

West Park CE Primary School

ASSESSMENT POLICY

Independence, Teamwork, Creativity, Faith

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

Rationale

Assessment is a continuous process, which is integral to teaching and learning allowing children to achieve their true potential. Assessment is seen as: "the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there"

Assessment for Learning: Assessment Reform Group 2002

Aims

- To ensure children progress, knowing their achievements and what they need to do next
- To track individual children, groups and cohorts for attainment and progress
- To ensure teacher planning is amended in order that the teaching and learning meet the needs of all children
- To allow children to be involved in their own learning
- To have a consistent approach that measures school progress against national standards
- To inform the Governing Body of the school's standards and achievement
- The legal requirements for record keeping, assessing and reporting can be met

Effective Assessment

At West Park C.E. Primary School we believe effective assessment:

- Offers all children an opportunity to show what they know, understand and can do to improve
- Enables teachers to plan more effectively
- Helps parents be involved in their children's progress
- Provides the school with information to evaluate work and set suitable targets

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 for Pupil Progress is Mrs Kelly Davies. She meets with the Deputy Headteacher with responsibility for Assessment termly.

Head Teacher / Deputy Head Teacher: Moderate assessments regularly and provide 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.

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.

Key Features of Assessment at West Park C.E. Primary School

Day to day (Assessment for Learning/ AFL)

Assessment for Learning focuses on how children learn and is central to classroom practice and planning. Learning outcomes are shared with pupils and teachers discuss with pupils how learning outcomes can be achieved. AfL takes place on a daily basis and is integral to teaching and learning. Peer and self assessment is encouraged throughout the school.

Transitional

This is the formal recognition of achievement:

- Completion of Foundation Stage Profile
- Key Stage 1 and 2 SATs
- Interim and end of year reports

Assessment with the Early Years

Evidence is collected through observation and discussion and these are recorded in pupils learning journeys. Photographic evidence is also collected along with pupil quotations. Along with any written work, these form the basis of the on-going teacher assessments in line with National Expectations.

Early Years Leader analyses data termly and presents to the HT and DHT along with governors. They provide staff within the EYFS intervention target groups in order to accelerate progress. Data is provided to parents and carers at Parent Consultation meetings and in written reports at the end of each year.

Assessment in Key Stage1 and 2 (English and Mathematics)

Teacher assessments are entered on to the schools tracking system and progress maps created to show attainment and progress against targets.

This data is analysed to show progress and attainment and to identify groups and individuals who may require further intervention and those who are making accelerated progress.

Targets for pupils are set at the start of each year and discussed during Pupil Progress Meeting throughout the year. These targets are linked to Appraisal Systems.

The data analysis informs the School Development Plan and Self Evaluation Form documentation and drives forward staff training and support packages within school.

Statutory tests and SATs tests are carried out at the end of Year 1, 2 and 6. Assessment Data is provided to parents and carers at Parent Consultation meetings and in written reports at the end of each year.

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. Then inform the pupil progress meetings. Focus groups for 2018-19 include:

- Pupil Premium pupils with more able and those who are pure PP (not additional disadvantaged eg. SEN need) disadvantaged as a separate group
- SEN school support pupils
- Higher Ability Pupils

Marking

Teachers in the School use a common policy for marking work which is fully understood by all staff - see separate 'Marking' policy. Class work is marked using a common framework and comments are made as appropriate. Marking recognises excellence, 'tickled pink' and indicates the areas that need improvement 'green for growth'. Within Maths and English developmental and challenge comments are used. Pupils are given opportunities to respond to the comments or challenges using a purple pen and these are then followed up by the teacher.

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.

Compiled by: Nina Craig, Deputy Headteacher with responsibility for Assessment

Attached appendices:

- Timetable for data collection and review/intervention planning and intervention
- Head of Year monitoring log
- Sample Head of Year Data Pack