

Welford on Avon Primary School is committed to equality and valuing diversity and actively supports practices that promote genuine equality of opportunity for all staff and young people.

# Welford on Avon Primary School



# Assessment Policy

*This school is committed to safeguarding and promoting the welfare of children and expects all staff, parents and volunteers to share this commitment.*

Assessment is first and foremost about helping pupils learn.

#### AIM:

Effective assessment informs teaching and learning. Effective assessment includes both formative and summative assessment.

Assessment for learning (formative assessment) involves the use of assessment in the classroom to raise pupil attainment. Pupils will improve more if they understand the aim of their learning, where they are in relation to this aim and how they can achieve this aim.

Assessment of learning (summative assessment) involves judging pupils' performance against national standards. Teachers will make these judgements against each learning intention, at the conclusion of a unit of work, across each term, at the end of each year and at the end of each Key Stage.

We aim to teach the necessary skills to reach End of Year Expectations in each year group and we assess what has been taught to each pupil.

We give our pupils regular feedback on their learning so that they understand what it is they need to do better (see Marking and Feedback Policy).

#### OBJECTIVES:

The objectives of assessment in our school are:

- to enable our pupils to demonstrate what they know, understand and can do in their work;
- to help our pupils recognise the standards expected of them, and to understand what they need to do next to improve their work;
- to allow teachers to plan work that accurately reflects the needs of each child;
- to provide regular information for parents that enables them to support their child's learning;
- to provide the SLT, subject coordinators and governors with information that allows them to make judgements about the effectiveness of the school.

#### PLANNING FOR ASSESSMENT:

To support our teaching and planning we use the revised National Curriculum published in September 2014. We use the assessment guidance in the Programmes of Study along with other relevant assessment tools to help us identify opportunities for assessment and the standards achieved by each pupil.

Lessons are planned with clear and appropriate learning objectives based upon sound knowledge of pupils' prior attainment and knowledge. Teachers share and review learning objectives with the pupils whenever is appropriate within the lesson, indicating how the activity is linked to learning and the criteria against which the work will be judged.

Teachers evaluate lessons and learning, annotating plans and planning for further assessment opportunities.

### TARGETS:

Targets (including knowledge and skills progression) relating to the End of Year Expectations for each year group are available to every teacher. Individual targets are set where necessary and communicated to parents. Targets are reviewed regularly with pupils input and are updated to show current achievement.

We encourage pupils to reflect on and review their own targets, developing an understanding of their learning process and their own attainment. Pupils record their progress against these targets in their workbooks and the teacher reviews these with each child on a regular basis.

Pupils will be asked periodically to review their targets with their peers, encouraging them to work together and share evidence of progress. Targets are shared with parents through Parents Evenings and further discussions if necessary.

### RECORDING:

We recognise various methods of assessing a child's learning. The type of assessment that we make can vary from subject to subject. We use our Marking and Feedback to keep a record of our assessments against learning intentions, anecdotal records to record assessment of other learning and use pupil tracking to record progress over time.

On our planning, we record only those pupils who do not meet the planned learning objective (Emerging towards End of Year Expectations), or who achieve more than was planned (Exceeding End of Year Expectations), so that we can take the needs of these pupils into account when planning for the next lesson. Where the majority of the class makes the Expected progress, there is no need to record this, and we use our annotated lesson plans as another record of progress measured against learning intentions.

We take the learning intentions for individual lessons from the broad learning intentions within the school's Long-Term Planning. These in turn reflect the standards of the National Curriculum. Our teachers record the progress of each child against these standards. This enables them to make a judgement about the work of each child in relation to the National Curriculum standards and End of Year Expectations. This allows us to monitor the progress of each child. Each teacher presents this information with supporting evidence at termly Pupil Progress Meetings. Class Teachers are also responsible for passing all relevant information onto the next Class Teacher at the end of each academic year. This will include:

- group lists (Reading, Writing, Mathematics and all foundation subjects and any vulnerable groups of learners);
- SATs/optional test results;
- On line pupil tracking;
- Accelerated Reader reports;
- Class and Individual Provision Maps (Purple SEN folder);
- Information on more able pupils;

- Assessment folders and records;
- Guided Reading Records;
- Mental Arithmetic homework books;
- all Ready, Steady, Write books, pupil Portfolios, Sketch books and DT books;
- Emerging, Expected and Exceeding examples of Mathematics, Science, Enquiry and spelling books.

## REPORTING TO PARENTS:

We have a range of strategies that keep parents fully informed of their child's progress in school. We encourage parents to contact the school if they have concerns about any aspect of their child's learning.

Each term, we offer parents the opportunity to meet their child's teacher. We begin the year with a Parent Induction Evening to allow Class Teachers to introduce their own class routines and expectations to parents. At the Autumn term Parents Evening, staff comment on how they have settled into class and started the programme of study review the targets and progress made against the programme of study.

At the Spring term Parents Evening, we evaluate their child's progress as measured against the targets.

At the Summer term Parents Evening or Transition Meeting, we review their child's written report and the targets identified in it for the next school year (see next paragraph).

During the Summer term, we give all parents a written report of their child's progress and achievements during the year. This will report against end of year expectations on a nine point scale. In this report, we also identify target areas for the next school year. We write individual comments on all subjects of the National Curriculum. We also include a space for parental feedback.

In reports for pupils in Year 2 and Year 6, we will also provide details of the scores achieved in the National Curriculum tests. In Year 1 we provide details of the phonics screening and in Year 4 details of the Multiplication Test.

We offer parents of pupils in Nursery and Reception additional regular opportunities to discuss their child's learning with the Class Teacher.

At the beginning of each term, Class Teachers provide parents with a Curriculum Information Sheet outlining the areas of study across all subjects for the term. Records of these are also available on the school website. In the Parent Information Sheet the Class Teacher identifies how parents can support any elements of learning over the term.

Each year every pupil completes an English, Mathematics, Science and another sample of work for their Portfolio. This Portfolio, which is kept in the classroom, provides further evidence for parents to see the progress their child is making.

## FEEDBACK TO PUPILS:

We believe that feedback to pupils is very important, as it tells them how well they have done, and what they need to do next in order to improve their work. (See the Effective Marking and Feedback Policy) for further information. We believe a termly meeting between pupil and teacher is an effective way of providing feedback. This feedback will be age appropriate.

Homework is marked thoroughly every week and feedback is provided to parents whenever necessary through Homework Diaries and Reading Records.

We give pupils verbal feedback on their work whenever possible. We give written comments to pupils at least once per week in all subjects and across all age groups.

When we give written feedback to a child, we relate this to the learning intention for the lesson which in turn reflects the standards expected for each year group. We make clear whether pupils are Emerging towards meeting the standards, are at the Expected standard or are Exceeding the standards with evidence to support our judgement. If we consider that the standard has not been met, we make it clear why we think so. In either case, we identify what the child needs to do in order to produce even better work in the future.

Having pupils assess their own or each other's work can be very effective, because it enables them to clarify their ideas on progressing to the next step, but this must be carefully managed, to avoid unhelpful comparisons. Teachers always check and review the work themselves afterwards.

We allow time at the beginning of each lesson for the pupil complete Fix It! time (i.e. to absorb any comments written on their work, to answer any questions written on it by the teacher, to ask any questions of their own and also to make improvements to their work). We start the lesson in this way in order to ensure that the time our teachers spend on marking has the greatest impact on pupils learning and progress. We believe that learning is maximised when pupils enter into a dialogue about their work.

## INCLUSION AND ASSESSMENT:

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils or groups of pupils.

We achieve educational inclusion by continually reviewing and assessing, by monitoring data and tracking the performance of these individuals and groups of pupils. Where necessary we provide interventions to ensure the needs of individuals or groups are met.

## MODERATION OF ASSESSMENT:

Assessment is moderated closely through staff meetings and Pupil Progress Meetings with the Headteacher. Where appropriate moderation will take place externally through the Consortium or Local Authority.

### MONITORING AND REVIEW:

The Assessment Coordinator is responsible for monitoring the implementation of this policy in conjunction with the Headteacher through lesson observation, monitoring planning and pupil work samples.

This policy will be reviewed every year or earlier if necessary to incorporate any statutory changes or updates.

### EQUALITY & DIVERSITY POLICY

Welford on Avon Primary School is committed to equality and valuing diversity and actively supports practices that promote genuine equality of opportunity for all staff and young people.

Reviewed: October 2023

Signed:

Next review date: October 2024

Signed: