



Woodrow First School

Assessment Policy

Signed by:	
Reviewed by	Lisa Hinton
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Chair of Governors	Andrew Jackman <i>AJ Jackman</i>
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This policy and procedure has been produced based on recommendations in the Final Report of the Commission on Assessment without Levels (Sep 2015) and in line with the 'Purposes and Principles of Assessment without Levels'.
(<https://www.gov.uk/government/publications/commission-on-assessment-without-levels-finalreport>)

Within this policy there is consideration of attainment and achievement in its widest sense; we aim to provide our children with the broad education they need to progress to the best of their ability socially, emotionally and academically.

Aims and Principles of Assessment

To ensure that:

- assessment is an integral part of teaching, based on best practice, focusing on the curriculum and that it lies at the heart of promoting children's education.
- high quality, in depth teaching, is supported and informed by high quality formative assessment. (on-going assessment)
- there is always a clear purpose for assessing and assessment is fit for its intended purpose.
- assessment is used to focus on monitoring and supporting children's progress, attainment and wider outcomes.
- assessment provides information which is clear, reliable and impartial.
- assessment supports conversations with pupils and parents
- children take responsibility for achievements and are encouraged to reflect on their own progress, understand their strengths and identify what they need to do to improve.
- we achieve our assessment whilst paying due attention to teacher workload.
- assessment is inclusive of all abilities.
- a range of assessments are used including 'Day to Day In-School Formative Assessment', 'In School Summative Assessment' and 'Nationally Standardised Summative Assessment.'

Day-to-Day in-school formative assessment

Throughout the day all staff are observing and assessing children. 'Day to Day In-School Formative Assessment' is an integral part of teaching and learning. It helps children to measure their own strengths and areas for development. It allows teachers to understand child performance on a continuing basis, enabling them to identify when children have a barrier to learning, when they have consolidated or extended learning and when they are ready to progress. In this way, it supports teachers to provide appropriate support, practice or extension (enrichment activities to deepen understanding) as necessary and informs progress. It enables teachers to evaluate their own teaching of particular topics or concepts and to plan future lessons accordingly.

Through 'Day-to Day In-School Formative Assessment', we will

- support our children to understand what they need to do to improve.
- ensure that problems are identified at the individual level and that every child will be appropriately supported to make progress and meet expectations.
- have records which support us in giving parents a picture of where their children's strengths and weaknesses lie and what they need to do to improve.

A range of 'Day-to-Day In-School Formative Assessments' will be used including, for example,

- reference to the Woodrow Key Objectives document for reading writing, maths and science
- reference to Weaving Knowledge and Skills; Focus Education KS1 and 2 objectives
- reference to Foundation Stage age bands
- White Hub maths resources
- making use of rich questions and answers
- marking of children's work, particularly using challenges
- observational assessments [planned for and incidental]
- short re-cap quizzes for instance in phonics or for times tables
- scanning work for child attainment and development
- discussions with children
- child self-assessment
- Learning Journeys in FS
- A3 Pupil Profile notes
- AfL discussions between teachers and TAs

In-School Summative Assessment

In-school summative assessments will be used to monitor and support children's attainment and achievement. They will also inform parents about their child as a learner. At a whole school level, in-school summative assessments will also be used to track achievement of cohorts; to identify where interventions may be required; and to work with teachers to ensure children are supported to achieve sufficient progress and expected attainment.

A range of 'In-school-summative assessments' will be used including, for example

- half termly Mantle reviews
- half termly literacy and maths reviews
- reviews for children with SEND
- on going monitoring of the FS Profile; Key Objectives document and Attainment and Achievement grids
- termly 'best fit' assessment relating to the National Curriculum age related expectations (e.g. 1s) reported during Pupil Progress Meetings with the Head teacher for Reading, Writing, Maths and Science.
- end of year annual reports outlining progress and attainment of children in relation to National Curriculum age related expectations and Foundation Stage Early Learning Goals
- Book Band reading assessment for children in KS1/ KS2
- Language Link assessments
- Boxall Profile assessments of children in Nurture Group

Consistency of teacher assessments

We ensure consistency in teacher assessments by:

- agreeing details of assessment criteria
- moderating within year groups/ Key Stages termly
- whole school moderation termly
- joining local moderation activities
- discussing consistency in planning sessions
- feeding back to each other

National standardised summative assessment

Nationally standardised assessments will be used to provide information on how children are performing in comparison to children nationally. They will provide parents with information on how the school is performing in comparison to schools nationally. Teachers will have a clear understanding of national expectations. Nationally standardised summative assessment enables the school leadership team to benchmark the school's performance against other schools locally and nationally, and make judgements about the school's effectiveness. The government and OFSTED will also make use of nationally standardised summative assessment to provide a starting point for Ofsted's discussions, when making judgements about the school's performance.

A range of 'Nationally standardised summative assessments' will be used:

- A phonics test in Year 1
- National Curriculum teacher assessments at the end of Key Stage 1
- Reporting of Early Learning Goals at the end of Foundation Stage

An inclusive approach to assessment

In addition to the assessments above, the school will make use of additional diagnostic assessments to contribute to the early and accurate identification of children and young people's special education needs and any requirements for support and intervention as they are needed.

Sharing information about children's attainment and achievement

Information about individuals is restricted to:

- School staff on a need-to-know basis for the purposes of teaching
- Transition meetings; when children pass from year to year or school to school
- The receiving school when a child leaves
- Professionals who work with the school for advisory purposes
- Professionals who moderate assessment in Year R and Year 2 periodically

Training for staff

After joining the school, all teachers will be provided with a copy of this policy and it will form part of the induction program. In staff meetings and training, there will be an emphasis on teachers having a good understanding of assessment and assessment practice.

Continuing professional development may take various forms including the provision of direct face to face training and external training. The Leadership and Management team will ensure that best practice is shared and endeavour to keep up to date with latest research.

Roles and Responsibilities

- Governing Body: monitor whole school attainment and progress data; review the policy annually
- Head teacher: ensure there is accountability for attainment and progress through the monitoring of assessment data, classroom practice and children's outcomes

- Key Stage Leader: use Key Stage Progress meetings to evaluate the achievement of individuals, groups and cohorts
- Access and Inclusion Manager: monitor the progress of children identified as having SEND or who are LAC
- Teachers: carry out regular, accurate assessment; provide high quality feedback; complete A3 Pupil Profiles and the Woodrow Key Objective document and therefore use assessment to inform planning
- Teaching Assistants: support children with their learning as directed by class teachers and provide feedback to the teacher on the children's learning
- Parents/ Carers: attend termly Parent Consultation Meetings and/ or AIPM [Annual Individual Provision Map] reviews and support children with their learning at home

Monitoring and Evaluation

The Headteacher is responsible for updating this policy in line with any new developments in the school and new government guidance. All staff are expected to follow the policy and the Leadership Team, following on-going regular reviews of classroom practice, will be responsible for ensuring the effectiveness of practice across the school. The school will continually review and evaluate assessment systems to ensure that they support the delivery of the school's assessment policy and are in line with the aims and principles outlined.