

Willoughby St Helena's Church of England Primary School

"It is our responsibility to learn and achieve our dreams as a family."

Valuing Compassion, Community, Endurance, Friendship, Hope, Thankfulness, Respect and Wisdom

The policy for Assessment, Recording and Reporting

Our approach to assessment

- Assessment is integral to high quality teaching and learning. It helps us to ensure that our teaching is appropriate and that learners are making at least expected progress. It is fair, inclusive, honest, ambitious, provides meaningful information and is used to inspire a belief in the child and family that through hard work and practice, more can always be achieved.
- Our approach to and methods of assessment will be regularly evaluated by all teaching teams.
- We are all assessment co-ordinators. We will all ensure records are current and useful for tracking and identifying children's strengths, gaps and progress in learning. The Head teacher will monitor and evaluate staff's use of assessment to raise expectations and standards so that every child achieves their very best and realises their potential.

Our method of assessment

- Assessment serves many purposes, but the main purpose of assessment in our school is to help teachers, parents and pupils plan their next steps in learning.
- We also use the outcomes of assessment to check and support our teaching standards and help us improve our skills towards "outstanding" practice. Through working with other schools and using external tests and assessments, we will compare our performance with that of other schools and learn from that.

In EYFS we baseline assess children in their first three weeks of school following our observations and the use of the National NFER Baseline materials. The results are uploaded to the Department for Education. This is administered by the class teacher and is recorded on classroom monitor. From then on, children's achievements in the EYFS will be captured and uploaded to classroom monitor. Termly Read, Write Inc assessments are carried out to make sure that each child has been levelled appropriately and reading/ writing at a suitable stage.

- In KS1 and 2 we assess pupils against assessment criteria, which are short, qualitative and concrete descriptions of what a pupil is expected to know and be able to do. This is recorded half-termly on an on-line software package, "Classroom Monitor", using a traffic light coding system.
- Assessment criteria are derived from the National Curriculum, supported by the NAHT principles and "Rising Stars Progression Ladders".
- Assessment criteria set out what children are normally expected to have mastered by the end of each year. "Mastery" of a subject means the child can apply that knowledge across a variety of learning contexts and subjects and could even teach it to someone else. It is no longer about a child's narrow acceleration through a set of levels but about a deep, secure and broad set of knowledge, skills, and attitudes across an age-appropriate curriculum.
- The achievement of each pupil is assessed against all the relevant criteria at appropriate times of the school year. Y1-5 will be formally assessed in Reading at the end of December and March, using Accelerated Reader's "Star Reading" comprehension quiz and in July using the NFER standardised tests. The children will complete a

piece of independent Writing three times/year. Power Maths/White Rose assessments will be used appropriately after each unit and at the end of every term. In July Y1-5 will complete an end of year NFER Maths test. Y6 will be formally assessed at the end of October, February and May. Informal assessments will be continuous.

- Each pupil's learning is assessed as either "Target", "Almost", "Meeting" or 'Exceeding' each relevant criterion contained in our expectations for that year group.
- For those pupils meeting and exceeding the expected standards, we provide more challenging work to form a deeper understanding.

Where a pupil has SEND, they will be assessed against the criteria in the most suitable "Age/Stage". For those pupils not meeting the expected standards, we provide differentiated learning opportunities and intervention programmes. SEND pupils will have their reading and spelling ages assessed every term and shared with parents and children.

- Assessment judgements are recorded and backed by a body of evidence created using observations, records of work and testing. Photographic evidence of a child's significant piece of work may be kept on "Classroom Monitor" e.g. in Guided Reading, have the "Class Markbook" app open with the selected criteria and attach a photograph of the children's written achievements at the point of teaching.

Writing:

We will "deep mark" children's independent writing every October, December, March and July against appropriate assessment criteria. The evidence will include the planning, drafting and editing aspects of the writing process. Individual learning targets will be established from this piece of work and knowledge of the child as an emerging writer. This will all be kept separately by the teacher in a writing book that moves with the child through school. When appropriate, agreement trialling with other schools and an external moderator will be used to validate teacher judgements.

Science:

- Previous Learning recall starters/Brain checks
- Reframe/reformat knowledge from Knowledge Organisers
- Observations of children as scientists
- "Prove it" questions
- End of unit quizzes
- On-the-spot feedback questioning

Art:

- Formative assessment during the learning
- Feedback and improvement pointers during the artistic process
- Recall of artists, movements, techniques
- Highlighted LQ with pink and green (no comments in the sketch books)
- "I can" statements for self/peer assessment
- Teacher judgements during observations

Music:

- Vocabulary/elements quizzes

- Formative assessment through observation/recording of intended outcomes during the learning process
- Evaluation of contribution, participation, engagement

Computing:

- KWL grid before and after the unit of learning
- End of unit quizzes
- On-the-spot observations during the lesson
- Recap starters, low stakes questioning
- Success criteria/steps towards the goal

RE/PSHE

- Listening for significant responses/role play/reflections
- Low stakes quizzes
- Use of incomplete knowledge organisers
- KWL grid before and after the unit of learning

Humanities:

- Previous Learning recall starters/Brain checks
- Reframe/reformat knowledge from Knowledge Organisers
- Observations of children as enquiring historians and geographers
- “Prove it” questions
- End of unit quizzes
- On-the-spot feedback questioning
- KWL grids before and after the unit

Foreign Languages:

- Previous Learning recall starters/Brain checks/vocabulary quizzes
- Reframe/reformat knowledge from Knowledge Organisers
- Listening to individuals
- End of unit quizzes
- On-the-spot feedback/questioning
- Peer/self assessment

• Assessment judgements are moderated by colleagues in school and by colleagues in our Collaboration to make sure our assessments are fair, reliable and valid. External agencies will be invited to verify our practices from time to time.

Our use of assessment

• Teachers will regularly use the outcomes of our assessments to summarise and analyse Curriculum coverage, attainment and progress for their pupils and classes. Staff will use this data to plan the learning for every pupil to ensure they meet or exceed expectations.

• Teachers and leaders will analyse the data in Pupil Progress meetings and across the school to ensure that pupils identified as vulnerable or at particular risk in this school are making appropriate progress and that all pupils are suitably stretched.

- The information from formative and summative assessments is communicated to parents and pupils on a termly basis through a structured conversation (November, February and July). An annual written report will be published for parents and children in July.
- We celebrate all achievements across a broad and balanced curriculum, including Learning attitudes and dispositions, sport, art and performance, positive, active behaviour to fulfil our eight Church School Values, and social and emotional development. This is also recorded in the child's annual report.

It is the responsibility of all adults in school to ensure that this policy is put into practice. We will endeavour to create such a climate for learning.

All our children are entitled to the best start we can provide in the lifelong process of learning.

This policy was agreed by the Governing Body and will be reviewed every year or before if legislation changes.