



Wheatcroft CP School

Assessment Policy 2017

Rationale

Assessment of learning is central and integral to teaching, learning and planning. It enables teachers to gain knowledge of their pupils' needs, achievements and abilities, enabling planning and delivery to be more effective, thereby raising attainment for every child.

Assessment for learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.

Aims

- To ensure that all children make sustained and consistent progress in their learning over a period of time and achieve their full potential.
- That every child should know how they are doing, and understands what they need to do to improve and how to get there. They get the support they need to be motivated, independent learners on an ambitious trajectory of improvement.
- That every teacher is equipped to make well founded judgements about pupils' attainment, understands the concepts and principles of progression, and knows how to use their assessment judgements to forward plan, particularly for pupils who are not fulfilling their potential.
- That Wheatcroft School has in place structured and systematic assessment systems for making regular, useful, manageable and accurate assessments of pupils, and for tracking their progress.
- That every parent and carer should know how their child is doing, what they need to do to improve, and how they can support the child and their teachers.

Range of Assessment used

1. Formative Assessment (see school Marking & Feedback Policy 2017)

This is an on going process which measures the children's learning, informs our teaching, short term planning and supports personalised learning for individual pupils.

This is done through: verbal feedback, written feedback, assessment for learning and age related national curriculum success criteria.

2. Diagnostic Assessment

These are used to help diagnose specific learning needs and barriers to learning.

Methods used include the use of on going observations eg EYFS and SEN pupils, guided reading records, SEN reviews, on entry assessments and class based assessments such as weekly KIRFs and Spelling tests. Pupil progress meetings will be held every term between class teachers and a member of the Senior Leadership team. This information will be shared by with parents/carers at parents evenings during the year.

3. Summative Assessment

These assessments measure the children at certain points and show how much value has been added to the child's learning. These include on entry assessment in EYFS, Year 2 and Year 6 and termly assessments in reading, writing and maths along with yearly assessments in all foundation subjects for Key Stage 1 and Key Stage 2 pupils. Termly data in reading, writing and maths will be put into the school tracking system.

Formal Assessments

These are nationally standardised assessments which allow the school's performance to be benchmarked against all schools nationally. Year 1 Phonics, Year 2 and Year 6 data is published by the DfE in the Autumn term in the newly introduced Analyse School Performance report or ASP. North Yorkshire Local Authority publish the same data plus Early Years assessment data in July and compare school performance against all Local Authority schools.

- Early Years Foundation (completed by the end of June)
- Year 1 Phonics test (completed by the middle of June)
- Key Stage 1 assessments (completed by the end of June)
- Key Stage 2 assessments (completed by the end of June)

The Assessment Cycle at Wheatcroft

	Autumn	Spring	Summer
EYFS	On entry baseline completed by the end of Sept Continuous observations recorded in pupil's learning journeys Benchmark against EYFS framework Data entered into school tracking system & analysed. Report to governors (October/November)	Continuous observations recorded in pupil's learning journeys Benchmark against EYFS framework Data entered into school tracking system & analysed Report to Governors (January and March/April)	Continuous observations recorded in pupil's learning journeys Benchmark against EYFS framework Final end of year data entered into school tracker & analysed against national data. Report outcomes to parents & governors (July)
KS1	Reading, writing & maths assessments completed by the first week in December. Moderation of work shared at staff meeting. Data entered into the school tracking system & analysed. Report to governors (October/November)	Reading, writing & maths assessments completed. Moderation of work shared at staff meeting as well as cross school moderation. Data entered into school tracking system & analysed. Report to Governors (January and March/April)	Y1 Phonics test (June) + repeat for any Y2 pupils > pass mark Y1 phonic data reported to LA & DfE KS1 SAT tests and tasks (May) Y2 data reported to LA and DfE Reading, writing & maths end of year teacher assessments completed. End of year data entered into school tracker & analysed. Report to governors (May and July) Other NC subjects teacher assessment completed and shared with parents/carers via end of year report. Subject leaders to collate assessment data for their subjects & analyse.
KS2	Reading, writing & maths teacher assessments completed. Moderation of work shared at staff meeting. Data entered into school tracker & analysed.	Reading, writing & maths teacher assessments completed. Moderation of work shared at staff meeting as well as cross school moderation. Data entered into school	Y6 to complete national SATs tests in maths, reading and SPaG tests 2 nd week in May). Y3, Y4 and Y5 to complete national standardised tests in reading and maths before May half term. Teacher assessments in writing,

	Report to governors (October/November)	tracker & analysed. Report to Governors (January and March/Apri)	reading and maths to be finalised by the end of June. Moderation of work shared at staff meeting. Data entered into school pupil tracker & analysed. Report to governors (May & July) Other NC subjects teacher assessment completed and end of year data entered into school tracker. Subject leaders to collate assessment results for their subjects
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At Wheatcroft we will:

- Use assessment materials to benchmark and moderate pupils in accordance with DfE guidance in reading, writing and maths.
- Moderate writing, maths and reading assessments at staff meetings over the course of the year.
- Collate evidence to back up teacher assessments, such as through the use of maths, linked learning books, photographs and videos.
- Meet with other local schools annually to quality assure teacher assessment in EYFS, KS1 and KS2.
- Participate in moderation schemes by the Local authority for Early Years Foundation Stage, KS1 and KS2 once every four years.

To achieve high quality assessment for learning at Wheatcroft CP School we will:

- Evaluate pupils learning to identify those pupils with particular needs (including those who are able) so that any issues can be addressed in subsequent lessons
- Adjust plans to meet the needs of the pupils, differentiating objectives where appropriate.
- Ensure pupils are aware of the learning objective and encourage them to evaluate their progress so that they understand the next steps they need to make.
- Set individual, challenging targets in Maths and English on a regular basis and discuss these with the pupils so that they are involved in the process.
- Regularly share these targets with parents to include them in supporting their child's learning.
- Encourage pupils to evaluate their own work against success criteria including steps to success based upon specific, key learning objectives.
- Mark work so that it is constructive and informative in accordance with the school Marking and Feedback policy 2017
- Incorporate both formative and summative assessment opportunities in medium and short term planning.
- Assess all subjects and input data into the school pupil tracker using a common format about pupils progress, especially those working below or above the national average.
- Pass on assessment data to the next class teacher or school so children can be tracked as they progress through the school.

Use Assessment for learning strategies such as:

- Working walls
- Targets (both oral and written)
- Sharing success criteria/ Steps to success
- Self and peer evaluation
- Discussion, talk and modelling and use a range of media

- Conditions for learning – display
- Learning journey – children know what is next

Moderation

Moderation is important to ensure a consistent approach in assessment throughout the school. It is important that when teacher assessments are carried out, there is evidence recorded to justify judgements made.

The Assessment Subject leader will:

- Formulate the school's assessment policy in consultation with the Headteacher, staff and governors.
- Review the policy regularly in the light of statutory requirements and the needs of the school.
- Provide support and guidance with assessment and keep up to date with current information.
- Ensure statutory tests are ordered (Y1 phonics, Y2 and Y6 SATs) and resource school with the required assessment resources.
- Maintain an up to date school assessment file with performance data for every pupil and their targets and consult with all staff about the targets set.
- Highlight pupils and groups of pupils who have made less than expected progress or are working below expectations and share with the Headteacher and Senior Leadership team.
- Collate all the outcomes of termly pupil progress meetings
- Analyse results to identify attainment and progress made by pupils and for groups of pupils such as those on free school meals, pupil premium pupils, non pupil premium pupils, gender, vulnerable children, Special Needs pupils, Summer birthdays and children from an ethnic background.
- Report pupil performance to full governors every term and to School Performance Group governors every half term. This will include a detailed analysis of the performance of different groups in every cohort as well as reviewing progress towards school and national targets.

Reporting

Reporting to parents / carers provides the opportunity for communication about their child's achievements, abilities and future targets. The end of year reports will have next step targets in maths, reading and writing as well as personal targets to develop the whole child.

At Wheatcroft CP School we will:

- Hold two parent consultation evenings over the year: one in the Autumn term and one in the Spring term. At these meetings, we will inform parents how well their child has settled (personal, emotional and social information) and get parents be involved in target setting process so they understand what their child's next steps are in learning.
- Hold a class parent meeting in September (2nd week) to overview class organisation and homework.
- Provide an end of year report and give parents an opportunity to discuss the report.
- Provide an end of year written report which include results of statutory tests for EYFS, Y1 phonics, Y2 and Y6 and teacher assessment information relating to progress and attainment
- Discuss pupil progress at the request of parent by appointment.
- For Special Needs pupils, offer a termly review meeting with the class teacher/Special Educational Needs co-ordinator (SENCo) in addition to the class parent meeting.

J.I Hartley: Headteacher & A. Flinton Deputy Headteacher & Assessment Leader

This policy was approved by staff on 2nd October 2017 and will be reviewed in Autumn term 2020

This policy was approved by governors 31.10.2017

This policy was shared with parents/carers via the school website 1.11.2017