

# **WHITCHURCH PRIMARY SCHOOL**

## **ASSESSMENT POLICY**

### **1. Definition**

1.1 “Assessment refers to all those activities undertaken by teachers, and by their students in assessing themselves, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged.” (Black and William, 1998)

### **2. Aim**

2.1 The aim of this policy on assessment is to develop learning skills, attainment and personal qualities.

### **3. Objectives**

- To provide information to support progression in learning through planning
- To provide information for target setting for individuals, groups and cohorts
- To share learning goals with children
- To involve all children with self assessment
- To help pupils know and recognise the standards they are aiming for
- To raise standards of learning
- To identify children for intervention
- To inform parents and other interested parties of children’s progress
- To complete a critical self evaluation of the scho

### **4. Assessment for Learning**

4.1 “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.” (Primary Framework, 2007)

4.2 Assessment opportunities, which are a natural part of teaching and learning, are constantly taking place in the classroom through discussion, listening and analysis of work. It is essential that teachers know how well a child has progressed and that pupils understand how well they are doing and what they must learn to help them improve.

4.3 To achieve this at Whitchurch Primary we will:

- a. Evaluate pupils learning to identify those pupils with particular needs (including those with SEN and the more able) so that any issues can be addressed in subsequent lessons
- b. Adjust plans to meet the needs of the pupils, differentiating objectives where appropriate

- c. 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
- d. Set individual, challenging targets in numeracy and literacy on a regular basis and discuss these with the pupils so that they are involved in the process.
- e. Regularly share these targets with parents to include them in supporting their child's learning
- f. Encourage pupils to evaluate their own work against success criteria based upon specific, key learning objectives
- g. Mark work so that it is constructive and informative in accordance with the marking policy
- h. Incorporate both formative and summative assessment opportunities in medium and short term planning
- i. Assess all subjects termly using a common format and make relevant comments about pupils progress, especially those working below or above the national average
- j. Pass on assessment file to the next class teacher so children can be tracked as they progress through the school
- k. Use Assessment for learning strategies such as:
  - *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.
  - *Analyzing e.g.* marking and assessing written work with children.
  - *Checking children's understanding e.g.* conducting recall tests, introducing brief review checks that draw upon what has been taught previously.
  - *Engaging children in reviewing progress e.g.* developing self and peer assessment, review lessons during which teachers carry out sustained feedback with individuals or groups of children in order to identify the progress that has been made, targets achieved and to plan future learning.
  - Working walls displays in the classroom identifying success criteria or examples of marked/leveled work
  - *Targets e.g.* ensuring the children know what they need to do to improve

## 5. Planning Learning

### 5.1 Focusing on learning at the planning stage means:

- a. Being clear about the learning and teaching objectives in planning and sharing them with the children, their parents and carers;
- b. Planning the key focus points for the teaching and the learning and a clear understanding of the success criteria;
- c. Making sure that the context is designed to enable the learning objective to be fulfilled;

- d. Being confident to adapt the planning and teaching at any time if the learning objective, based on assessment in the lesson, is not being fulfilled.

## **6. Formal Assessment Cycle**

6.1 Formal assessment is a systematic part of our school's work which will be used to track each cohort in the school. It is through an effective tracking system that the needs of every pupil can be met and that the school develops a clear understanding of how to raise standards.

6.2 The Assessment cycle will include data from:

- Statutory tests – Foundation Stage Profile, End of Key Stage Tests
- Optional Standardised Tests in KS2 in Summer term
- Termly writing/reading assessments
- Mapping grids to show pupils progress from entry and in comparison with national expectations.
- Ongoing teacher assessments in all subjects on a regular basis
- For Foundation subjects, regular judgements against the national curriculum

6.3 The regular reviewing of tracking data will give teachers the opportunity to revise and refine targets for the class. It is in recognising the individual abilities of pupils, that the school can make finely, tuned adjustments for target setting for each cohort. The discipline of regularly analysing pupils' attainment will ensure that every pupil has challenging and realistic targets set for them and that the path of reaching those targets is determined through effective classroom organisation; setting learning groups and careful planning.

6.4 To achieve this at Whitchurch Primary we will:

- Follow the Assessment cycle and update the data on a regular basis.
- Use information to identify percentages of children working at each level within a cohort
- Analyze the data and review targets for individuals and use the information to identify intervention groups, including those pupils who are gifted and able and those with special educational needs
- Set cohort targets for numeracy and literacy and share information with headteacher, assessment administrator, SENCO, subject leaders and governors
- Work with colleagues to moderate and level writing 2 terms
- Analyze data at the end of academic year to track 'value added' progress made
- Pass cohort data and analysis to next teacher

## **7. Reporting**

7.1 Reporting to parents / carers provides the opportunity for communication about their child's achievements, abilities and future targets. The end of year

reports will be written so that they have a positive effect on pupils' attitudes, motivation and self esteem.

7.2 At Whitchurch Primary School we will:

- Provide opportunities for two parent consultation evenings so that parents can discuss how well their child has settled and be involved in target setting process; share out parent evening records with parents and have a final end of year report.
- Provide end of year written report which include results of statutory tests and assessments and gives information relating to progress and attainment
- Discuss pupil progress at the request of parent by appointment.

## **8. Role of the Assessment Coordinator**

8.1 The Assessment Coordinator will:

- Formulate the school's assessment policy in consultation with the headteacher, staff and governors
- Review the policy 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 resource school with relevant tests and update assessment cycle
- Maintain the 'tracking file' and consult with all staff about the targets set
- Report to governors regarding the policy, statutory test results and cohort targets - Key stage results once a year, termly teacher assessments three times a year

8.2 The Assessment Co-ordinator with the assessment administrator will:

- Highlight pupils who have made no progress or are working below expectations
- Analyze results to identify attainment and progress made by pupils and for groups of pupils such as those on free school meals, gender, vulnerable children and children from an ethnic background

## **9. Moderation**

9.1 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.

9.2 At Whitchurch Primary School we will:

- Meet regularly to moderate writing assessments
- Moderate work through planning and book scrutiny, feeding findings back to members of staff
- Collate evidence to back up teacher assessments,
- Participate in moderation schemes in the Local authority for

## Foundation and KS1

### **10. Review**

10.1 This policy will be reviewed by the Governing Body every year.

Status of this Policy: APPROVED

Date approved by Governing Body: 26 APRIL 2010

Lead contributions from:

Staff: Dawn Chesters

Governors: Curriculum Committee