



# **Watlington Community Primary School**

## **Assessment Policy**

### **Growing and Learning Together**

Signed by .....R McGlone.....  
Headteacher

Signed by .....K Samouelle.....  
Chair of Governors

on .....17.5.18.....

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# Assessment Policy

## 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 Feedback 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 personalised to enable all children to make progress in each lesson. All staff are regularly trained in our approach to 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 to improve

## **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 against a Point in Time assessment. This 7 point system assesses the pupils against what has been taught. The 7 points are as follows:
  1. Well Below / SEN
  2. Below Expected
  3. Just Below Expected
  4. Just Expected
  5. Securely Expected
  6. Greater Depth
  7. Mastery
- Where a pupil is assessed as Greater Depth the children are expected to “dig deeper and linger longer” with their learning to ensure a greater understanding of the subject
- 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

## **Assessment with SEN Pupils**

- At Watlington we acknowledge that SEN pupils need to have their small steps of progress recognised to support learning.
- The use of the Norfolk Assessment Pathway (NAP), is used specifically to track those pupils and provide small next steps to their learning within the National Curriculum.
- In addition to being tracked with PITA pupils are tracked using the NAP by assessing the progress of steps per half term for each level. This is also used to feed into the IEP target setting.

## **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 standardisation is undertaken regularly. The school is subject to external moderation at any time
- Other assessments such as the phonics, Salford Reading, SPAG audits, 100 and 200 HFW reading and spelling results are also tracked regularly
- Governors have access to anonymised data to support and challenge the schools progress
- The school complies with all the requirements regarding statutory assessment

## **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 feedback 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 by teachers as part of their planning. Feedback is in line with the Feedback Policy and will identify successes and areas for improvements. Feedback is 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, "convince me" and "what's same, what's different?" questioning; 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. In addition data is shared termly with all staff during a staff meeting.

## **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 Tracking Data 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 are responsible for holding the school to account in terms of achievement, attainment and progress