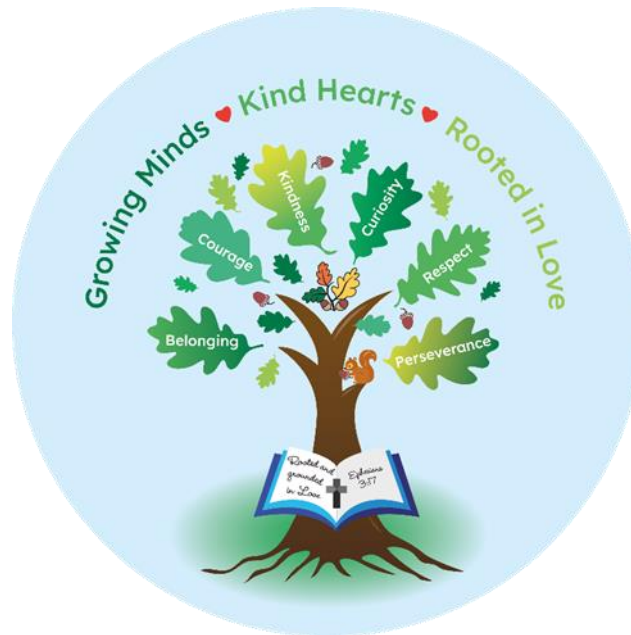


Worlingham CEVC Primary School



ASSESSMENT POLICY

Due consideration has been given to all children/adults/stakeholders with regard to the protected characteristics under the Equality Act 2010.

Headteacher: Mrs Holly Marchand

School No. 935 3111

Date approved:	30.04.2024
Name of Committee:	Curriculum and Ethos
Chair of Committee signature:	<i>Peter Hobbs</i>
Date of next review:	Summer 2025

Worlingham CEVC Primary School

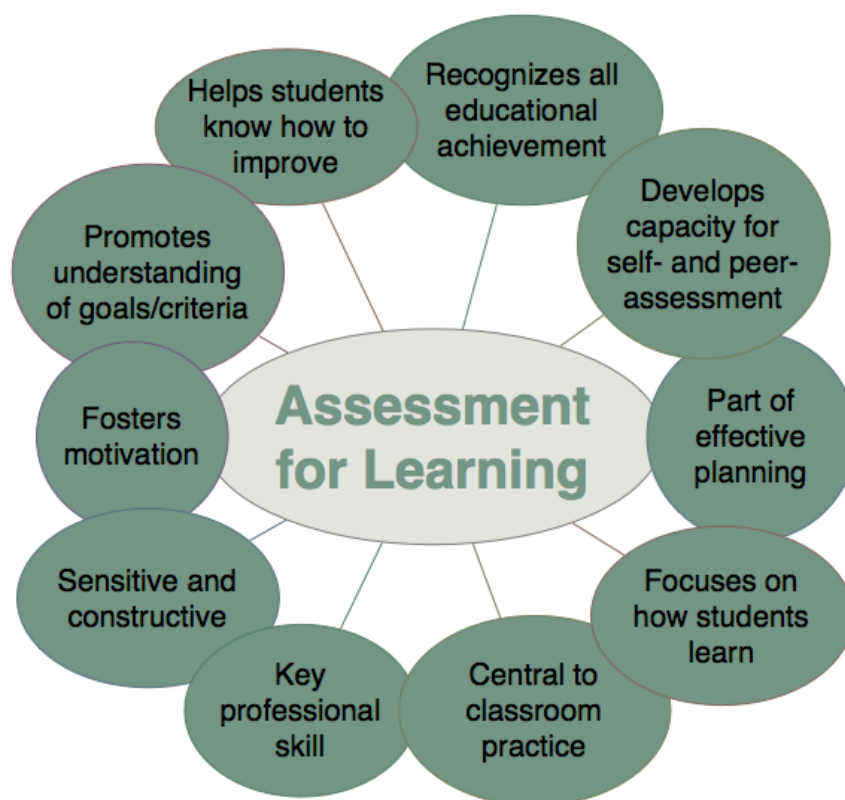
ASSESSMENT POLICY

Rationale

Effective assessment is essential to quality teaching and learning. Assessment for Learning (AfL) is a fundamental tool utilised by the school to raise attainment and accelerate progress.

Regular feedback given to children on their learning helps them to understand how to be successful, what they have achieved and what they need to do to improve further. Good assessment practice ensures lesson planning is relevant and is based on a sound knowledge of the pupils' learning styles, attainment, progress and the next steps in their learning. Reporting to parents at parent's evenings and with a full written report at the end of the year ensures that teachers and parents are working together to raise the standards of our children.

Detailed analysis of assessment information plays a crucial role in school self evaluation by identifying areas of strength and weakness at an individual, group, class, year group and whole school level. This information then guides strategic planning at these levels. This analysis is also essential in enabling the Governors to have a clear understanding of the performance of the school.



Purposes

The purpose of assessment in our school is to provide information: -

- For children to demonstrate what they know, understand and can do in their work.
- To help children understand how well they are doing and 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 track the attainment and progress of individual pupils, groups and cohorts of pupils and thus inform future planning.
- To provide the pupils' next teacher with information that will ensure smooth transition and promote continuity and progression across the school.
- To provide receiving schools with information to ensure the child's swift transfer and continuous progress.
- To provide the Headteacher and Deputy Headteacher with information which allows them to monitor and make judgements about the effectiveness of the school and identify strengths and weaknesses in the curriculum and to utilise this information to inform school improvement planning.
- To provide subject leaders with information which allows them to monitor and make judgements about the effectiveness of practice within their subject area.
- To provide Governors with information on the school's performance to aid their monitoring procedures.
- To provide regular information for parents to enable them to support their child's learning.
- To provide parents with information about the performance of the school.

Responsibilities

Headteacher and Deputy Headteacher

- To maintain an overview of assessment in the school.
- To monitor and develop consistency across the school.
- To collate and analyse assessment data using the school's tracking system 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 develop the procedures for pupil progress meetings.
- To lead pupil progress meetings.
- To inform Governors about the school's performance on at least a termly basis.

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.
- To implement regular assessment moderation in their subject.

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 at the end of a unit, topic or termly and use this to inform end of term assessments.
- 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 A.P.D.R (Assess, plan, do, review) records are maintained and regularly reviewed in accordance with the school's S.E.N. Policy.

Principles

The principles of assessment at this school are: -

- To feedback to children about their attainment and progress, being specific about what the pupils have done well and what they need to do next on an ongoing basis.
- To involve children in their own assessment.
- To keep manageable records.
- To keep parents informed about their child's achievements and progress and enable them to help their children make further progress.
- To keep governors informed about what the assessment information says about the performance of the school.

Process



Ongoing Formative Assessment

We believe that thorough assessment procedures are essential for informing the next stages of planning and helping children to know what they have to do to make progress. We endeavour to achieve this by: -

- Informing pupils of the learning objectives (Foundation Stage and Key Stage 1: WALTs-*We are learning to*, Key Stage 2: LI's – *Learning Intention*) and success criteria each lesson.
- Questioning throughout the lesson in order to judge pupil understanding.
- Observations – often by Teaching Assistants either focussed or interactive.
- Providing regular opportunities to review learning against the success criteria throughout the lesson.
- Involving the children in peer and self assessment by setting pupil targets and success criteria which help them to assess their own progress and the progress of their peers within lessons and over longer periods of time.
- Planned assessment against learning objectives in medium/short term planning.
- Displays which celebrate achievement and progress.
- Feeding back to pupils on an ongoing basis both verbally and in marking/writing matched to the age and the individual needs of the pupil.
- Focused marking using learning objectives and success criteria.
- Sampling pupils' work.
- Using assessments and feedback from marking to inform the next stages of learning and planning.

Termly Summative Assessments

Assessments are made at the end of a unit or each term across the curriculum. For Maths and English assessments are recorded on a class tracking sheet and this is collated on to the whole school tracking grid termly.

Class teachers will record assessments for their classes at the end of each term on a central data base to inform subject leaders of summative assessment for the remaining curriculum subjects. Children will be recorded as at 'Expected' unless assessed otherwise to reduce unnecessary workload. End of unit expectations have been written for each stage to support assessments at the end of each unit.

- The Foundation Stage use Tapestry to upload observations and next steps for learning to parents. They also share Early Learning Goals with parents at the end of the year.
- In KS1 and 2, termly assessments are carried out in reading and maths using assessments from Smartgrade (White Rose for Maths and Headstart Primary for English). The Smartgrade online system is used to record these.
- Assessments for reading, writing and maths are completed on a class record sheet.
- 'Pobble Writes' are used across the school to assess writing using a shared stimulus by all classes.
- Class handwriting sheets will also be used for Key Stage 1.
- Class teachers ensure that assessment information is recorded onto the class record sheet each term and pupils who need targeted support are identified as they present each term.

Early Years Foundation Stage Assessment

The Reception Baseline Assessment (RBA) is completed in the first six weeks of school for every pupil. It is an age-appropriate assessment of early mathematics and literacy, communication and language. The RBA will be used to create school level progress measures to show progress from reception to the end of key stage two.

Also, during the first half term of Reception each child will be assessed in school against all seven areas of learning. These assessments will be carried out using information from parents and carers, observations made during the children's independent play as well as through small adult led tasks.

During the Reception year all children will be assessed continually using observations, photographs and recorded work. We use Tapestry the online learning journey, this allows us to share these ongoing assessments with parents and carers. It also allows parents to add their own photographs and observations to their own child's Tapestry account.

The Early Years Profile is completed at the end of every child's Reception year, this is the final assessment of their Early Years Foundation Stage. The class teacher will report the assessments for all seventeen Early Learning Goals to parents/carers, this is in line with the reporting requirements from the DfE. Parents will be told whether their child is "emerging"- not yet reaching expected level or "expected"- at the expected level. All attainment data is also shared with the Year One teachers; this ensures continuity for children during the transition from Reception to Year One.

Data Analysis

The Headteacher utilises the class teacher reports and the assessment data on our tracking system to carry out an analysis of the data each term. This information is utilised to inform the: -

- Pupil Progress meeting discussions,

- School Self Evaluation,
- Termly Headteacher report to Governors,
- School Development Plan.

Pupil Progress Meetings

These are held on a termly basis and are attended by the Class Teacher, Deputy Headteacher and Headteacher:-

The focus of the pupil progress meetings is: -

- To discuss attainment and progress of specific groups of pupils as well as generally within the class using the termly data report to provide context and any additional information gained from the data analysis by the Headteacher.
- Set targets for any pupils that require additional support and devise plans for how these targets will be achieved.
- Book looks and work scrutiny

End of Year Assessments

- A summative assessment is made at the end of each year in Science, and all non-core subjects. Parent reports indicate how well each pupil is attaining against the requirements of the National Curriculum.
- Assessment data is reported annually to the Local Authority/DFE at the end of:-
 - Reception
 - Year 1 (Phonics Screening Test)
 - Year 4 Multiplication Tables Check
 - Year 6

Marking and Feedback

Marking and feedback is used to raise achievement, set targets and help pupils to improve. Marking and feedback should inform pupils about what specifically they have done well and the next steps to take. *See the Marking Policy for detailed information.*

Recording

Each subject has its own set of end of unit statements which are recorded on a shared data base. This is to reduce work load and to make the data manageable and purposeful.

Assessment Moderation

- Staff meetings are utilised termly for assessment marking and moderation to ensure that all teachers have a shared understanding of assessment practices.
- Assessment moderation is also carried out by subject leaders.

Monitoring and evaluation

- The Headteacher will ensure this policy is implemented consistently throughout the school using strategies such as discussion with teachers, pupils and parents/carers, sampling pupils' books and reports, lesson observations, learning walks and sampling teachers' planning.

- Subject Leaders will carry out monitoring activities as part of their Subject Leader time.
- Foundation Subject Leaders will look at assessment practices within their subject as part of their termly monitoring of their subject, prioritised throughout the academic year.

Reporting to Parents

Reports to parents are given verbally at parents' evenings twice a year. A written report is provided at the end of the Summer term. The reports are written in a clear, straightforward manner and are personal to the child. They inform parents of: -

- How their child is performing in relation to their past achievements and to national standards.
- Their child's strengths and any particular achievements.
- Areas of development and improvement.
- How they can help.
- Whether the child is happy, settled and behaving well.

Meetings with parents to discuss their child's progress can be arranged at a mutually convenient time.

S.E.N.

Early identification of children with special educational needs is essential. The school's S.E.N. Policy gives details of the procedures for identification and assessment.

Transition and Transfer

- Assessment information, both academic and social, is transferred between professionals at each stage of the child's schooling. (Between classes, key stages and schools). This ensures that children have the maximum opportunities to achieve.
- Transition meetings are held between class teachers and local high schools at the end of Year 6.
- When children move schools, information is sent through as a CTF (common transfer file).

Equal Opportunities

Equality of opportunity is a fundamental right for all children regardless of race, culture, gender or special educational needs. This policy is written for all and recognises that every child has equal opportunities:

- We have high expectations of all pupils and of all groups of pupils.
- We carry out data analysis of pupil performance identifying areas of development for all pupils and groups of pupils, comparing their progress with national expectations and are committed to taking action where underachievement is identified.
- We recognise and value all forms of achievement.

WORLINGHAM CEVC PRIMARY SCHOOL

SAFEGUARDING STATEMENT TO ACCOMPANY POLICY DOCUMENTS

Throughout this policy runs our commitment to safeguarding the wellbeing of all our pupils at Worlingham CEVC Primary School. The values, beliefs and ethos of Worlingham Primary School are shared by all members of staff and the adherence to the guidance as stated in the school's Safeguarding Policy is of paramount importance.

The wellbeing and safety of pupils has a positive impact on their attendance, behaviour, their own Health and Safety, learning within the school environment as well as on educational visits.

Throughout the curriculum children are taught how to manage risk and how to keep themselves safe. The children know that if they need help they can talk to a member of staff at school. Children are taught how to keep themselves safe whilst using ICT equipment and are instructed to report any inappropriate material to the member of staff leading the session.

Children who have an identified SEN which creates difficulties with communication may need additional support in expressing concerns to a member of staff. Staff will need to follow the guidance in the safeguarding policy when dealing with a disclosure, taking into account the ability of the individual.

A copy of the Safeguarding policy can be found on the school website, in the Headteacher's office and also the staff room. This policy provides comprehensive detail in identifying types of abuse and the procedures that need to be followed.

Within the Safeguarding Policy is a section on The Prevent Duty and what it means for our School.