

## **Assessment Policy for Witton Church Walk C of E Primary School 2023**



### **Mission Statement**

#### **Where Every Door is Opened and Every Gift is Unlocked**

At Witton we are a partnership of school, church, home, the Diocese and community. We create a stimulating and caring environment, grounded in Christian belief and practice, so that all members of our school community can flourish. We all appreciate and value what it means to be a positive member of a diverse and multicultural community. Time is taken to value and nurture each child educationally, creatively and spiritually. Children and staff are encouraged to aim for 'Everyday Excellence' and believe in themselves. Understanding and valuing their self-worth and the importance of their place and purpose in our community to be the person they are fully capable of being.

Our school works within the recommendations of The Equality Act 2010.

### **Introduction**

We believe that effective assessment provides information to improve teaching and learning. We give our children daily feedback on their learning so that they understand what it is that they need to improve and do next. This allows us to base our lesson plans on a detailed knowledge of each pupil. We believe that children should be provided with the opportunity to demonstrate and review their own progress. We give parents regular reports, both written and through structured conversations, on their child's progress so that teachers, children and parents are all working together to ensure consistency. This in turn will raise standards for all our children. We celebrate all achievements, both in and outside of school, across a broad and balanced curriculum, including sport, art and performance, behaviour and social and emotional development. This holistic view of the child is paramount to our vision.

### **Assessment Principles**

The aims and objectives of assessment in our school are:

- to enable children to demonstrate what they know, understand and can do in their work;
- to help children understand what they need to do next to improve their work;
- to allow teachers to plan work that accurately reflects the needs of each child;
- to provide regular information for parents that enables them to support their child's learning;
- to provide the headteacher and governors with information that allows them to make judgements about the effectiveness of the school and its leadership;
- to ensure it is inclusive of all abilities
- to share assessment outcomes openly and honestly with both children and parents
- to ensure a challenging pathway of progress for every child by setting targets taken from the end of year expectations

- to allow opportunities for the children to appreciate that through challenges and mistakes their learning is more powerful
- to set high expectations for learners and place achievement in context against nationally standardised criteria and expected end of Key Stage standards
- to remember that each child's growth is reflected in both quantitative and qualitative data inside and outside of school

### **Assessment for Learning**

'Assessment is today's means of modifying tomorrow's instruction'- Carol Ann Tomlinson

### **Planning Learning – Please read this alongside the planning policy**

Focusing on learning at the planning stage means:

- being clear about the teaching and learning objectives in planning and sharing them with the children;
- planning the key focus points for the teaching and the learning and developing a clear understanding of the success criteria;
- making sure that the context of the lesson is designed to enable the learning objective to be fulfilled at all levels of engagement;
- being confident and using our professional judgement to adapt the planning and teaching at any time if the learning objective, based on assessment in the lesson, is not being fulfilled.

### **Childs Educational Journey**

Childs progress is based on the hierarchy of skills and knowledge set within the end of year expectations. This is broken down into progression of skills necessary to meet the overarching objective through formative assessment as teachers mark, sometimes giving next steps. Once these skills and knowledge are taught and learnt by the children there should be opportunities for these to be embedded across the whole curriculum.

If the maths or English lead have agreed that objectives from the next year group should have been accessed by a child, assessment is based on the year group the children are in.

The online objective tracker for maths and English will be used for pupils with SEND to keep an up-to-date record of the child's learning journey and planning of next steps will be taken from this. It is the class teacher's responsibility to keep this up to date.

Please use the following definitions when completing your objective tracker updates.

- Taught but not yet understood= objective has been taught and child could have a go, possibly with support.
- Some evidence, but not yet secure= objective taught and child could do on occasions with support but the majority of times independently (on more than one occasion).
- Objective secured= objective has been taught on more than one occasion and child shows that they can apply it independently.
- Working at Greater Depth= objective taught and child can confidently apply this across the whole curriculum without being told to do so. The children should also demonstrate a high level of engagement, motivation and thinking critically in line with the characteristics of learning within the early years' curriculum.

## **Progress is key and is core to all our assessments.**

- Well below ARE
- Below ARE
- Just Below ARE
- Secure
- Beyond Secure
- Greater Depth

A teacher assessment judgement will be made at the end of each term (for maths and English and at the end of the year for other subjects) using the above terms. This judgement will represent what the child is on track to achieve at the end of the year. Progress will be monitored using these judgements. These judgements will need to reflect the evidence for each child: from their work books; day to day formative assessment notes; and any summative assessments that have been completed. It is the responsibility of the assessment lead to monitor and analyse the data (including teacher judgements and summative assessment results) at the end of each term. This information will be shared with the Deputy and Head teacher who will then share it with staff during pupil progress meetings, where actions and interventions will be recorded.

<b>Well Below ARE</b>	Children are working on objectives from earlier years, which are below their previous year group
<b>Below ARE</b>	Children are working on objectives from the year below that which they are in
<b>Just Below ARE</b>	Children are working on objectives from their current year group, but are not quite yet secure in their achievement of them.
<b>Secure (95-105)</b>	Children are being taught and mastering the objectives from the year group they are in.
<b>Beyond secure (106-110)</b>	Children are being taught and confidently mastering the objectives from the year group they are in.
<b>Greater Depth (&gt;110)</b>	Children have confidently mastered the objectives from their year group at greater depth and may have started to access objectives from the following year.

The children's baseline will be an accurate assessment based on their achievements in the previous year. The school has made the decision to embed prior learning and secure foundations of the previous year whilst beginning to teach the objectives of the current school year.

Termly progress for core subjects will be tracked by the assessment lead whilst subject leaders secure good progress in children's books through consistent and regular monitoring of books, observations and pupil voice – see appendix for responsibilities of subject leaders to secure progress and RE policy for specific RE assessment.

## **Progress Expectation**

Children (without SEN) will be expected to make good progress, with a minority of pupils mastering work at a greater depth expectations for their year group.

**SEN** pupils progress will be tracked by the SENCo using the objective tracker on Insight alongside a bespoke tracker, broken down to allow smaller steps of progress to be acknowledged.

The SEN pupils will be tracked where they are developmentally learning in each of the subjects: reading, writing, and mathematics. For example, if a pupil is in year 2, however is working within the Y1 NC for reading, they will be tracked on the Y1 NC for reading.

## **Informative Assessment**

### Day-to-Day Assessment Strategies

Day-to-day assessment involves the teacher focusing on how learning is progressing during the lesson, determining where improvements can be made and identifying the next steps, which may result in amendments being made to planning. Strategies employed during the lesson to develop this are:

- Questioning, e.g. asking questions to assess the children's starting points in order to be able to adapt the learning to their needs, asking a range of questions from literal to high order, using thinking time and talk partners.
- Observing, e.g. watching children and listening to their discussions to assess their learning as it is happening, making planned observations of particular children to support their learning in the classroom.
- Discussing, e.g. holding brief impromptu discussions with children to follow up any surprises at their responses during the lesson, discussing misunderstandings or misconceptions, holding informed discussions to follow up on earlier assessments.
- Analysing, e.g 'live marking' providing immediate feedback for the pupil and the opportunity to assess and clarify misconceptions.
- Checking children's understanding, e.g. mini plenaries, questioning, feedback from TA.
- Engaging children in reviewing progress by using their purple pen effectively as well as developing the use of self and peer assessment.

## **Assessment of Learning**

Assessment of learning is any assessment which summarises where learners are at a given point in time – it provides a snapshot of what has been learned (in terms of both attainment and achievement.) Each child's assessment of both attainment and progress will be shared with parents at termly parents evening, with the focus being on progress of children.

## **Summative Assessments**

### National Testing

In accordance with national expectations, children will complete SATs at the end of Year 2 and Year 6. Data from the analysis of these test papers will be used to inform planning and set challenging targets throughout the school. Children entering Nursery and Reception will complete a baseline on entry to school using the school's own moderated baseline assessment. Year 1 pupils will complete the Phonics Screening Check during the summer term.

### Internal Testing

The achievement of each pupil is formally assessed in December, March and July through the use of a formal test. In years 3-5 these tests (from NFER) will provide us with a standardised (and an age standardised) score.

In year 2 and 6, the children will complete a previous SATs paper for maths, reading and SPAG and a scaled score will be generated. Assessment judgments are recorded and backed by a body of evidence, creating a learning journey for that child.

These assessment judgments are moderated by colleagues in school, other schools and external consultants to make sure that they are fair, reliable and valid.

### Use of Assessment

Teachers use the outcomes to summarise and analyse attainment and progress for their pupils and classes.

Teachers and leaders analyse the data across the school to ensure that pupils identified as vulnerable or at particular risk are making appropriate progress and that ALL pupils are suitably stretched and challenged.

The assessment system will be used to track pupils to ensure progress, creating an online learning profile for each child as they travel through the hierarchy of expectations.

### EYFS

As children enter nursery, the class teacher will baseline against 'Development Matters' objectives for children 0-3 years. This will be carried out within 4 weeks of the children starting. Children will then be tracked termly against 'Development Matters' to ensure that they are making at least expected progress.

Children in the reception class will take part in the statutory government baseline within 6 weeks of starting school and then be tracked termly against 'Development Matters'. In the summer term they will be assessed against the Early learning goals and a judgement of emerging or expected level will be recorded. Pupil progress meetings are held with all staff each term to discuss individual children and how those not making the expected progress can be supported. If a child is not showing progress when assessed against the development matters objectives, Birth to 5 will be used for the smaller steps.

Date completed: Sept 2023

Date for review: Sept 2024

## Appendix

- Subject leaders are given monitoring time for their subject each term.
- During this monitoring, they must look in detail at coverage for their subject- ensuring that staff planning matches the work in books or Big Book. Books for all groups of children must:
  - Have the appropriate amount of work in
  - Show progression
  - Be of a high quality
  - Develop the use of vocabulary
  - Build on previous knowledge and skills, making links with other curriculum subjects
- Pupil voice is completed as part of the subject leader's monitoring.
- Following their monitoring, subject leaders must share their feedback with individual class teachers and the curriculum lead. Any actions for class teachers must be reviewed by the subject leader within two weeks. General feedback is also provided for all teaching staff during the staff meeting that follows their monitoring time.