

Wardley CE Primary School Assessment Policy



| | |
|------------------------------------|--------------------|
| Name of Reviewer | Mark Foster |
| Date of Approval of Governing Body | May 2023 |
| Signature of Chair | <i>Alan Johns</i> |
| Signature of Head | <i>Mark Foster</i> |
| Date Due for Review | May 2024 |

EQUALITY STATEMENT

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination, harassment and victimisation
- advance equality of opportunity
- foster good relations

We review all policies and procedures we operate to ensure there are no negative equality impacts based on the following protected characteristics: age, disability, ethnicity & race, gender (sex), gender identity & reassignment, pregnancy & maternity, sexual orientation, religion & belief and non-belief as outlined in the Equality Act 2010. If you feel, on reading this policy that there may be a negative equality impact, please tell us about this. Please also let us know if you need to access this policy in a different format. You can do this by contacting the school office.

Vision

Our teachers use assessment every day to deepen and extend their awareness of the knowledge, skills and understanding of our pupils. This equips them to meet and respond to the individual needs of all, securing excellent attainment and progress.

Aims

The aims of assessment at Wardley CE Primary School are:

- To inform and strengthen teaching and learning by providing teachers with reliable and useful information about the knowledge, skills and understanding of the pupils they teach.
- To compare the performance of pupils to others nationally, enabling us to explore strengths and development priorities at whole-school and cohort level.
- To support us in providing parents and guardians with accurate information about the knowledge, skills and understanding of their child.

Formative assessment

We view assessment as a continuous process. Every time a teacher interacts with a pupil, they are deepening and extending their existing 'assessment' of the pupil's current attainment. Teachers are actively aware of this and respond to emerging pupil needs at the earliest possible opportunity (this is supported by our commitment using adaptive teaching and effective feedback – for further information, see our teaching & learning policy and the effective feedback policy).

The formative assessment strategies used in school include, but are not limited to:

Observation of pupils

Strategic questioning

Analysis of work completed

Plenary activities

These strategies are used across the curriculum in all subject areas.

Summative assessment

We are clear in our view that all forms of summative assessment must be reliable, manageable and useful. If not, we risk wasting precious planning, teaching and learning time.

During units of work, teachers use a range of strategies to assess the extent to which pupils learn, remember and apply the new knowledge and skills that are set out within the curriculum progression maps for each subject area. This informs adaptive teaching throughout the unit, as teachers respond to support pupils to make as much progress as possible (as outlined in the school's teaching & learning policy)

We use summative teacher assessments three times each year. The assessment points come at the end of each term and are made against the threshold concepts and milestone skills set out for each subject in the school's curriculum progression documents (as outlined in the school's curriculum design statement). The teacher assessment judgements are recorded on the school's tracking system.

The expectation is that over the course of a milestone a child will deepen their depth of learning. The expected pathway for a child working at the expected standard is

that they will move from a basic level of understanding in which they require scaffolding, guidance and support from the teacher to a more advanced level which is characterised by greater autonomy and independence. For children working at a greater depth they will accelerate more quickly through this progression and display a greater ability to manipulate and apply the milestone skills. For a child who is working at the expected standard their depth of learning pathway in relation to the milestone skills is set out in the table below:

| MILESTONE | | | | | |
|--------------------------------------|--------------------------------------|----------------------------------|----------------------------------|--|--|
| FIRST YEAR IN THE MILESTONE | | | SECOND YEAR IN THE MILESTONE | | |
| TERM 1 | TERM 2 | TERM 3 | TERM 4 | TERM 5 | TERM 6 |
| Lots of examples of basic attainment | Lots of examples of basic attainment | Examples of advancing attainment | Examples of advancing attainment | Lots of examples of advancing attainment | Lots of examples of advancing attainment |

In reading, writing and maths the termly judgements are based on whether the child is working below the age expected standard (B), working towards the expected standard (WTS), working at the expected standard (EXS) or working at greater depth (GD).

To keep summative assessment manageable in the wider curriculum, the termly teacher assessment judgements are kept simple: teachers judge pupils to be 'on track' (they are progressing through the curriculum as expected, retaining new knowledge and skills) or 'monitoring' (they require additional support as they are not currently progressing through the curriculum as expected). These summative teacher assessment judgements are updated at the end of each term for all wider curriculum subjects (including science, French, PSHE, design and technology, art and design, history, geography, music, computing, PE and RE).

Reliable: To improve the reliability of teacher assessment judgements across wider curriculum subjects, judgements are moderated alongside colleagues at our regular 'curriculum review' meetings – more information about this process can be found in our curriculum review documentation. Subject leaders also look at the accuracy of assessment judgements within their subject areas as part of their on-going monitoring actions. To further support our teacher assessment in English and maths we use standardised NFER assessments as mid-term tests for reading, SPAG and maths. These inform, rather than dictate, our summative judgements – the use of a standardised test provides us with an indication of how pupils are performing compared to others of the same age nationally.

Manageable: As we only have three summative teacher assessment points, teachers have the time to make and record accurate judgements on the school's tracking system. Also by limiting the use of formal standardised tests to just three times a

year the teachers find that time invested in administering, marking, reporting and analysing summative assessments is worthwhile and rewarding. It is accepted that there is an impact on teacher workload at these points in the year; therefore, by limiting the number to three, we reduce the risk of this associated workload becoming unmanageable. We have also streamlined the way that assessment judgements are made across the wider curriculum whilst still retaining a clear focus on the effectiveness of assessment to support pupil progress. This adheres with teacher workload guidance issued by the Department for Education in 2018.

Useful: The primary purpose of assessment (including summative assessment) is to inform future teaching. As such, we analyse the termly teacher assessment data and the standardised test results. This provides teachers with rich, detailed information, highlighting both individual and whole-class strengths and needs. Using the information generated, teachers analyse the performance information and create action plans to inform future teaching. This process includes the identification of specific areas in which pupils need further support or challenge. These action plans are discussed in depth at termly pupil progress meetings with a senior colleague. Useful analysis is provided instantly by our tracking resources, allowing leaders to identify whole-school trends within a particular subject – this helps identify lines of enquiry when evaluating the impact of the school curriculum and may sometimes inform school development planning.

Reporting assessment judgements

Parents and carers receive information about their child's attainment and progress in English and maths in the autumn and spring parents' evening meetings. They are also recorded in the summer term end-of-year report. The wider curriculum assessment judgements are reported to parents once annually as part of our end-of-year reports.

Assessment files

Each class has an assessment file. Each term, these are updated with reports, analysis and action plans. They are stored securely in classrooms so that they can be accessed by teachers, teaching assistants and school leaders on a daily basis. This accessibility is important as it ensures teaching is continually informed by reliable assessment information (further enhancing the extent to which our assessment practices are useful).

To ensure manageable workload for teachers, the assessment leader shares the responsibility for updating and reviewing assessment files each term

Role of the assessment leader

- Support class teachers in ensuring all summative assessment is reliable, manageable and useful.
- Support class teachers to develop effective 'assessment for learning' strategies in order to strengthen formative assessment across school.
- Support class teachers in analysing assessment information and formulating effective action plans.
- Ensure consistency across school in the recording of assessment judgements.
- Where necessary, organise or provide training for staff members to enhance the extent to which assessment is reliable, manageable and useful.

- Alongside subject leaders, ensure class teachers are provided with the assessment materials they require (e.g. standardised test papers).
- Retain a current awareness of development of assessment practice locally and nationally so that school practice is guided by the latest, evidence-informed thinking and research.

Implementing the policy

The head teacher and assessment leader are responsible for implementing the policy on a day-to-day basis.

Policy evaluation and review

The head teacher and assessment leader is responsible for reporting to the governing body on how the policy is being enforced and upheld. The governors are in turn responsible for evaluating the effectiveness of the policy.

The policy is reviewed every year.