

Assessment Policy

Wooden Hill Primary and Nursery School



Approved by: Governing Board

Date: September 2020

Next review due by: September 2021

**Signed
Headteacher:**

A handwritten signature in black ink, appearing to read "K. Rogers", is written over a light grey rectangular background.

**Signed Chair of
Governors:**

A handwritten signature in black ink, appearing to read "M. Lloyd", is written over a light grey rectangular background.

Wooden Hill Primary School Assessment Policy

Introduction

We aim for high quality teaching and learning. At the heart of this is effective assessment which we use to inform our planning for all.

We use three main forms of assessment: in-school formative, in-school summative and national standardised summative assessments.

Aims

The aims of assessment are to enable:

- Teachers to respond quickly and accurately to the learning needs of each pupil and, with the contribution of support staff, give ongoing support and challenge to enable all pupils to make progress.
- Teachers to plan units of work which are pitched appropriately for the needs of the whole class.
- Accurate target setting.
- Children to be involved in their own learning through developing an understanding of what they know and what they need to do to improve their work.
- Parents to support their child's learning.
- Leaders to evaluate and continually improve on the quality of provision for all pupils.

Forms of Assessment

In-school formative assessment (Assessment for Learning)	In-school summative assessment	Nationally standardised summative assessment
<ul style="list-style-type: none">• Daily feedback for individuals and/or the whole class – recorded on 'Whole Class Feedback' form.• End of unit foundation subject formative assessment grid.• Children identified for daily intervention to enable children to keep up- carried out by class teacher or GSA• Question and answer sessions.• Diagnostic questions.• Targeted questioning.• Opportunities to make learning visible-mini-whiteboards.• Discussion between staff working with groups of pupils.• Marking of children's work-verbal and written feedback.• Observations of children.	<ul style="list-style-type: none">• PiXL tests (according to PiXL timetable)• End of term White Rose assessments• Half termly Read, Write Inc assessments (carried out by RWI lead)• Short end of topic or unit tests.• Reviews for children with SEND.• Salford reading assessments.	<ul style="list-style-type: none">• National Curriculum tests at the end of KS1 and KS2.• Phonics screening check.• Nursery and Reception baseline.

<ul style="list-style-type: none"> • Regular short quizzes. • Spelling and tables tests. • Peer and self-assessment. 		
---	--	--

Target Setting

We use the language of PiXL to identify different groups of learners at the beginning of the academic year. Our end of year targets are based on all children who are an A, E or B1 achieving ARE at the end of the academic year.

Targets for end of this academic year:

A1	Working above expected standard
A2	Targeted to achieve above the expected standard
E1	Working at expected standard
E2	Working at expected standard but will require some support
B1	Key marginal (focus)
B2	Requires specialist support (B2)

A child who was at ARE at the end of last year must be green.

We carefully monitor the progress of our B1 (key marginal children) at all times and keep Personalised Learning Checklists (PLCs) for these children which identify key areas for them to work on.

Assessment Procedures

Summative assessment data is collected three times each year. These data collection points are split equally over the year with the end-point as the last Friday in June. Pupil progress meetings are held at the mid-point between data collection points.

Formative and in-school summative assessments are used to make a judgement at the end of each term about each child's progress against age related expectation (ARE). Judgements are made for reading, writing, maths, and GPS. Judgements are recorded as emerging (E), developing (D) or secure (S). Pupils working at greater depth are recorded as GD.

We ensure consistency in teacher assessments by:

- Agreeing details of criteria through the use of non-negotiables for each year group and our own portfolios of evidence.
- Moderating within and across phases before each data collection point.
- Joining local authority, cluster and school to school moderation activities.
- Discussing consistency in phase meetings and planning sessions.
- INSET dedicated to developing the knowledge of teachers of aspects of assessment (AfL, marking, other feedback)
- Expecting all teachers to further their own professional development by observing practice in the school and in other schools.

Pupils are involved in contributing to their short term targets by:

- Discussing areas for development or next steps when given feedback.
- Recording short-term targets where appropriate.
- Reminding pupils of their next steps and discussing progress towards them.

We inform parents of their child's progress by:

- Meeting with parents formally and informally.
- Sending parents annual written reports which include end of year summative judgements.

The senior leadership team and phase leaders are responsible for ensuring that:

- Assessments are carried out consistently and teachers are given support to do this through moderation at phase level.
- Assessment information is used to evaluate provision and improve practice through feedback and advice. Where insufficient progress has been made by individuals or groups this will be challenged and attainment must be improved.
- Feedback is given to individual teachers or groups of teachers following monitoring activities.
- Opportunities are given for staff to identify their own training needs through the appraisal process.

Pupil Progress Meetings

Pupil Progress Meetings are generally held midway between the data collection points. These are designed so that individuals' progress can be discussed which ensures accountability. Teachers complete grids prior to the meeting with names of children in different groups. They also highlight interventions and any concerns that they may have. Any interventions the children have received are reviewed for their impact.

Focus groups for Pupil Progress Meetings:

- E2 children (require support in class)
- Key marginal (B1) children
- Pupil Premium pupils
- SEN pupils
- Children identified as A2 (targeted for GD)
- EAL/LAC pupils
- Pupils who have not made expected progress in the key stage and need to catch up

Plans for how these children will be supported to catch up are discussed where appropriate. Monitoring is carried out by members of the SLT to ensure that the identified children are making sufficient progress.

Question Level Analysis

Question level analysis (QLA) is a very important part of our assessment and planning process. Whenever a test is carried out, a QLA takes place to identify cohort and group priorities. When PiXL tests are used, the QLA is uploaded and our children's scores for each question are compared to the children in other PiXL schools. We use this to further identify priorities. The 'Implications for Teaching' reports produced by PiXL are also used when identifying our planning priorities.

Foundation Subjects

Knowledge Organisers are produced for science, history, geography and RE. Key knowledge that the children need to be taught is included in these as well as background information and key vocabulary. Teachers track progress against this key knowledge using a formative assessment grid which is completed at the end of each unit of work. This grid is a

record of the children working at ARE (have acquired the key knowledge and skills taught) as well as those who are working below or at GD in each subject. Short quizzes, as well as work in books, provide teachers with this information.

Marking and Feedback

Teachers use a common policy for marking and feedback (see Marking and Feedback policy).

Jane Critchlow

Date of review: August 2020