

Whitwick St. John the Baptist C.E. Primary School

Assessment Policy

Agreed by Staff: November 2020

Agreed by Governors: December 2020

Signed (Chair): _____ Date: _____

Aims of assessment at Whitwick

- To maximise pupil achievement,
- To focus quality-first teaching on children's individual needs,
- To provide an appropriate curriculum for all children,
- To ensure that pupil progress and attainment is tracked effectively,
- To ensure the swift and effective identification of learning interventions where needed.

Effective assessment will involve:

- The sharing of learning objectives – so that children know exactly what the main learning focus is, in age appropriate language.
- Identifying success criteria – enabling the children to be independent learners.
- Questioning – to identify the children's level of understanding and misconceptions.
- Oral feedback and discussion.
- Marking and feedback (refer to appendix 1).
- Self and peer assessment – against clear success criteria.
- Tracking of learning objectives.
- Pupil progress meetings.

Assessment types

We use a range of assessments:

- Formative – informing the planning process of the next steps to learning
- Summative – measuring pupil performance and achievements at a particular stage
- Nationally standardised summative assessment – measuring pupil attainment and progress against own targets, national targets and their peers.
- Evaluative – making judgements about the effectiveness of learning and teaching

Formative assessment

Formative assessment is the powerful, every day tool that our teachers use to make professional judgements on progress and attainment. It can take forms such as:

- Marking of pupil work in books,
- Carrying out observations of pupils at work / practical activities,
- Targeted questioning as part of a lesson,
- Content tests in maths,
- Cross curricular writing tasks,
- Checking pupil work for progress and advances in attainment.

The primary purposes of day-to-day in-school formative assessment

For who	What	How do we do this at Whitwick?
Pupils	In school formative assessment helps pupils to measure their knowledge and understanding against learning objectives and wider outcomes and to identify where they need to target their efforts improve.	We mark work using green to identify successes in learning. Orange is used to identify areas of improvement or development. With the pupils in Key Stage One and below, the use of oral feedback is vital in their understanding. Colour coded comments may be added where it is felt that they will further develop the children's learning or understanding. In our EYFS the children are assessed against the development matters statements and Early Learning Goals (ELGs). Reception use Target tracker to track the children's progress against these statements. Judgements are made based on observations and written work. Pre-school use Tapestry to track the children, completing observations in the same way.
Parents	In school formative assessment provides parents with a broad picture of where the children's strengths and weaknesses lie and what they need to do to improve.	We report to parents at parent's evenings in the Autumn and Spring terms. We also formally report to parents in an end of year report at the end of each academic year. In addition, we inform parents about their child's attitude to learning three times a year. We may also informally notify parents via telephone calls, face to face meetings and via the home / school communication book.
Teachers	This is an integral part of teaching and learning. It allows them to identify where pupils are struggling, when they have consolidated learning and when they are ready to progress.	We follow the attainment of the pupils and track progress carefully. For the core subjects Target tracker is used to support this. This allows teachers to plan high quality lessons and respond rapidly to the needs of their pupils.

Formative assessment is not necessarily recorded in a uniform way and will not be monitored by SLT. It is expected that they are recorded and used by individuals effectively and to impact positively on learning.

Summative assessment

Summative assessment is used at Whitwick to bring all of the professional, formative judgements of a term / year together.

This can take the forms of:

- End of term assessments.
- End of topic / unit assessments.

The primary purposes of day-to-day in-school summative assessment

For who	What	How do we do this at Whitwick?
Pupils	In school summative assessment provides pupils with information about how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can continue to improve.	Summative assessments are completed when teachers feel they are needed. Results are shared with children to ensure that they are aware of their progress and next steps. In EYFS the children are assessed termly against the development matters statements. Next steps are identified and planned for.
Parents	In school summative assessments can be reported to parents to inform them about achievement, progress and wider outcomes of their children across a period, often a term, half-year or year.	At Whitwick, where appropriate, we report end of year summative assessment to parents via end of year reports.
Teachers	In school summative assessments enables teachers to evaluate both pupil learning at the end of a unit or period and the impact of their own teaching. Both of these purposes help teachers to plan for subsequent teaching and learning	At Whitwick, we analyse the results from tests and teacher assessment to identify what teachers need to plan for in the subsequent learning. End of year results are passed up to the receiving teachers, so they can plan to address misconceptions and deepen learning.

Nationally standardised summative assessment

Nationally standardised summative assessment currently takes place in four identified year groups in school:

- National Curriculum tests in Reading and Maths (arithmetic and reasoning) at the end of Key Stage 1 – Year 2
- National Curriculum tests in Reading, Maths (arithmetic and reasoning) and GPS (Grammar, punctuation and Spelling) at the end of Key Stage 2 – Year 6
- There is also a Phonics screening test in Year 1, which assesses pupils’ phonetic knowledge. Children re-sit the phonics check in Year 2 if they do not meet the standard in Year 1.
- At the end of EYFS the children are assessed against the Early Learning Goals in all areas of the curriculum.

The primary purposes of nationally standardised summative assessment¹

For who	What	How do we do this at Whitwick?
Pupils Parents and Governors Teachers	Nationally standardised summative assessment provided information on how pupils are performing in comparison to pupils nationally. It also provided parents with information on how the school is performing in comparison to schools nationally. This allows parents and governors to hold schools to account.	At Whitwick, we report the results to parents in the end of year reports in Years 2 and 6. The phonics test is also reported at the end of Year 1 and Year 2 where relevant. Cohort results are also published on our website and on our data dashboard. At the beginning of Reception a baseline assessment is completed on each child to create an 'in house bench mark'. At the end of Reception the children are assessed against the Early learning Goals.

Assessment is collaborative and involves all stakeholders of the school.

Who	How
Governors	Oversee the policy and ensure that assessment for learning drives learning and teaching within the school. They will scrutinise pupil achievement and hold leaders to account for ensuring every pupil, based on their starting point, achieves at least in line with other similar pupils within school and nationally.
Senior Leadership Team	Drive improvement and have a vision that the school will collectively apply assessment for learning so there is maximum impact of children's learning and achievement.
Subject Co-ordinators	Monitor standard of achievement and progress within the subjects/areas or year groups they lead and drive improvement
Teachers	Apply assessment for learning fully within their teaching to maximise learning and teaching opportunities
Teaching Assistants	Use assessment for learning techniques to help teachers and children make judgements on the learning and identify the next stages for learning
Parents/Carers	Are to be made fully aware of the children's targets and development and be offered support by the school to ensure their children are achieving in line with their age and ability
Children	Have responsibility for their own learning and clearly know what they need to do to make good progress and achieve their targets.

Inclusion Statement: (SEND/EAL/G&T) We are committed to providing effective learning opportunities for all pupils and apply the principles of the Equality Act 2010 in to our curriculum planning and teaching. Suitable and challenging learning opportunities will be planned and delivered for all pupils with the aim of maximising achievement for each individual. Teachers will respond appropriately to pupils' diverse learning needs and be aware of the needs of pupils based on gender, special educational needs, disability, disadvantage (including those pupils who are eligible for the Pupil Premium grant) and pupils who are newly arrived and/or speak English as an additional language. We are committed to the principle of equality of opportunity for all and this will be reflected in the curriculum offered, the quality of education provided and the achievement of all individuals and groups of pupils.