
- Analysing pupil progress and attainment, including individual pupils and specific pupil groups
- Identifying pupil groups who are vulnerable to underachievement in relation to age expectations and prior attainment
- Prioritising key actions to address underachievement of individuals and groups
- Reporting to Governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years.
- Holding teachers to account for the progress individual pupils towards their end-of-year targets at mid-year and end-of-year pupil progress meetings

Subject Leaders are responsible for:

- Ensuring all staff are familiar and with the assessment policy, practice and guidance for their particular subject
- Ensuring that assessments of individual pupils are being carried out, recorded and shared with parents and Assessment Coordinator, where appropriate
- Monitoring standards in their subject according to assessment criteria set out in the National Curriculum.

MODERATING JUDGEMENTS

As Teacher assessment is such a fundamental part of the assessment process the teachers at Wootton Wawen carry out regular moderation sessions both with their colleagues in school and with teachers at schools in the local cluster and consortia groups. They also take part in moderation exercises organised by Warwickshire County council and the Tudor Grange Alliance based in Solihull. In this way we can ensure that our judgements are robust. At these meetings evidence is recorded to justify the judgements made.

MATERIALS AND SCHEMES USED IN SCHOOL

- 1) I TRACK PRIMARY
- 2) Big Write assessment materials
- 3) Big Read assessment materials
- 4) Sheffield Stats (currently being trialled)
- 5) Rising Stars Assessments

REPORTING TO PARENTS

Parents receive regular updates on their children's progress at parent consultation meetings and through written reports at the end of the academic year.

Written reports inform parents of their child's strengths and areas for improvement with clear targets. Teachers will indicate whether children are working at Age Related Expectations or are above or below those expectations. They will also comment on the child's effort / attitude to learning. Reports will also include a personal statement celebrating the child's achievements during the year.

This report was written in February 2015 following changes to the assessment procedures

It will be reviewed in February 2016 and then bi annually.

Useful links:

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/297595/Primary
Accountability and Assessment Consultation Response.pdfment quals factsheet Sept update.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/297595/Primary_Accountability_and_Assessment_Consultation_Response.pdfment_qual_factsheet_Sept_update.pdf)

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/368298/KS1-
KS2 Performance descriptors consultation.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/368298/KS1-KS2_Performance_descriptors_consultation.pdf)

APPENDIX A

Record of Attainment Folders

Key Stage One

Contents

Reception

- Report to parents
- FS scores
- One piece of levelled independent writing

Year 1

- Report to parents
- One piece of assessed writing
- One piece of assessed maths
- One piece of assessed science

Year 2

- Report to parents
- End of Key Stage tests – cover sheet and results sheet
- One piece of assessed science

APPENDIX B

Record of Attainment Folders

Key Stage Two

Contents

Year 3

- Year 3 optional tests QCA
- One piece of assessed science
- Report to parents

Year 4

- Year 4 optional tests QCA
- One piece of assessed science
- Report to parents

Year 5

- Year 5 optional tests QCA
- One piece of assessed science
- Report to parents

Year 6

- Report to parents
- KS 2 SAT's results