

Assessment policy



Revision History

REVISION	DATE	NAME	DESCRIPTION
1.0	21.10.2021	Juliette Whitby	Policy updated
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Approval History

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1.0	21.10.21	Simon Taylor	
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Westhouses Primary School



Assessment Policy

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RATIONALE

Assessment should:-

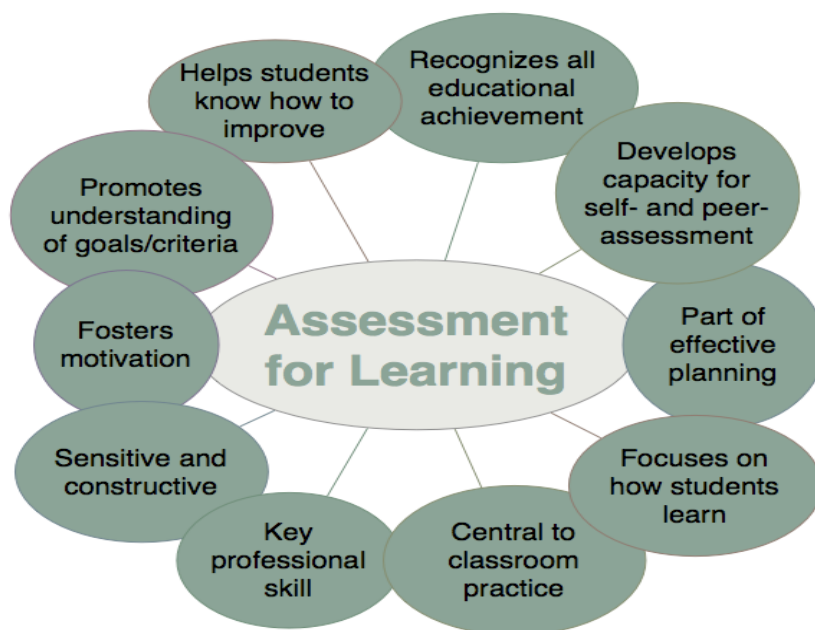
- 1) Actively involve all learners. This involves:-
 - Sharing lesson objectives and giving success criteria, providing a reference for pupils' self-evaluation and for plenary discussions.
 - Habitually engaging children in discussion of their own work.
- 2) Be central to the learning process: including organisation of groups, allocation of time and resources, including support.
- 3) Be based on information that is both relevant and manageable:-
 - Through ongoing informal teacher assessment based on NC attainment targets for expectations in Reading, Writing and Maths.
 - Using the school's scheduled formal assessment procedures beginning with baseline assessment and ending with KS2 SATs
- 4) Identify needs, motivate learners and celebrate achievement:
 - Through regular marking/assessment of pupils' work, with appropriate feedback (see Marking Policy).
 - By keeping track of all pupils without being so intensive that it becomes unmanageable.

5) Help plan the next steps in learning:-

- By informing short term amendment to medium and long term planning.
- By providing an overview of a pupil's progress through school.

6) Provide information to measure past performance and set targets:-

- For the individual child
- For specific groups of children
- To assess overall school performance.



2. FORMATIVE ASSESSMENT

Formative assessment is crucial to inform planning and raise pupils' awareness of what they are trying to achieve and how they can improve.

The following practices are followed at Westhouses Primary School in order to facilitate this:

- Learning objectives are shared with pupils as part of everyday practice.
- Pupils are given opportunities to see and discuss examples of good work as a model for success (WAGOLL).
- Pupils' understanding is explored through careful questioning.
- Pupils are given constructive feedback. This may be done verbally.
- Pre and post learning challenges are used in maths to measure individual progress from Year 1-6.
- Pupils are encouraged to self-assess/peer mark work.

3. SUMMATIVE ASSESSMENT

The following formal assessments are in place:-

- **Termly assessment** using NFER tests will occur from Year 1 for maths, reading and English grammar, punctuation and spelling (EGPaS).

- **Foundation subjects** – all other curriculum areas are assessed through a variety of ways including assessments, reflections, photos, book looks etc. These are recorded on EazMag, our online assessment tool.
- **Reading, writing, EGPaS and maths** also be assessed 3 x annually (*these are moderated internally and externally*),
- Baseline tests for children entering EYFS. Profiles for each child are also kept on EazMag and updated as necessary.
- Key Stage 1 SATs administered during the Summer term to help provide evidence for pupil tracking, inform targeting of pupils during KS2 and inform parents.
- Key Stage 2 SATs administered in the Summer term.
- Multiplication times check (MTC) Year 4.
- Phonics screening year 1.

4. TRACKING OF PUPILS

Responsibilities:

Head teacher, Assistant Head teacher and subject leaders

- To maintain an overview of assessment in the school.
- To monitor and develop consistency across the school.
- To collate and analyse assessment data using EazMag and utilise the information to support school improvement and thus raise standards at a whole school level.
- To ensure that statutory requirements are met.
- To review and update the policy.
- To monitor and evaluate the policy in practice.
- To manage the whole school data systems.
- To keep up to date and inform staff on latest information and requirements.
- To inform Governors about the school's performance on at least a termly basis.
- To have a clear and detailed understanding of what the assessment information means about the school's performance.
- To utilise assessment information to raise standards at a whole school level.
- To develop, schedule and lead progress meetings on a half termly basis for teachers and senior leaders.

Subject Leaders

- To ensure plans include clearly defined learning objectives and identify and record assessment.
- To advise colleagues on assessment and recording in their subject.
- To utilise assessment information to inform them of the effectiveness of practice within their subject and to use this information to inform subject action plans and raise standards within their subject area.

Class Teachers

- Identify learning objectives to be assessed on medium term plans.
- To set individual targets.
- To carry out ongoing formative assessment in accordance with this policy.
- To carry out summative assessments on a termly basis in accordance with this policy and input this onto EazMag.
- To prepare and write reports for parents, colleagues and other agencies.
- To provide examples of assessments to subject leaders for assessment moderation
- To ensure manageable records are kept.
- To ensure that the specific assessments requested by the Special Educational Needs (S.E.N.) Coordinator are carried out for pupils with S.E.N and that provision maps are maintained and regularly reviewed in accordance with the school's S.E.N. Policy.

5. VULNERABLE GROUPS

Progress of groups of pupils including boys, girls, disadvantaged and SEN pupils are tracked termly and provision mapping is used by the teachers to ensure that progress does not stall. The intervention is then reviewed and impact sheets filled out. Provision and intervention for underachieving pupils is monitored closely by Senior Management and all staff. The SENCo and Safeguarding Officer fills out a termly report about SEN pupils and vulnerable pupils progress.

6. REPORTING.

Reporting not only fulfils legal requirements but is also a vital part of our relationship with parents and the wider community, serving to support and promote the child's learning.

Reporting to parents.

- Annual written report to parents.
- Discussion with parents at three yearly parents' evenings.
- Informal discussion with parents as appropriate.
- Through School website
- SEN Parents Meetings to discuss targets and individualised plans, Annual Reviews.