



# Wicklewood Primary School

## Assessment Policy

### Rationale

At Wicklewood Primary School, teaching and learning is synonymous with assessment. All three elements revolve together to ensure that our children are happy and confident in their learning. The children's progress is closely monitored at Wicklewood in order that we can provide the best possible opportunities and highest levels of challenge and support for all our children. All of our assessment activities ensure that the children are able to make excellent progress in their learning whilst taking into account the needs of individual children.

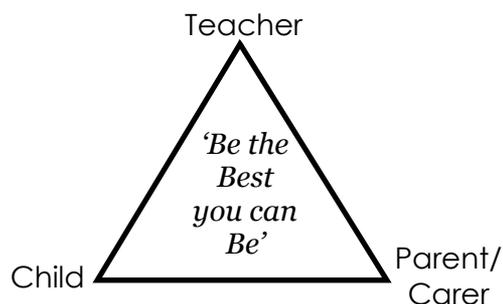
### Our Aims

- Assessment of the children's knowledge and understanding is central in ensuring that we provide the best possible learning outcomes for our children. This is achieved by providing the right levels of challenge and support to ensure all children make progress, fulfil their individual potential and live up to our school motto, 'Be the Best You Can Be'.
- Through effective assessment practices, we believe that all children can and will achieve their full potential.
- We believe in a 'growth mind-set' culture of learning where intelligence is not fixed or defined and attainment and progress is not pre-determined. Children do not fail; they just haven't developed the skills **YET** to succeed.
- There is no ceiling on what children can achieve as a result of their learning being extended and/or enriched.
- Our assessment practices focus on not grouping children by ability as a default so that individuals' self-esteem, confidence and willingness to support and challenge each other creates a collaborative learning culture where nobody is publically arranged into a hierarchy of high, middle, low ability.
- We will use a multi-faceted assessment system around *day-to-day in-school formative assessment*, *in-school summative assessment* and *nationally standardised summative assessment* that together captures what our children can do and can't do yet.
- Everything done in class is aimed at ensuring that the children are able to make excellent progress in their learning whilst taking into account the needs of individual children.

### Our Principles of Assessment

- Provide a varied and rich breadth of experiences that enable our children to demonstrate what they know, understand and can do in their work.
- Allow teachers to plan work that accurately reflects the needs of each child.
- Empower all children to self-assess and peer-assess what is *green (good)* and what is *pink (think – specific things that can be improved upon)* about their own and each other's learning in an age appropriate way.
- Ensure children understand what they need to do next to improve their work through next steps in marking, written and verbal feedback and learning conversations.

- Update parents with information that enables them to support their child's learning.
- Our collection of assessment results will contribute towards accountability data.
- Ultimately, our assessment practises will strengthen the *triangular* relationship between teacher, parent and child that is key to learning.



## Our approach to the different forms of assessment

### **Day-to-Day In-School Formative Assessment**

At Wicklewood Primary School, our *assessment for learning* (formative assessment) approaches form the solid core of our teaching and learning practice. They are dynamic, adaptive and evolve in the light of responses from the children. When we do our job and teach by modelling, demonstrating, explaining and describing how to do something, the immediate results in the children's work is showing how they have **performed** after being given a scaffold in how to do something. This work cannot be assessed for 'hard-wired' learning because the children haven't been asked to independently show their knowledge and understanding. For this reason, we avoid working in a tick-box culture of recording formative assessment, but instead focus on identifying which children haven't shown they've fully grasped something in a lesson. All teachers and teaching assistants aim to intervene to resolve misconceptions and fill in any gaps in the children's knowledge and understanding as soon as possible.

As seen in the 'Teaching and Learning Policy', the use of TOOLKIT success criteria in lessons in KS1 & KS2 is central to our formative assessment approach, allowing individuals, peers and the teacher to assess work against a set of criteria. *Visualisers* are also used across the school, allowing whole class assessment of work and stimuli. Questioning is key to our formative assessment approach. We ask probing questions of children of all abilities to ascertain understanding and depth of knowledge. This facilitates a wide variety of open ended questions and higher order thinking that allows us to assess a deeper level of understanding.

We aim to plan and teach in a cyclical way, constantly trying to revisit objectives that we know children need to develop. The use of starters to lessons and plenaries at the end of lessons provide opportunities for children to recall prior knowledge and time for teachers to question those children known to have previously struggled with a concept.

In Yr. 1 – Yr. 6, teachers are responsible for setting up their own half-termly 'in-class intervention timetables', using 15-20 minute time slots during the school day for individuals/small groups who need extra support or challenge. These sessions are used to fill in gaps in learning, challenge children working at a greater depth, and to also intervene with groups of children who are identified to need extra support after summative assessments. Staff are responsible for also timetabling their Teaching Assistants into their 'in-class intervention timetable' to work with children.

In KS1 & KS2, the children's use of showing a 'PINK THINK' or 'GREEN GOOD' highlighter pen in the middle of lesson or mark on their work, allows teachers to see which children are confident and happy with their level of challenge (green) and those who are not feeling confident and struggling (pink). This assessment tool drives progress in ensuring all children's needs are met.

By fostering a culture of trust between teachers and children, through the celebration of mistakes, a 'growth mind-set' culture, not labelling by ability, metacognition, seeing the value of incremental learning steps forward and the meeting of targets, we nurture the children to understand themselves as a learner and to drive their own progress, building greater autonomy and motivation.

### ***In-School Summative Assessment***

At Wicklewood Primary School, our *assessment of learning* (summative assessment) works closely with our cyclic pattern of formative assessment. We recognise it is vital to see what children can do without being taught. Independent challenges are provided in many guises for the children to complete right across the curriculum. This enables teachers to gauge where 'hard-wired' learning has taken place and where others need more support or challenge. Results and next steps after independent work is often shared with the children and recorded by each individual teacher and used to inform planning and next steps in learning. We believe that by focusing on consistently planning and delivering high quality lessons and not wasting time logging ill-judged assessments of learning after teaching. When it comes to the children working completely independently in an assessment, it is clear to see the learning that has taken place and who needs further support and challenge.

We have three major summative assessment points in the year, where data on children's progress and attainment is collated using *Pupil Asset* management information system. The data collected on Mathematics, Reading, Writing, SPAG is then used by the Assessment Coordinator to generate Strengths and Action points for each teacher. These are then openly discussed in a staff meeting. This way of working collaboratively and supporting each other to try and do things differently, helps everyone move their practice forward in trying to narrow and close gaps in progress and attainment. KS1 and KS2 complete a '*So we've got all this data... what do we do with it*' pro-forma which allows teachers to reflect on what is working and why (strengths) and what they're going to do differently to further support children struggling (actions).

The results of summative assessments are put onto a 'Front Page' on planning, showing the results of each child's learning journey with their last Keystage result, end of previous year result and results of ongoing summative assessments. This front page shows our 'focus children' to target to make more progress and/or attain more and also shows our SEN, Pupil Premium, Summer Born and children to monitor and intervene with.

In EYFS, detailed 'Home-School Journals' are used to show what children are learning in their directed and child-initiated activities. Using the EYFS Framework, our young children at Wicklewood are closely observed, supported and challenged. Learning is recorded using photographic and written evidence and is shared with parents on a regular basis. Parents are actively encouraged to contribute to the 'Journal' so that a fully rounded picture of each child is captured.

Results of summative assessments are shared with the children and their parents in a much simpler, pared down model, rooted in achievement within a subject, rather than transposed to a numerical/alphabetised hierarchy. Results of summative assessments are also shared with Governors in the form of a Data Report, compiled

by the Assessment Coordinator and the Mathematics and Literacy Subject Coordinators. This report is then shared with the Curriculum Governors Committee and summarised by them in the termly full governors meeting. The governors use this detailed report to help hold the school to account for its standards.

This report is also used to inform our School Development Plan and School Assessment Framework and provide a solid overview of our standards for any inspections from our School Improvement Partner, our Local Education Authority or Ofsted. School leaders are careful to ensure that the primary purpose of summative assessment is for teachers, senior leaders and governors to monitor pupil performance and not used as evidence of staff performance management.

### **Nationally Standardised Summative Assessment**

Results from an EYFS starting point, Yr. 1 Phonics, KS1 SATS and KS2 SATS are analysed carefully to inform our School Development Plan and staff CPD for the next year. Results of these summative assessments are shared with Parents and Governors and signposted on our website.

### **Reporting to Parents**

Family consultations of a child's 'Learning Review' takes place in the Autumn and Spring terms for children in Reception – Yr. 6. Children should feel that they have contributed to these conversations through verbal or a distributed written format. If teachers and parents are happy, children can attend the meetings. At a 'Learning Review Family Consultation', standards of learning will be discussed in relation to the current national expectations, with a focus on the amount of progress being made in their learning. There will also be information shared about what they need to do next to further develop aspects of their learning. At the end of each year, families will receive a full report detailing effort, progress and achievements across the curriculum. The report will be based on summative observations by the teaching team. Parents / Carers are encouraged to provide feedback to the school.

### **Arrangements for the Governance, Management and Evaluation of Assessment**

The Assessment Coordinator is responsible for maintaining the assessment policy and reviewing or updating it as necessary. Any changes in pedagogy will be accounted for in the policy as and when appropriate and will be reviewed by staff to focus expectations, practices and procedures in assessment.

Book scrutinies, moderation and standardisation of work forms part of our annual assessment cycle. These assessment meetings help staff understand what progression through the school looks like and enables them to come to a consensus as to whether standards can be described as: *working towards*, *expected*, *just above expected* or *above expected* within each year group.

Senior Leaders will evaluate the effectiveness of the assessment policy and its practices through observation, scrutiny of children's books, learning conversations, results in summative assessments and through regular dialogue with staff. If standards are high and all stakeholders are happy and confident in their day-to-day practice, the effectiveness of the policy will be judged to be good.

This policy should be read in conjunction with:

- Teaching and Learning Policy
- SEND Information Report

Named Responsibility: Simon Underhill

Date adopted by the Governing body and Staff: March 2016

Next Policy Review: March 2017

# Calendar of Assessment

## Autumn Term

Big Maths CLIC & Beat That used as agreed throughout the term to track calculation skills & number fact recall.

Date	What	Who is it carried out by and with whom?	Who is initiating and monitoring?	Purpose
September	Nursery observe their Paddingtons in new Wren setting and assess end N2/start Rec using EYFS Profile criteria.	Rachael observing Wrens.	Assessment Coordinator	Establish end of year results for N2 and Rec starting points of EYFS.
September	Nursery & Reception teams liaise on establishing Baseline assessment routines for new Wrens.	Rachael, Caroline and Emma.	Assessment Coordinator	DfE to track learning journey of cohorts.
September	EYFS starting point data inputted onto Pupil Asset for N2 and Rec.	Rachael, Caroline & Emma.	Assessment Coordinator	Track EYFS and transition to Yr. 1.
September	Reading & Spelling Age Assessment.	Yr. 1 – Yr. 6	Literacy Coordinators / SENDCO	Inform class teacher's planning & SENDCO about intervention.
September	Assessments of core subjects using previous Summer's tests to inform 'front page' of those who need support and challenging.	Yr. 1 – Yr. 5	Assessment Coordinator	Inform class teacher's planning, create 'front page' and support and challenge appropriately.
September	New Curriculum Yr. 6 Test used to inform baseline and 'front page' of those who need support and challenging.	Yr. 6	Assessment Coordinator	Inform class teacher's planning, create 'front page' and support and challenge appropriately.
September	X table assessment results logged on spreadsheet.	Yr. 3 – Yr. 6	Maths Coordinator / SENDCO	Inform teaching and learning and 'in-class' intervention timetable.
October	Teachers input results onto Pupil Asset for Autumn Mid-Term assessments.	Yr. 1 – Yr. 6	Assessment Coordinator	Inform SLT on standards, inform differentiation in planning, inform SDP, SAF and plan next steps.
October	Data Report on start of the year standards written and presented to Curriculum Governors.	Assessment Coordinator & Literacy and Maths Coordinators.	Headteacher and Governors	Hold the school's standards to account, inform SDP, SAF and plan next steps.
October	Proforma of Strengths & Next Steps completed So we 've got all this data, what do we do with it...	Yr. 1 – Yr. 6	Assessment Coordinator SLT	Teachers evaluate their own class, reflect their own practice and plan next steps. Informs SLT.
October	SDP updated after summer and autumn term standards analysed.	SLT	Headteacher	Ensure school priorities are current and SMART.
October	Baseline Assessments logged and results submitted.	Caroline and Emma (Rachael).	Assessment Coordinator	DfE to track learning journey of cohorts.
October	Project X reading intervention.	Pauline Butters with identified children with needs.	SENDCO	Narrow the gap in children's ability to read and comprehend texts.
October	'Learning Review Family Consultations.'	Rec – Yr. 6	Headteacher	Share information about children's well-being, attitude to learning and standards.
November	Digit Span memory test & Handwriting Speed assessment.	SENDCO / Yr. 6	Assessment Coordinator	Identify test support / access arrangements.
November	X table assessment results logged on spreadsheet.	Yr. 3 – Yr. 6	Maths Coordinator / SENDCO	Inform teaching and learning and 'in-class' intervention timetable.
December	'Best write' completed, marked using agreed criteria and moderated between year groups.	Yr. 1 – Yr. 6 class teachers.	Literacy Coordinators	Track progress, identify areas of support & challenge and inform planning.
December	EYFS team input results onto Pupil Asset for Autumn Term assessments.	EYFS team	Assessment Coordinator	Inform differentiation in planning, inform SDP, SAF and plan next steps.

## Spring Term

Big Maths CLIC & Beat That used as agreed throughout the term to track calculation skills & number fact recall.

Date	What	Who is it carried out by and with whom?	Who is initiating and monitoring?	Purpose
January	EYFS plan actions after end of Autumn Term data analysis.	EYFS team	Assessment Coordinator	Plan future next steps for the cohort.
January	X table assessment results logged on spreadsheet.	Yr. 2 – Yr. 6	Maths Coordinator / SENDCO	Inform teaching and learning and 'in-class' intervention timetable.
January	Book Scrutiny	Rec – Yr. 6	Headteacher	Evaluate progression of standards, marking, curriculum across the school
January	1 <sup>st</sup> Class@Number 1 / 2 or Talk4Number maths intervention set up.	Yr. 1 / Yr. 2 / Yr. 3 / Yr. 4	Maths Coordinator / SENDCO	Intervene to support children struggling in KS1 // LKS2.
February	Reading & Spelling Age Assessment.	Yr. 1 – Yr. 6	Literacy Coordinators - SENDCO	Inform class teacher's planning & SENDCO about intervention.
February	Assessments of core subjects using year group's tests to inform 'front page' and whole school standards.	Yr. 1 – Yr. 6	Assessment Coordinator	Inform class teacher's planning, create 'front page' and support and challenge appropriately
February	Teachers input results onto Pupil Asset for Spring Mid-Term assessments.	Yr. 1 – Yr. 6	Assessment Coordinator	Inform SLT on standards, inform differentiation in planning, inform SDP, SAF and plan next steps.
February	'Best write' completed, marked using agreed criteria and moderated between year groups.	Yr. 1 – Yr. 6 class teachers	Literacy Coordinators	Track progress, identify areas of support & challenge and inform planning.
February	SAF updated based on last year's results and current standards.	Headteacher / SLT	Headteacher	Ensure that all aspects of the school are assessed and evaluated accurately against current Ofsted handbook.
February	'Learning Review Family Consultations.'	Rec – Yr. 6	Headteacher	Share information about children's well-being, attitude to learning and standards.
March	Proforma of Strengths & Next Steps completed So we 've got all this data, what do we do with it...	Yr. 1 – Yr. 6	Assessment Coordinator SLT	Teachers evaluate their own class, reflect their own practice and plan next steps. Informs SLT.
March	Data Report on mid-year standards written and presented to Curriculum Governors.	Assessment Coordinator & Literacy and Maths Coordinators	Headteacher and Governors	Hold the school's standards to account, inform SDP, SAF and plan next steps.
March	X table assessment results logged on spreadsheet.	Yr. 2 – Yr. 6	Maths Coordinator / SENDCO	Inform teaching and learning and 'in-class' intervention timetable.
March	EYFS team input results onto Pupil Asset for Spring Term assessments.	EYFS team	Assessment Coordinator	Inform SLT on standards, inform differentiation in planning, inform SDP, SAF and plan next steps.
March	SDP for next academic year drafted.	Headteacher / SLT	Headteacher	Work with Frances on the budget and tie into development costs for next academic year.
March	Standardisation & Moderation of writing across the school	Rec – Yr. 6	Literacy Coordinators	Develops consistency in assessment practice of standardising writing

## Summer Term

Big Maths CLIC & Beat That used as agreed throughout the term to track calculation skills & number fact recall.

<b>Date</b>	<b>What</b>	<b>Who is it carried out by and with whom?</b>	<b>Who is initiating and monitoring?</b>	<b>Purpose</b>
April	EYFS plan actions after end of Autumn Term data analysis.	EYFS team	Assessment Coordinator	Plan future next steps for the cohort.
April	ARA set up for Yr. 6 SATS.	Yr. 6 team and SLT	Headteacher	Ensure everything is in place for SATS; room allocation, adult supervision.
April	X table assessment results logged on spreadsheet.	Yr. 2 – Yr. 6	Maths Coordinator / SENDCO	Inform teaching and learning and 'in-class' intervention timetable.
April	1 <sup>st</sup> Class@Number 1 / 2 or Talk4Number maths intervention set up.	Yr. 1 / Yr. 2 / Yr. 3 / Yr. 4	Maths Coordinator / SENDCO	Intervene to support children struggling in KS1 // LKS2.
May	Yr. 6 SATS.	Yr. 6 with team of TAs & SLT	Headteacher	National Statutory Assessments.
May	Assessments of core subjects using year group's tests to inform 'front page' and whole school standards.	Yr. 1 – Yr. 6	Assessment Coordinator	Inform class teacher's planning, create 'front page' and support and challenge appropriately.
May	Reading & Spelling Age Assessment.	Yr. 1 – Yr. 6	Literacy Coordinators - SENDCO	Inform class teacher's planning & SENDCO about intervention.
May	Yr. 2 SATS.	Yr. 2 with team of TAs	Headteacher	National Statutory Assessments.
May	Teachers input results onto Pupil Asset for Summer Mid-Term assessments.	Yr. 1 – Yr. 6	Assessment Coordinator	Inform SLT on standards, inform differentiation in planning, inform SDP, SAF and plan next steps.
May	'Best write' completed, marked using agreed criteria and moderated between year groups.	Yr. 1 – Yr. 6 class teachers	Literacy Coordinators	Track progress, identify areas of support & challenge and inform planning.
June	EYFS team input results onto Pupil Asset for Summer Term assessments.	EYFS team	Assessment Coordinator	Inform SLT on standards, inform differentiation in planning, inform SDP, SAF and plan next steps.
June	Yr. 1 Phonics Screening & Yr. 2 Phonics Screening Retakes	Yr. 1 & Yr. 2 team	Headteacher	National Statutory Assessments
June/July	Data Report on end of year standards written and presented to Curriculum Governors.	Assessment Coordinator & Literacy and Maths Coordinators	Headteacher and Governors	Hold the school's standards to account, inform SDP, SAF and plan next steps.
June	SAF and SDP updated after SATS results are in.	Headteacher / SLT	Headteacher	Plan for next academic year with whole school priorities.
July	'End of Year Learning Review Reports' written and sent out to parents.	Rec – Yr. 6	Headteacher	Share information about children's progress, attainment, effort and attitude to learning.