

Watlington Community Primary School

Assessment Policy

Growing and Learning Together

Rationale

This policy has been written to reflect the current DfE Teachers Standards, Teachers Pay and Conditions document and the OFSTED Inspection Schedule for schools. This Policy should also be read in conjunction with the schools Teaching and Learning and Marking Policy and Performance Management Policy.

Beliefs and Values

In line with our school vision, we at Watlington Community Primary School, aspire to provide an outstanding education for all our learners. All pupils will grow and learn together, and will be suitably challenged and guided, so that they realise their full potential and become confident, independent young people.

Introduction

Assessment is integral to high quality teaching and learning and lies at the heart of the process of promoting children's learning. It helps us to ensure that teaching is appropriate and that learners are making expected progress. It provides a framework for setting educational objectives, monitoring and communicating children's progress. Assessment is carried out in partnership with children. We want our assessments of pupils' progress to celebrate success and reduce underachievement. At Watlington, assessment must be a part of all teaching strategies, to help identify areas for development and track progress. It helps us to strengthen learning across the curriculum and helps teachers enhance their skills and judgments so that all learning is personalized to enable all children to make progress in each lesson. All staff are regularly trained in our approach to assessment. We have a senior leader who is responsible for assessment.

Aims and Objectives

- To gather information about the performance of individual pupils, groups, and cohorts which is used to set specific targets, related to learning, at different levels
- To inform parents of their children's progress at Parent Consultations in the Autumn and Spring Terms and through the Annual Report in July; where parents are given the opportunity to discuss the content of the report through an appointment with the class teacher.
- To provide information for planning, teaching and curriculum development, as well as part of our SEN monitoring, interventions and individual learning programmes.
- To ensure that efficient assessment and recording are key parts of Watlington's performance management policy, in line with the Teachers Standards.
- To ensure that assessment is used to inform curriculum provision, this will be evaluated on a regular basis.
- To let teachers, parents/carers and governors know about the schools strategic planning towards becoming an outstanding school.
- To allow pupils to show what they know, understand and can do in their learning; as well as helping them understand what they need to do next to achieve their targeted levels.

Our method of assessment

- Assessment serves many purposes, but the main purpose of assessment in our school is to help teachers, parents and pupils plan their next steps in learning.
- We also use the outcomes of assessment to check and support our teaching standards and help us improve.
- Through working with other schools and using external tests and assessments, we will compare our performance with that of other schools.
- We assess pupils against learning objectives and success criteria, which are short, discrete, qualitative and concrete descriptions of what a pupil is expected to learn, know and be able to do.
- Assessment criteria are derived from the school curriculum, which is composed of the National Curriculum and our own local design. This is available on our website
- Assessment criteria for periodic assessment are arranged into a hierarchy, setting out what children are normally expected to have mastered by the end of each year.
- The achievement of each pupil is assessed against all the relevant criteria at appropriate times of the school year.
- Each pupil is assessed as either 'emerging', 'expected' or 'exceeding' each relevant criterion contained in our expectations for that year and tracked accordingly
- Where a pupil is assessed as exceeding the relevant criteria in a subject for that year they will also be assessed against the criteria in that subject for the next year.
- For those pupils meeting the expected and exceeding the standards, we provide more challenging work.
- Assessment judgements are recorded and backed by a body of evidence created using observations, records of work and testing.
- Assessment judgements are moderated by colleagues in school and by colleagues in other schools to make sure our assessments are fair, reliable and valid.

Our use of assessment

- Teachers use the outcomes of our assessments to summarise and analyse attainment and progress for their pupils and classes.
- Teachers use this data to plan the learning
- For every pupil to ensure they meet or exceed expectations. Pupil Progress meetings are held between teachers and leaders, who analyse the data across the school to ensure that pupils identified as vulnerable or at particular risk in this school are making appropriate progress and that all pupils are suitably stretched.
- The information from assessment is communicated to parents and pupils on a termly basis through a structured conversation and/or report. Parents and pupils receive rich, qualitative profiles of what has been achieved and indications of what they need to do next.
- We celebrate all achievements across a broad and balanced curriculum, including sport, art and performance, behaviour, and social and emotional development.
- Whole school moderation and standardization is undertaken regularly. The school is subject to external moderation at any time.
- Other assessments such as the Salford Reading, SPAG audits, 100 and 200 HFW reading and spelling results are also tracked on Pupil Asset on a half termly basis.
- Governors have access to anonymised Pupil Asset data to support and challenge the schools progress.

Assessment for Learning

Assessment for Learning is pivotal and underpins Watlington's approach to Teaching and Learning. Staff use Learning Objectives, Steps to Success, effective marking and peer and self-assessment to engage pupils in their own learning journey and to inform them of their next steps.

Assessment opportunities are identified on our planning proformas. Marking is in line with the Marking Policy and will identify successes and areas for improvements. Fix it Times are important to create a dialogue with pupils to extend, challenge and move their learning forward and close the gaps.

Teachers use Bloom's Taxonomy to effectively question and deepen understanding of pupils in their classroom. In addition teachers use other means by which to assess pupils for example: through partner or group work, talking partners, lolly sticks, observations, listening to pupil's discussion, etc.

Pupil Progress Meetings

Each half term, each teacher will complete a Pupil Progress Meeting Proforma. This will inform the discussion between the Class Teacher and Headteacher at the Pupil Progress Meeting. Discussions and results will be considered when allocating human resources (TAs) as well as deciding on intervention programmes and progress towards achieving Performance Management objectives.

Roles and Responsibilities

The responsibility for assessment lies with the class teachers, although overall responsibility lies with the Headteacher, in conjunction with the SMT, overseen by the Governing Body.

1. It is the class teacher's responsibility to ensure that assessment is carried out effectively and accurately to inform planning. They will update Pupil Asset regularly and complete Pupil Progress Data which will be in preparation of Pupil Progress Meetings.
2. Subject Leaders have a responsibility for monitoring and moderating assessments within their curriculum area, sourcing other methods for assessment, where appropriate and providing support and guidance to staff in this area.
3. Governors, and in particular, the School Effectiveness Committee, are responsible for holding the school to account in terms of achievement, attainment and progress.

Signed by
Chair of Governors

on

To be reviewed June 2016

Watlington Community Primary School

Half Termly Pupil Progress Sheet

Teacher:
Subject:
Year Group:
Date:
Term:

All	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Subject % achieving						
Age related expectations	Emerging – point 1	Emerging – point 2	Emerging - point 3	Meeting – point 4	Meeting – point 5	Meeting – point 6

FSM	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Subject % achieving						
Age related expectations	Emerging - point 1	Emerging - point 2	Emerging - point 3	Meeting –point 4	Meeting –point 5	Meeting – point 6

SEN	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Subject % achieving						
Age related expectations	Emerging – point 1	Emerging – point 2	Emerging - point 3	Meeting –point 4	Meeting – point 5	Meeting – point 6

BOYS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Subject % achieving						
Age related expectations	Emerging – point 1	Emerging – point 2	Emerging - point 3	Meeting –point 4	Meeting –point 5	Meeting – point 6

GIRLS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Subject % achieving						
Age related expectations	Emerging - point 1	Emerging - point 2	Emerging - point 3	Meeting – point 4	Meeting – point 5	Meeting – point 6

It is the expectation that 80% of children achieve age related expectations in 2014-2015 and 85% achieve age related expectation in 2015- 2016 – in line with the government target of year 6s being 85% ready for secondary education.

Children who are exceeding target

What is being done to challenge these children further?

Children who are below target

What is being done to address these issues for each child? E.g. intervention other strategies etc

What has gone well this half term?

What has been the impact of intervention in terms of accelerating progress?

What changes are you putting into place this half term?

Signed (Class Teacher):

Signed (Reviewer):