



Assessment Policy

Rationale

Assessment is a continuous process which is integral to teaching and learning; allowing children to reach their true potential. It is systematically incorporated into all teaching to promote accelerated, better than expected progress for individuals, groups and cohorts. At Willow Fields Primary School we use the National Curriculum as a starting point for all of the teaching and learning experiences that we provide for our children; and it is from this that we derive our assessment practices.

Aims

- Monitor and record the attainment and progress of individuals, groups and cohorts
- Use attainment and progress information to guide teachers' planning, strategies and deployment of resources
- Plan interventions which are regularly assessed and reviewed
- Ensure a consistent approach to measure progress towards and against National Standards
- Ensure that teachers and children know what they are learning, what they have achieved and how they can further improve.

At Willow Fields Primary School assessment must be:

- Accurate - staff are aware of the standards and judge children's work correctly and are aware of the standards and National Curriculum objectives for each year group
- Fair - implementing valid and comparable methods
- Reliable - ensuring consistent judgements, based on a range of evidence
- Useful - identifying barriers to learning and identifying and discussing next steps in learning
- Focused- identifying where children need additional input, support or intervention
- Continuous - enabling accurate transfer between year groups, key stages and schools

Types of Assessment

Formative - day to day assessment which is carried out by teachers and is key to highly effective classroom practice. Learning out-comes are shared with pupils and they play an important role in pupils being able to self-assess their own learning. Formative assessment is used by teachers to inform their planning, resources and support in order for all children to progress. This includes use of Assessing Pupil Progress band sheets and recording personalised progress at key assessment points using Primary Target



Tracker software to identify gaps and plan specific lessons and interventions to address those gaps.

Summative - Children in EYFS, KS1 and KS2 are assessed periodically and progress is recorded nationally as well as in school. Test materials and government documents are used to support teachers in making accurate judgements.

National Assessments include -

- End of EYFS
- End of Year 1 Phonics Screening
- End of KS1 SATs
- End of KS2 SATs

Tracking

All individuals and cohorts are tracked throughout the year. Data is inputted into Target Tracker every half term. Progress and attainment analysis is completed regularly by the Headteacher and the Senior Leadership team (SLT) and core subject leaders. Pupil progress is discussed in detail with class teachers and support staff during Pupil Progress Review meetings. Focus groups for these meetings include:

- Pupil Premium
- SEND
- MAG&T
- Lower attaining and
- Vulnerable children

Roles and Responsibilities

- **Governing body** - Monitor whole school attainment and progress data.
- **Headteacher** - Hold teaching staff to account for pupil attainment and progress through the monitoring of assessment data and appraisal targets. Headteacher monitors the outcomes of pupil progress reviews and leads the pupil progress reviews of cohorts at the end of each Key Stage (EYFS, KS1, KS2) and monitors the attainment and progress of all individuals, groups and cohorts of pupils in school.
- **Teachers** - carry out the regular, accurate assessment of pupils following the school assessment 'Band' system and foundation subject tracking booklets. This information is recorded on Target Tracker for Reading, Writing, Maths and Science and within foundation subject booklets for all other subject areas. This information informs the planning process and is utilised when reporting to parents.
- **TA's / HLTA's** - Support children with their learning as directed and provide targeted interventions as directed. Assessment information gathered as a result of intervention is recorded and shared with the SENCO, Headteacher and class teachers to further inform planning and to ensure interventions are reviewed regularly.



Assessment Criteria

Following the implementation of the new National Curriculum, the government has removed the level descriptors which were previously used to measure pupil progress and attainment. With levels removed and the focus on securing progress for every pupil, staff at Willow Fields Primary School assess children using a system of 'Bands' which will be divided into the following 6 statements for each band -

Emerging / Emerging + / Working Towards / Working Towards + / Secure / Secure+

Communication with Parents

Children's attainment and progress is discussed at parent consultation meetings which take place across the school year. Teachers are also available for discussion with parents at other times in the year if so required.

Interim and end of year reports are shared with parents and these comment on children's attainment and progress in all subjects as well as attitudes to learning. Key assessment data (including end of Key Stage data and where applicable National comparisons) will also be included in these reports.

Marking & Feedback and AFL

Please refer to the marking and feedback policy

EYFS Assessment

At Willow Fields Primary School we believe that everyone is treated equally, encouraged and respected. We believe that all children should be given every opportunity to achieve their full potential academically, socially and emotionally. We are committed to our school being a safe and inclusive place where learning is nurtured and encouraged in a happy and caring environment where all children enjoy their educational journey.

Within 6 weeks of children starting Nursery they are given a baseline assessment which assesses which age band they are working in across the EYFS 17 areas of learning.

Expected standards for EYFS are;

Nursery

22-36 months = Below ARE (age related expectations)

30-50 months = in line with ARE

(any other lower age band = significantly below age related expectations)



Reception

30-50 months = below ARE

40-60 months = in line with ARE

Formative Assessment

As the year progresses, children are monitored on their development and progress in all areas of learning. Examples of children's learning, showing each child's individual level and stage of development are collected each week and recorded. Provision is made for observations to be recorded through child initiated learning experiences and adult directed learning. EYFS data is recorded using Target Tracker.

Summative Assessment

Reception to submit ELG data in summer 2 and this will be subject to both internal and external moderation.

Nursery to assess children against ARE in summer 2.

Parents

Parents are included in their children's learning journeys through both the homework tasks set and through their contributions to Learning Journey books. Parents are able to view and contribute to the learning journeys at any time. Parents will also have the opportunity to discuss their child's development and learning informally with staff as an on-going process and through formal parent's evenings. Parents will also receive interim and final end of year reports.



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