



Assessment Policy

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Reviewed By:	Vicki Strange
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St Wilfrid's CE Primary School

Assessment Policy

Updated November 2017

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The purpose of this policy is to provide an overview of the principles and practice underpinning assessment at St Wilfrid's CE Primary School.

1. Aims

At St Wilfrid's Primary School, we believe that ongoing, accurate assessment is a vital part of the teaching cycle. The aims of assessment are as follows:

1. To ensure teachers can make accurate assessments of children's understanding, giving a clear sense of what children can and can't do, in order to inform future planning and teaching decisions - assessment for teaching and learning.
2. To provide school leaders, including governors, with information to inform curriculum, teaching & learning, and strategic decisions – tracking.
3. To provide children and parents with information about their learning in relation to age expectations.
4. To provide achievement data to outside bodies for accountability purposes.

2. Principles

Assessment at St Wilfrid's should be:

- Reliable – consistent, accurate measurement
- Precise – measuring exactly what it claims to measure (core concepts knowledge and skills)
- Ongoing – all adults should continuously gather information
- Broad - based on a wide range of cross-curricular evidence
- Beneficial - used closely to inform subsequent teaching and learning

Tracking systems should be:

- Clear – understood by all stakeholders
- Manageable – time effective
- Robust – supported by regular moderation

3. Context / Rationale

This policy is agreed following the introduction of a new national curriculum in September 2014 and the removal of the national curriculum levels system of assessment. Schools now have the freedom to develop their own systems for assessment. The aims and principles of the new national curriculum include:

- Mastery – the importance of embedding learning
- A closer link between the taught curriculum and assessment
- High standards - An increased expectation at each age level

Target Tracker, a commercial package, is used to support our analysis of achievement data.

4. Roles and Responsibilities

Class teachers – Responsible for making ongoing assessments of children's understanding, and formally recording these every half term, in reading, writing and maths. Also responsible each term for reporting on achievement and identifying next steps in termly Pupil Progress meetings.

Teaching Assistants – Responsible for gathering assessment evidence under direction of the class teacher.

Key Stage Leaders – Responsible for reviewing achievement of the children in the key stage with colleagues at least every term in order to ensure high standards and consistency across the key stage.

Core Subject Leaders – responsible for reviewing the achievement of children across all year groups at least every term, and triangulating this with observations of teaching of learning and work scrutiny. Also responsible for reviewing the end of Key Stage outcomes annually.

SENDCo – Responsible for monitoring the achievement of all SEND groups, using data to evaluate the impact of all intervention groups, and for using this information to support improvements in provision for SEND children. To agree with class teachers SEND children who are working at different year group expectations from that of their age and ensure an appropriate curriculum is planned for.

Pupil Premium Co-ordinator – Responsible for monitoring the achievement of all children eligible for the pupil premium – now referred to as the disadvantaged pupils group.

Assessment Leader – Responsible for overseeing the agreed practices and ensuring all agreed actions take place. Also responsible for supporting teachers in making robust assessments, and supporting middle leaders in monitoring achievement. Also to provide Headteacher and governors with assessment information as requested, for example, with regard to specific identified groups. Finally, to lead pupil progress meetings each term. During the 2017-18 academic year, the main priority was the establishment of a new system of assessment in line with the aims and principles outlined above.

5. Reporting

A brief report each term, created using target tracker, will summarise achievement in the key groups and subjects. Reports to governors each term will provide achievement information. Reporting to parents, on achievement, will take place termly – autumn and spring term at parents evening and annual written reports in the summer term.

6. Making Teacher Assessments

Assessments should be made with specific reference to individual national curriculum objectives. Teachers should begin by assessing children's understanding of each objective in relation to the degree of understanding, with children either having not yet met the objective; having met, or having a deeper understanding of the objective. For Maths and

Reading, assessments will be made on Target Tracker. Writing assessments will be made on paper using age appropriate objective writing grids. It is expected that the very large majority of children will be assessed against the objectives from their year group, with only those on the SEND register being assessed against prior year group objective, if appropriate.

7. Possible Evidence

The curriculum should allow assessment to take place throughout all planned tasks. Children should be encouraged to 'produce' a wide variety of evidence from these opportunities to show the depth of their understanding.

Reading	Writing	Maths
<ul style="list-style-type: none"> • Reading/GPS book • Home School books/Reading diaries • English books, and evidence from across curriculum • Notes from GR sessions • 1:1 reading notes • Verbal comments 	<ul style="list-style-type: none"> • English books • Hot tasks • Examples of writing from across the curriculum • English Homework books • Verbal comments 	<ul style="list-style-type: none"> • Maths books • Hot tasks • Examples of maths from across the curriculum • Maths homework books • Verbal comments

8. Tracking

As information is gathered about each child's understanding across the objectives, it will be possible to assess whether a child is on track (or not) to meet end of year / phase expectations. This will in turn make it possible to track the achievement of individuals and groups. At the end of each half term, teacher's summative assessments will be recorded on Target Tracker, based on their robust formative assessments against the curriculum objectives. The percentage of children who are 'on track' can then be monitored over time. At the end of each year group, the key question will be whether or not a child has 'met' age/phase expectations.

9. Moderation

- **Moderation within year teams** will take place at least once per term in the core subjects. This will take place during staff meetings, key stage meetings or PPA time.
- **Moderation between schools** – Joint moderation will take place between locality schools.
- **Subject leader standardisation** – core subject leaders will ensure consistency of judgements by building an agreed picture of what age-related outcomes look like.

10. The Impact on Teaching and Learning

The impact of the new system of assessment on teaching and learning will be significant. Assessments should be made on an ongoing basis, with teaching adjusted in response. Planning may take different forms, with only initial sessions planned in detail, leaving room for the course of learning to be adapted in response to gaps in understanding. Pupil groupings will need to be fluid, with a clear focus on whether children have understood a particular objective initially, or achieved mastery. Key objectives will be revisited with fewer things being covered in a greater amount of depth, and children given opportunities to approach concepts from different angles.

11. Calendar

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Ongoing formative assessments against curriculum objectives – recorded on TT					
	Reading ages recorded in years 1-6					
Reception	Baseline assessments. Baseline assessments recorded on TT. Moderation of baseline assessments.	Pupil Progress meetings. Moderation of assessments. Summative assessments recorded on TT.	Moderation of assessments. Summative assessments recorded on TT.	Pupil Progress meetings. Moderation of assessments. Summative assessments recorded on TT.	Moderation of assessments. Summative assessments recorded on TT.	Pupil Progress meetings. Moderation of assessments. Summative assessments recorded on TT. GLD assessment submitted to DfE.
Year 1	Summative assessments recorded in R, W, M on TT. Phonics assessments recorded.	Pupil Progress meetings. Moderation of R, W, M. Summative assessments recorded in R, W, M on TT. Phonics assessments recorded. Mock phonics tests for those working at phase 5.	Moderation of R, W and M. Summative assessments recorded in R, W, M on TT. Phonics assessments recorded. Mock phonics tests for those working at phase 5.	Pupil Progress meetings. Moderation of R, W, M. Summative assessments recorded in R, W, M on TT. Phonics assessments recorded. Mock phonic tests.	Moderation of R, W and M. Summative assessments recorded in R, W, M on TT. Phonics assessments recorded.	Pupil Progress meetings. Moderation of R, W, M. Summative assessments recorded in R, W, M on TT. Phonics assessments recorded. Phonics screening submitted to DfE. Final reports to parents.
Year 2	Summative assessments recorded in R, W, M on TT. Phonics assessments and reading ages recorded.	Pupil Progress meetings. Moderation of R, W, M. Summative assessments recorded in R, W, M on TT Phonics assessments recorded.	Moderation of R, W and M. Summative assessments recorded in R, W, M on TT. Phonics assessments and recorded.	Pupil Progress meetings. Moderation of R, W, M. Summative assessments recorded in R, W, M on TT Phonics assessments recorded. Mock phonic tests.	KS1 Tests Summative assessments recorded in R, W, M on TT Phonics assessments recorded.	Pupil Progress meetings. Moderation of R, W, M. Summative assessments recorded in R, W, M on TT Phonics assessments recorded. Phonics screening retakes submitted to DfE. KS1 Teacher assessments submitted to DfE Final reports to parents.

Year 3/4/5	Summative assessments recorded in R, W, M on TT.	Pupil Progress meetings. Moderation of R, W, M. Summative assessments recorded in R, W, M on TT.	Moderation of R, W and M. Summative assessments recorded in R, W, M on TT.	Pupil Progress meetings. Moderation of R, W, M. Summative assessments recorded in R, W, M on TT.	Moderation of R, W and M. Summative assessments recorded in R, W, M on TT.	Pupil Progress meetings. Moderation of R, W, M. Summative assessments recorded in R, W, M on TT. Final reports to parents.
Year 6	Summative assessments recorded in R, W, M on TT.	Pupil Progress meetings. Moderation of R, W, M. Summative assessments recorded in R, W, M on TT.	Moderation of R, W and M. Summative assessments recorded in R, W, M on TT.	Pupil Progress meetings. Moderation of R, W, M. Summative assessments recorded in R, W, M on TT.	KS2 Tests Summative assessments recorded in R, W, M on TT	Pupil Progress meetings. Moderation of R, W, M. KS2 Teacher assessments submitted to DfE Final reports to parents.

12. Pupil Progress Meetings.

Pupil progress meetings will take place each term, involving the Assessment Leaders and class teachers. The initial meeting in Autumn 2 will focus on identifying those children who are predicted as meeting age of year expectation in two subjects areas but not the third (target for RWM) and those who have been identified as not on track to meet age related expectations for the end of year but whose end of EYFS or KS1 data indicate that they were at age related expectation at that point (Target for progress). Using this information, next steps and areas to target will be identified. Subsequent meetings will be used to review and update any actions.

13. Transition between year groups

A key element of the new curriculum and assessment is that teaching should focus closely on children's next steps, as identified by assessing understanding against year group objectives. It is therefore essential that assessment information handed from one teacher to another be clear, precise and robust, in order to inform subsequent planning and teaching. Teaching each year should take account of what has been understood the previous year, in order that learning can be moved on from accurate starting points, rather than revisiting concepts/objectives that have already been met. Assessment information in the core subjects for each child should be 'handed up' as part of handover meetings. During the start of the following year, essential gaps in learning will be addressed with targeted groups of children.

Vicki Strange 17.11.17