

Through all of its policies, Wellstead Primary School aims to provide:

A caring, family ethos in which all children can flourish.

Excellent standards of teaching which enable all children to achieve their full potential.

A curriculum which builds enthusiasm for learning and equips children for the next stage of their education.



## Wellstead Primary School

### Assessment Policy

#### **Principles**

Teacher assessment is first and foremost about helping children to learn and make progress. Whilst there is a strong emphasis on assessment of the core subjects of English and Mathematics, we also believe that assessment should recognise all educational achievement. Not all learning is assessed and recorded but assessment against key objectives is carefully tracked.

#### **Aims**

- To ensure that children are aware of their achievements and that they know what to do next
- To ensure that planning and teaching meets the needs of all children
- To have a consistent approach that enables comparison of school progress and attainment with national standards

#### **Forms of Assessment**

At Wellstead Primary School, we understand that there are different forms of assessment:

- **Tracking** which involves a comparison of current and past attainment of a particular child (in English and Mathematics) and which identifies whether they are: below, secure or beyond national expectations for their age
- **Summative Assessment** of learning, which includes end of year tests and end of unit/topic tasks or tests
- **Formative Assessment** for learning, based on day-to-day assessments of children's attainment
- **Diagnostic**, used to provide specific information relating to children's strengths and weaknesses
- **National standardised** summative assessment

#### Tracking

Tracking of attainment and progress in reading, writing and mathematics is carried out using the school's own assessment model which is an adaptation of the Hampshire Assessment Model (HAM). Tracking occurs at four "milestone" points in the year – November, February, May and July. At each of these milestone points, children's attainment is recorded as either "below", "close to", "achieving ARE" or "exceeding" in relation to the expectations for their age (Age Related Expectations or ARE). Children assessed as "competent" an objective will be expected to achieve it by the next milestone.

The school's assessment model is based on the principle of journey towards "mastery" with the aim that children will "keep up" rather than having to "catch up" with their year group expectations. As the year progresses, children are expected to move from being "apprentices" through "competency" and to "experts" in the learning objectives for their year group.

Objectives are assessed at each milestone but some objectives may not be achieved until the very end of the year due to the complexity of the objective and the steps involved in achieving it. By the end of the

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year, children will need to be fluent, independent and able to work across a range of subject domains in order to be assessed as achieving ARE.

Information from tracking documents will be used in at least termly Pupil Progress meetings in order to identify and agree provision for target groups of children. Tracking documents will also help to inform target setting as part of the Performance Management Process. The Senior Leadership Team will conduct scrutiny and analysis of data from the tracking documents in order to identify where further support, development or training might be needed. This will be shared with Governors.

### Summative Assessment

In-school summative assessments will be used to monitor and support children's performance. They will provide children with information about how well they have learned and understood a topic or course of work taught over a period of time, providing feedback on how they can continue to improve. In school summative assessments will also inform parents about achievement, progress and wider outcomes. Teachers will make use of in-school summative assessments to evaluate both pupil learning at the end of a unit or period and the impact of their own teaching. Both these purposes will support teachers in planning for subsequent teaching and learning. In-school summative assessments will also be used at a whole school level to monitor the performance of pupil cohorts, to identify where interventions may be required and to work with teachers to ensure pupils are supported to achieve sufficient progress and expected attainment.

Summative assessments in the form of tests or tasks are completed for each subject. These may include

- end of year tests
- short end of topic tests or tasks
- tasks for assessing attainment in foundation subjects

### National standardised summative assessment

Nationally standardised assessments will be used to provide information on how children are performing in comparison to other 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 and assess their own performance in the broader national context. 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 national 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 baseline assessment in year R
- a phonics screening in Year 1
- National curriculum teacher assessments at the end of KS1
- National curriculum tests at the end of KS2

The school's assessment model enables the conversion of end of year tracking assessments into summative statements for reading, writing and mathematics which will classify attainment as "beyond", "secure" or "below" the Age Related Expectations (ARE).

A "floor standard" of 65% achievement of the national standard has been set for 2016 and a "challenging aspiration" of 85% has also been set. This is expected to rise in subsequent years.

Summative Assessment in the EYFS

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Summative assessment of children in the Foundation Stage is currently provided through completion of the Early Years Foundation Stage Profile. This provides information about children's attainment in relation to the Early Learning Goals (ELG's). Children's attainment is rated as "emerging", "expected" or "exceeding" in relation to the ELG's and parents are informed of these outcomes. A new assessment from 2015 will be the completion of an Early Years baseline. This assessment is completed within the first six weeks of the Reception year and has been introduced in most schools, including our own, from this September. When the children who are tested against this baseline reach Y6 (2022/23), their progress from baseline will be measured. From September 2016, the completion of the EYFS Profile will no longer be a requirement.

#### Summative Assessment KS1 and KS2

Summative assessments are made as part of the statutory testing arrangements for Key Stage 1 and Key Stage 2.

Children in Year 1 have a Phonics Screening Test in June, comprising of 20 real and 20 pseudo words. The outcome of this are reported to the Department of Education, Local Authority and parents.

Towards the end of Year 2 children have the following tests:

- Reading – 2 papers
- English Grammar, Punctuation and Spelling (EGPS) Paper 1 – spelling
- English Grammar, Punctuation and Spelling (EGPS) Paper 2 – range of questions
- Mathematics Paper 1 – Arithmetic (written paper)
- Mathematics Paper 2 – Mathematical Reasoning

The information from these tests is combined with on-going work informs teacher assessment judgements. From 2016, teacher assessment in Reading, Writing, Mathematics and Science will be reported as Scaled Scores (replacing levels). This information is collected by the Local Authority and Department for Education and is reported to parents. Schools are not obliged to report test results to parents but must share them if requested.

At the end of Key Stage 2 (Year 6), from 2016, children will have the following tests:

- Reading
- English Grammar, Punctuation and Spelling (EGPS) Paper 1 – short answers
- English Grammar, Punctuation and Spelling (EGPS) Paper 2 – spellings
- Mathematics Paper 1 – Arithmetic (written paper)
- Mathematics Papers 2 & 3 – Mathematical Reasoning

These papers are externally marked and from 2016 results will be expressed as Scaled Scores. These results will be reported to parents.

Teachers will also submit teacher assessments of reading, writing, mathematics and science based on the children's work. Interim arrangements have been published to enable teachers to make these judgements. For both Key Stages, children may be exempted from tests if they are working below the level of the tests or unable to access them. The decision to exempt children will be taken by the Headteacher in consultation with teachers and parents.

#### Formative Assessment

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 pupil performance on a continuing basis, enabling them to identify when pupils require further support, when they have consolidated learning and when they are ready to progress. In this way, it supports teachers to

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provide appropriate support or extension 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

- be clear about what all children know, understand and can do in all areas of learning
- ensure that children know what they are supposed to be learning, what they have achieved and how they can improve
- regularly provide children with the chance to reflect and talk about their learning and progress against targets with others
- use a range of assessment methods when assessing learning e.g. direct observation, discussion with pupils, tests, self and peer assessment
- use the results of assessment to inform planning and lesson development
- ensure that other adults working in the classroom are clear about their role in assessing children's learning and work together

### Diagnostic Assessment

Where appropriate, we undertake assessments of a pupil's strengths and weaknesses to inform a specific programme of learning. This process is led by the SENCo and put into action by teachers and support staff. The periodic use of the Reading Tests and Vernon Spelling Test help to identify children who may need additional support or challenge in these areas. They also provide a measure of progress for children who are part of intervention programmes.

### **Target Setting**

With the transition from a levels based system of assessment, the necessity of ensuring progress and making children aware of their targets are areas for development. At this stage, we are advised by HIAS (Hampshire Inspection and Advisory Service) that expected progress will mean that almost all pupils who achieve their ARE will remain at ARE in subsequent assessment and that those who are "beyond" remain so. To make more than expected progress a "significant" proportion of children who are not at ARE will reach ARE.

At Key Stage 1, children who achieve a good level of development (GLD) in the EFYS should achieve the Y2 ARE. Across KS2, at least 85% of children should stay on track in all year groups. Where ARE achievement is below 85%, the percentage on track should increase over time.

In the interim, day to day Assessment for Learning including marking and feedback will be important in helping children to know what they have achieved and their next steps.

### **Involving Parents**

At termly meetings, parents will be informed of the progress their children are making and about whether they are on track for the ARE. Teachers will identify aspects parents can help to support at home. The annual written report to parents will include information about whether children are "towards", "met" or "above" the ARE for English and mathematics. The annual report will also give information about progress and effort in all subjects.

Parents will be informed about the school assessment system via flyers and regular workshops held during the year.

### **Children with Special Educational Needs**

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Pupils with SEN are expected to remain at ARE in areas that are unaffected by their needs. Where their needs prevent the attainment of the ARE, children will have personalised objectives in their Education Health Care Plans (EHCP) and assessments will be based on these.

### Training

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 all 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 online training. The Assessment Leader will ensure that best practice is shared and endeavour to keep up to date with latest research.

New teachers will be supported by their mentors in making assessment judgements.

### Monitoring

Teachers' assessments are moderated in termly Staff meetings to ensure parity of judgements. Teacher assessment at Key Stage 1 and Key Stage 2 is subject to external moderation by the Local Authority. In years where there is no external moderation, teachers will attend county moderation meetings where groups of teachers moderate each other's assessments to achieve consistent judgements.

Senior Leaders and Subject Leaders will also conduct monitoring of assessment through work scrutiny and analysis.

### Revision Record

Revision No.	Date Issued	Prepared By	Approved	Comments
1	February 2016	BR		New policy to reflect changes in national guidelines
2	June 2016	MR		Approved by Learning Committee
3				