



Primary Assessment Policy

Key Document details:

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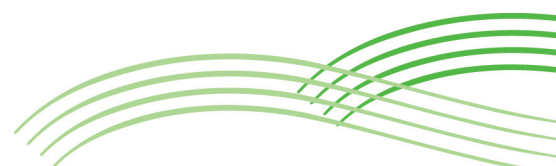
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The Teachers' Standards

The Teachers' Standards exemplify expectations for all teachers. They specify the following with regards to assessment:

6. Make accurate and productive use of assessment

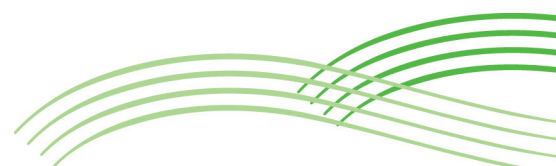
- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

Why assess?

Children's progress is closely monitored in order that we can provide the best possible opportunities and highest levels of support for all children. All assessment activities aim to ensure that the children are able to make excellent progress in their learning whilst taking into account the needs of individual children.

The aims and objectives of assessment in our school are:

- to enable our children to demonstrate what they know, understand and can do in their work;
- to allow teaching teams to plan work that accurately reflects the needs of each child;
- to help our children understand what they need to do next to improve their work;
- to provide regular information for parents that enables them to support their child's learning;
- to contribute towards accountability data.
- to enable benchmarking between schools as well as monitoring performance both locally and nationally.
- ensure that an appropriate amount of time is allocated for recording and reporting purposes, such that it does not negatively impact on the time available for personal interaction with learners
- Ensure that all statutory requirements for assessing, recording and reporting indications of pupil mastery, attainment and progress annually and at the end of each Key Stage are met.



Assessment in The White Horse Federation

Staff in The White Horse Federation have worked together to develop an assessment system that takes into account the criteria of the National Curriculum, whilst providing a greater focus on mastery. See below. Assessment takes into account children's strengths as well as areas where they need support.

Types of assessment

Definitions:

Formative assessment: Day to day, on-going assessment as part of our repertoire of teaching strategies, based upon how well pupils achieve learning objectives. It is about providing feedback and involving pupils in improving their learning.

Summative assessment: this is a snapshot testing that establishes what a child can do at a given time and is important for accurate information regarding a child's attainment and progress. It informs whole school target setting and prediction of a cohort's future attainment.

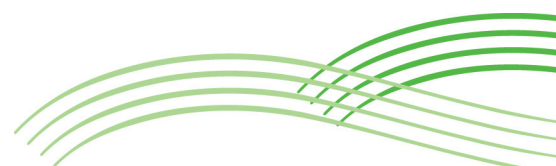
(a) Formative Assessment (Assessment for Learning – AfL)

Formative assessment is at the heart of good assessment practice in our school. In particular, our intention is that formative assessment follows the model proposed by Dylan Wiliam of **responsive teaching**. That is, assessment should be used to shape teaching and curriculum, as well as to provide formative feedback to pupils.

Formative assessment is a powerful way of raising pupils' achievement. It is based on the principle that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim.

According to Paul Black and Dylan Wiliam improving learning through assessment depends on five key factors:

- ✓ The provision of effective feedback for pupils
- ✓ The active involvement of pupils in their own learning
- ✓ Adjusting teaching to take account of the results of on-going assessment
- ✓ A recognition of the profound influence assessment has on motivation and self-esteem of pupils
- ✓ The need for pupils to be able to assess themselves and understand how to improve.



In accordance with the guidance in the Assessment Without Levels Commission report, we do not intend that teachers record formative assessment, except where it is intended to directly support pupil progress. Most assessment of this type will happen informally in the classroom through approaches which are recognised in each school's feedback policy.

With regards to marking and feedback Ofsted has stated the following:

- Ofsted recognises that marking and feedback to pupils, both written and oral, are important aspects of assessment. However, Ofsted does not expect to see any specific frequency, type or volume of marking and feedback; these are for the school to decide through its assessment policy. Marking and feedback should be consistent with that policy, which may cater for different subjects and different age groups of pupils in different ways, in order to be effective and efficient in promoting learning.
(Ofsted inspections – clarification for schools, March 2015, No. 140169)

(b) Summative Assessment - Assessment of Learning

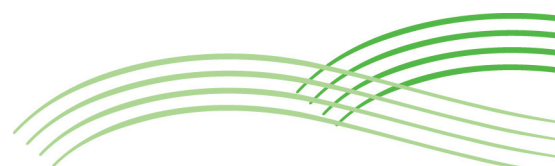
Summative assessment (Assessment of Learning) is important for informing both parents and teachers of a child's attainment and progress. This will also inform next steps learning for pupils.

Summative assessments:

- identify attainment through one-off standardised tests at any given point in time
- record performance in a specific area on a specific date
- provide age standardised information

- provide end of key stage test data against which the school will be judged
- ensure statutory assessments at the end of EYFS, KS1 and KS2 are met
- provide information about cohort areas of strength and weakness to build from in the future

Please refer to WHF Assessment Calendar for Trust wide summative assessments.



Foundation stage profile

Children are assessed in the reception class. Staff will add information to an assessment profile for each individual. Insights will be shared at parent consultation meetings. Staff will continue to complete a learning journey book of photos and comments. Parents and carers are able to contribute to this document.

Year One phonics check

All children in Year 1 will participate in a phonics check. This assessment will be administered by the Year 1 teacher. Results are included within the Year 1 end of term report.

SATS

Children in Year 2 and Year 6 are assessed during May. The results of these assessments are reported annually to the parents. The national expectation is that children should aim to achieve Age Related Expectations (ARE) at the end of Year 2 and ARE at the end of Year 6. In addition, teachers across the school assess regularly and use this information to inform their planning and teaching.

Feedback assessment

We aim to provide feedback to children through various forms so that they have specific advice about improvements their work and next steps with in their learning.

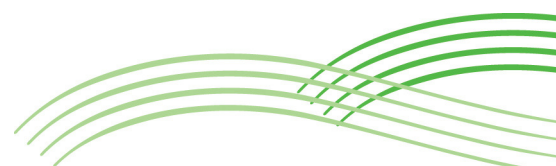
Assessment in Years 1 to 6 are recorded in Pupil Asset. Children are assessed against the statements for their year group. Some children will be working outside their year group.

Assessment information will be used to inform planning and to identify children who may need extra support.

Curriculum Sheets (Multi-Tick) Pupil Asset

The Curriculum Sheets (multi-tick in Pupil Asset) are available for Reading, Writing, Maths and Science. The Sheets are used to assess the depth of attainment in each objective. The evidence collated on the sheets will allow teachers to make a judgement of pupil progress at the appropriate information points. A teacher will code a statement once a pupil has accessed or achieved it. Year group teams work together with moderated guidance so there is a consensus of opinion with regards to when it is 'achieved'. Evidence is gathered from formative and summative assessments.

These are key documents that underpin on-going professional dialogue that enables teachers to make secure judgements on pupil performance and allow senior leaders to support and challenge the quality of teaching and learning in the school.



With regard to presentation of data Ofsted has stated:

- Ofsted does not expect performance- and pupil-tracking data to be presented in a particular format. Such data should be provided to inspectors in the format that the school would ordinarily use to track and monitor the progress of pupils in that school. (Ofsted inspections – clarification for schools, March 2015, No. 140169)

Mastery

The Mastery learning model forms the basis our approach to teaching. This means spending greater time going in to depth about a subject as opposed to racing through the concepts and knowledge pupils are expected to know by the end of each year group. Accelerating through content in the past has led to some children having large gaps in their knowledge because the concept taught was either too big or learnt too quickly. As a primary school in The White Horse Federation, it is our duty to ensure that children have an absolutely solid, concrete understanding of subject knowledge and skills as well as being emotionally resilient for the next stage of their learning.

Our intention is take learning at a measured pace. This will better ensure no child is left behind as well as providing deeper and richer experiences for children who grasp concepts more rapidly. We focus on the majority of children achieving what is expected of their age group and not going beyond this. Evidence shows that children need to be able to understand a concept, apply it in a range of situations and then be creative with it to have a deep understanding of it. Simply going beyond the requirements of their age group does not guarantee they have understood something – just that they have heard it.

At our schools, the majority of children will be taught the content from their year group only. They will spend time accessing and have the opportunity to work at greater depth - applying and being creative with new knowledge in multiple ways.

Family consultations

Family consultation evenings take place in throughout the school year. Parents / Carers get the opportunity to discuss with the classteacher their child's progress and next steps of learning.

Reports to parents

At the end of each year, families will receive a full report detailing progress and achievements across the curriculum. Parents / Carers are encouraged to provide feedback to the school.

Inclusion

All schools in The White Horse Federation are inclusive and we work hard to meet the needs of all our children. Class teachers are responsible and accountable for the progress and development of all pupils in their class. High quality teaching is available to all children, including those with additional needs. We work hard as a school to ensure that all additional support in the classroom is deployed effectively. Where a child is not making the expected progress the class teacher will work

alongside the SENCO, parents and external agencies (where appropriate) to plan tailored support. All children are encouraged to achieve their best and become confident individuals living fulfilling lives. See separate SEND policy for more information.

This policy should be read in conjunction with:

- Teaching and Learning Policy
- SEND policy

This policy was updated in September 2017

Next review date: September 2018

