

WESTMINSTER CATHEDRAL PRIMARY SCHOOL



ASSESSMENT POLICY

NOVEMBER 2016

PERSONS RESPONSIBLE FOR
POLICY

THE SENIOR
MANAGEMENT TEAM

DATE OF REVIEW

DECEMBER 2017

Assessment Policy

Assessment is viewed as essential to, and an integral part of effective teaching and learning. The purpose of assessment is to provide information for a range of audiences.

At Westminster Cathedral Primary School will believe that effective assessment provides on-going information to improve learning and teaching and that it should be embedded as an essential part of our teaching.

We believe that improving learning through assessment depends on 5 key factors:

- The provision of effective feedback to pupils.
- The active involvement of pupils in their own learning.
- Adjusting teaching to take account of the results of assessment.
- An awareness and recognition of the profound influence which assessment has on the motivation and self-esteem of pupils, both of which are crucial influences on learning.
- The need for pupils to be able to assess themselves and understand how to improve.

Aims and objectives

The aims and objectives of assessment in our school are:

- To enable our pupils to demonstrate what they know, understand and can do in their work by giving positive reinforcement.
- To help our pupils to understand what they need to do next to improve their work (Assessment for Learning.)
- To support the target setting process by identifying focus areas for individuals and groups of pupils.
- To allow teachers to plan work that accurately reflects the needs of each child.
- To involve both teachers and pupils in reviewing and reflecting.
- To involve pupils in regular self-assessment.
- To involve teachers and pupils in sharing learning goals/ intentions.
- To enable teachers to identify pupils with learning difficulties and to support differentiation on planning.
- To provide regular information for parents which enables them to support their child's learning.
- To provide the head teacher, assessment co-ordinator, SMT and governors with information which allows them to make judgements about the effectiveness of the school.

Guidelines

Assessment will be used in the following ways:

- formative - the information gained "forms" or affects the next learning experience.

- diagnostic - finding out what attitudes, knowledge, understanding or skills are not properly learned or acquired and therefore preventing pupils making the expected progress.
- evaluative - informing the strategic planning and direction of the whole school by evaluating the impact of planning, teaching and the curriculum on pupils' learning and achievements.
- summative - systematic recording of information which leads towards a summary of where the pupils have reached at a point in time. This is an essential tool for identifying progress over time.

Effective assessment in this school is characterised by:

• Meaningful and useful information about the pupils' achievement and progress transferring with the pupils as they move from

- Foundation Stage (Foundation Stage Profile) to Key Stage 1
- Key Stage 1 to Key Stage 2
- Key Stage 2 to Key Stage 3
- Year group to year group

To analyse performance in terms of cohorts or pupils as well as analysis of the achievement and attainment of pupils:

- from ethnic minorities
- gender
- with special educational needs
- gifted and talented pupils
- with English as an additional language;
- pupils receiving free school meals
- pupils who are looked after by the local authority.
- travellers;
- asylum seekers;
- refugees;

Assessment in this school is enhanced by:

- Informed planning
- Pupils' involvement in self-assessment.
- Pupils involved in peer assessment
- Positive / specific written feedback
- Planned oral feedback
- Parents' involvement
- Monitoring and evaluation by subject coordinators

(Please refer to Marking and Feedback Policy)

Assessment For Learning

Assessment for Learning strategies are employed across the curriculum to:

- Check pupils' understanding
- Assess individuals and groups of pupils
- Extend pupils understanding
- Provide pupils with next steps in their learning
- Encourage pupils to reflect on their own learning, understanding and next steps.

A range of strategies are used in relation to AFL:

- Next steps marking prompts written in exercise books
- Next steps feedback provided verbally during lessons
- Self-assessment strategies
- Differentiated questions posed by teachers during lessons to check and assess understanding
- Plenaries (at the end of the lesson and mini plenaries throughout the lesson) which assess understanding and extend learning.

Monitoring and evaluation

The assessment co-ordinator and Head teacher will ensure this policy is implemented consistently throughout the school using strategies such as discussion with teachers, pupils and parents/carers, sampling pupils' records and reports and sampling teachers' planning.

Assessment – who is it for?

Teachers will know:

- Where the pupils are starting from
- Are all the pupils making expected progress?
- Are the pupils making sufficient progress against national expectations?
- Has the class overall learned what was planned
- How are pupils applying their skills, knowledge and understanding across the curriculum?
- Which pupils need more help and in which areas?
- Which pupils need extension work?
- Is the planning for activities, resources and staffing well targeted?

The Headteacher, SMT and subject leaders will know:

- Are pupils making progress?
- Are there any major problems/ issues to be addressed?
- Is the pupil's progress in line with the school's/ national targets?
- How does the school compare with other similar schools?

- What aspects of the curriculum and teaching need to be strengthened?

The parents/carers will know:

- Is my child making good progress?
- Are there any major problems?
- How is my child doing compared with others of the same age?
- What can I do to help?

Informing parents.

- Curriculum Information evening at the beginning of the academic year.
- Parents evening twice a year.
- January and April, pupil's progress is reported back to parents along with pupils' targets which are worked on in school.
- School report at the end of the year.
- Meetings with the teachers can be held as and when required.
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Informing pupils.

- Pupils have Year Group targets glued in the front of their books for writing
- Maths curriculum/ topic targets are glued in their book at the beginning of new topics.
- RE targets glued in their books at the beginning of each topic.
- From January, individual targets for Maths and English are given and glued in their books.

The LEA/Government will know:

- How is the school progressing against the targets set?
- What is the impact of the school development plan?
- What is the attainment, in terms of National Curriculum expected standards and teacher assessment at the end of Key Stage 1 and Key Stage 2?
- How does the school compare with other similar schools?

Planning

For details of planning refer to the Teaching and Learning Policy document. The annotation and evaluation of planning should inform future weekly/ fortnightly plans and should be reflected in lesson objectives.

Feedback

The children should receive quality feedback, which allows individuals to make decisions, which will improve their work and allow them to reach their targets. Feedback will include:

- Written feedback
- Oral feedback
- Peer response / assessment
- Individual target setting

(see marking policy)

Special Education Needs

The SENCO will arrange any necessary external assessment by the Special Needs Support teacher, support staff and class teacher.

Intervention groups are identified termly as a result of formative and summative assessment.

See SEND policy for assessment procedure in place.

English as an Additional Language.

The class teachers assess the EAL pupils using the EAL stages assessment sheet. Targets are used to inform pupils individual targets and the School Census.

Assessments and Record-keeping

Each teacher, each term completes a spreadsheet recording the pupil's achievements for that term. This then indicates whether the child is emerging, developing, expected or exceeding

Reading Writing Maths Science SPAG	Rising Stars diagnostic and summative assessment DFE Interim Framework – KS1 and KS2 Past SATS paper – 2016 Sample SATS paper – 2015/16 Test Base Pupil achievement reported to parents January/ April/ July SATS KS1 and KS2 – May
Phonics	See Phonics Policy Phonics assessment - May
EYFS	Base line assessments Good Level of Development outcomes
RE	Assess at the end of each topic using Attainment Targets. To record the level at the end of each topic
History/ Geography/ Art/ DT	Outcome of topic glued at the front of their topic book and highlighted when achieved
PE	Complete the PE Assessment booklet throughout the year.
ICT	See policy

Data Collection and data management – see appendix for 2016-17.

Summative assessment

Data arises from summative assessment based on year group standards.

Data is collected for each child to monitor progress in:

- Reading
- Writing
- Mathematics
- Science

The data is collated on a spreadsheet for each child each term.

Whether a child is **EMERGING, DEVELOPING, EXPECTED OR EXCEEDING** is reported to the head teacher each term. Each pupil's standard is discussed termly in Pupil Progress Meetings.

For more information refer to:

Final report of the Commission on Assessment without Levels

September 2015

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/483058/Commission_on_Assessment_Without_Levels_-_report.pdf

Teachers have access to this data for target setting progress. The school receives information in the form of RAISE online, Westminster School Profile.

.Assessment information will be used:

- To analyse records to help clarify patterns of performance over time and responses to specific teaching approaches.
- To review whole school and individual curricular targets so that they can be amended if necessary and yet still be realistic and challenging.
- To review and, if necessary, adjust curriculum provision in terms of breadth and balance.
- To inform the governing body of the school's standards and improvement through the head teacher's report to the governing body. (This will include an analysis of comparative data.)
- To report the end of Key Stage Pupil Achievement on the School Website.

This policy will be evaluated and reviewed annually. Any implications relating to issues for the whole school will be considered for inclusion in the school development plan.

Assessment dates:

September	Baseline data based on July data Pupil progress meeting Target setting Targets in books	
October	Parents Evening	18/10/16 20/10/16
November	Summative assessment 3BM spreadsheets to complete	Assessment week: 28/11/16
December	Data handed in Data input onto SIMS Data analysed Pupil progress meetings/ target setting	5/12/16 6/12/16 7/12/16 12/12/16
January	Pupil progress meetings/ target setting Review SEN targets Individual pupil progress data to parents and targets for Maths and English at the front of the pupil's books.	9/1/17
February	Yr 6 SATS test week Parents evening SEN Reading and Spelling assessments	6/2/17 28/2/17 and 2/3/17 20/2/17
March	Summative assessment 3BM spreadsheets to complete Data handed in Data input onto SIMS Data analysed Pupil progress meetings/ target setting	13/3/17 21/3/17 22/3/17 23/3/17 27/3/17

April	Pupil progress meetings/ target setting Review SEN targets Individual pupil progress data to parents and targets for Maths and English reviews	24/4/17
May	Year 2 SATS Year 6 SATS Phonics Assessment End of Key Stage data to LA	From 2/5/17 8/5/17 TBC
June	Summative assessment 3BM spreadsheets	26/6/17
July	Data handed in Data input onto SIMS Data analysed Report deadline to Headteacher Reports to parents Review personalised targets Handover of pupil's information to new teacher	4/7/17 5/7/17 6/7/17 7/7/17 14/7/17