Wentworth Primary School

Assessment Policy

Date of Policy:
January 2023

Next Review: Spring 2025

Achieving Happily

<p style="text-align:center">Assessment Policy</p>

Principles of Assessment

Wentworth is committed to improving the quality of all children's learning experiences. Regular and careful assessment and evaluation of children's knowledge, skills and understanding is an essential element in bringing about such improvement. We aim to make assessments for learning as well as assessment of learning.

- Assessments should offer all pupils an opportunity to show what they know, understand and can do and should inform teachers where to go next.

- Assessments should help pupils understand what they need to develop and how to go about achieving their targets.

- Assessment of academic work should be based upon shared learning intentions.

- Assessments should be manageable and informative and should enable teachers to plan more effectively and hence advance the learning process.

The Planning Process

The planning and assessment of all that we teach are closely linked. In order to make assessments upon a child's knowledge or understanding we need to have planned our work in sufficient depth to ensure that real learning can take place.

There are three main stages to planning
- Long term planning of topics across the academic year

- Medium term planning across one or terms

- Short term planning – weekly/daily

Long Term Planning

Long term planning specifies the content of what is being taught, ensures a broad and balanced curriculum and shows whether work is blocked or continuous.

Medium Term Planning

Medium term planning shows the weekly breakdown of subjects for each year group across one or two terms.

Short Term Planning

The short-term plan aims to provide the detail of what is to be taught on a weekly or daily basis. The content takes account of the range of abilities and prior attainment of individuals within the class, the outline of which is drawn from the medium term planning grid. The most important aspects of the short term planning are the learning objective (i.e. what do we want the children to learn from the lesson) and the success criteria (i.e. the process the children will need to go through in order to achieve the learning intention). Activities are planned to reflect the intended learning outcome.

Teachers complete and submit the English and Maths plans to the Head teacher at the end of each week, appropriately annotated with any necessary adaptations.

Formative Assessment
Formative assessment is the ongoing process of assessment, which includes the processes of sharing learning intentions, questioning, self-evaluation, identifying progress and gaps in learning, target setting, marking and feedback and celebrating achievement. We use the information gathered to inform where we go next to further learning.

Sharing Learning Objectives and Success Criteria
It is recognised that in order for a child to learn they must clearly understand what it is they are expected to gain from each lesson. Therefore:

- The learning objective is explained to the children in 'child speak' after the activity has been described.

- The learning objective is down for all to see either on the board for a whole class activity or on tables for group activities where this is appropriate.

- Pupils should include the learning objective at the start of their work. For younger children, or less able readers, the learning objective will be verbal or printed to stick in books and repeated throughout the lesson.

- Details of the processes the children will go through to achieve the learning objective are made specific in the success criteria.

- A traffic light system is used to demonstrate children's understanding in both English and Mathematics and ticks are used against the success criteria to show both the child's and teacher's assessment of the learning.

Questioning
Thoughtful questioning enables the teacher to establish the extent to which children have learnt and understood. Questions can be both closed, requiring specific factual answers, or open, which allow the children to make links, build on existing knowledge and develop opinions and further questions. We recognise that:

- We need to encourage all pupils to participate e.g. 'no hands up' responses where the teacher requests a reply from random pupils.

- Questions need to be carefully thought out in order to provide thoughtful answers.

- We should expect the unexpected in children's responses as children often learn more than was originally intended.

- Children need to be given sufficient thinking time to consider their responses i.e. at least 5 seconds.

- Some pupils lack the confidence to respond to questions independently or publicly so we will give them the opportunity to respond in different ways e.g.:

  o allowing them to discuss their answers in small groups or pairs and allowing a spokesperson to respond.

  o allowing them to write down their answer.

  o giving them a choice of answers and ask them to vote.

Self-evaluation
It is recognised that self-evaluation enables the child to review their own progress and helps them set targets for improvement. However, a child is only able to assess what they can and cannot do when it is related to the learning objective. Self-evaluation can take the form of informal discussions / conferencing, small group / whole class evaluation of the work of individuals and smiley/straight/sad faces. The process of self-evaluation is more important than the recording of it.

Target Setting
Target setting at pupil level aims to focus on the next most achievable target in the child's development. It is deliberately one that the child is close to achieving which develops motivation, self-esteem and enables them to participate in their own development. Writing targets can apply not only to literacy work but writing in all areas of the curriculum. A target is not the same as a learning objective, which is the focus of one lesson, but is ongoing.

- Targets are either included in the marking comment in red for those able to read or oral for younger pupils or when feedback is immediate.

- Target stamps are used in foundation and KS1 to provide a visual target. Pupils should be given time to review written feedback of their work and respond to it.

Marking and Feedback
(See A Guide to Marking and Presentation)

Celebrating Achievement
We understand that children become motivated learners when they are recognised for their achievements. At Wentworth we celebrate achievement through:

- Praise for work, which includes the process and / or product, which could be academic or non-academic, behaviour and effort.

- Weekly celebration assemblies.

- House points, recorded on Class Dojo.

- Smiley face cards.

- Good work stickers or stamps.

- Celebratory postcards.

Summative Assessment
Summative assessment can be broadly separated into two sections. These are statutory assessments i.e. End of Key Stage tests for years 2 and 6 and non-statutory tests and 'in-house' assessments.

Statutory Assessments

Early Years Foundation Stage Profile
A baseline assessment is used to assess pupils during their first few weeks at school. They then continue to be assessed against the Early Years Foundation Stage Profile throughout the year.

Phonics Screening
Year 1 pupils are assessed on their ability to read a range of real and pseudo words. Those who do not reach the national standard are re-assessed at the end of Year 2.

Year 2 and 6 Task and Tests
Year 2 and 6 children will take part in New National Curriculum tests in reading, spelling, punctuation and grammar and mathematics and will be graded on a scaled score where 100 is the average expectation.

Non-Statutory Assessments
We recognise the importance of monitoring the progress made by pupils and use a system that provides us with such information from Reception to Year 6.

Year 1-6 pupils
Pupils are assessed on an ongoing basis in Reading, Writing and Maths. Work is assessed on individual profiles. The information on these profiles highlights attainment and next steps in learning. PIXL tests (Partners in Excellence) are used to further support teachers' judgements in Years 3, 4, 5 and 6.

Children in years 3, 4, 5 and 6 follow the Accelerated Reader programme. Children are assessed for their Zone of Proximal Development (ZPD) (Vygotsky) and choose a banded book within their ZPD. After each book, completed quizzes indicate a child's level of comprehension which are used by teachers throughout the year to monitor progress.

Reading Records

In addition to brief notes recorded in the home/school contact books, teachers record guided reading notes on a guided reading record sheet. Reading targets are drawn from the reading profile.

Science and Foundation Subjects

Assessments will be carried out in line with the end of year key stage subject descriptors.

Foundation/KS1 Phonics

All pupils in the Foundation Year and Years 1 and 2 follow the assessment cycle in the Monster Phonics profile. Children are assessed regularly for understanding throughout the year.

Pupil Tracking

We track pupils termly to monitor their progress and plan work appropriate to their needs. Pupil progress in Reading, Writing and Mathematics is assessed every term is then entered onto Insight Tracking to track progress. This shows whether a child is working below the required standard for their age, on track or working above age related expectation.

Consistency within Assessment

We have developed consistency in assessment through:

- Weekly planning meetings.

- Transfer of pupil information between year groups.

- Reading, Writing and Maths profiles.

- SEND information, where appropriate.

- Early Years Foundation Stage Profile.

- Contact book and new reading book with the reading zone indicated.

- Most recent English and mathematics books.

- Vocabulary book.

- An agreed guide to marking and presentation.

Recording and Evidence

Formative assessments are recorded in the following ways:

- In the process of marking.

- Guided reading records/contact books.

Summative assessments

- A copy of the annual report is put into the pupil's grey file.

- End of key stage test results are kept in the pupil's grey file.

- Phonics Screening check results for Year 1 pupils, is kept in the pupil's grey file.

- Early Years Foundation Stage Profile.

- Completion of Reading, Writing and Maths profiles.

- Assessments for Reading, Writing and Maths are recorded on Insight Tracking.

- Foundation/KS1 Phonics assessments.

Using Assessment Information to Track Progress

We use information gained from assessment to highlight strengths and weaknesses in the curriculum to identify areas for whole school development.

We enter levels of attainment into Insight Tracking to track individual pupil progress and monitor the progress of groups of pupils, such as SEND and Pupil Premium.

Pupil Progress Meeting Cycle

Pupil Progress Meetings are carried out in year group teams with members of SLT to evaluate the progress of all pupils and groups, and identify areas of support and intervention needed. This cycle is repeated following assessment points throughout the year.

Reporting to Parents and Guardians

We issue reports to parents once a year to inform them of their child's progress and targets for improvement. We also meet formally with parents three times a year and welcome informal meeting in between.

We believe that reports should:

- Provide clear information which parents can understand about their child's progress outlining strengths and weaknesses and the areas they need to develop.

- Set realistic targets for development.

- Promote parental involvement in their child's learning.

- Follow current legislation.

Reporting to Governors

The Headteacher will report to the governing body on standards and school improvement – including analysis of attainment and progress data - on a termly basis. Link governors with responsibilities for Assessment, Pupil Premium, SEND, Literacy and Maths will also meet with lead teachers to monitor standards in these areas.