



St Philip Westbrook C of E Primary School

"Together we aim high and with God's love we can fly"

Assessment Policy

Date of Review	Action
JULY 2017	Approved by governors
JAN 2018	Reviewed by governors
JULY 2018	Updated with moderation of writing on ranking sheets & greater depth NFER scores
MARCH 2021	Independent writing update with most recent guidance

Our school vision of ‘Together we aim high and with God’s love we can fly’ is at the heart of our school.

Here at St Philip Westbrook CE Aided Primary School, children can develop their God given potential in a secure, nurturing and happy environment that embraces excellence and enables children to live life in all its fullness.

Through the strength of God we can aspire to achieve the highest of standards in all that we do.

Philippians 4:13 “I can do all things through him who strengthens me.”

Assessment is a vital part of ensuring that children achieve their God given potential in achieving the highest of standards.

The purpose of this policy is to:

- make clear our vision of the role of assessment as part of teaching and learning within our school
- support staff in maintaining and raising the standards of progress and achievement for all our pupils
- provide clear guidelines to ensure consistency and accuracy in assessment across school

Primary purpose of assessment

- The primary purpose of assessment in this school is to enable all pupils to make good or better progress and achieve well compared to age appropriate expectations and from their different starting points

This will be achieved by considering the following:

- Assessment will be informed by their parents/previous providers as appropriate
- Assessment information will be gathered from looking at what pupils already know, understand and can do, to inform planning
- Assessment will be used to plan appropriate teaching and learning strategies
- To identify pupils who are falling behind in their learning
- To identify pupils who may need additional support to ‘catch up’ with their peers
- Enable pupils to understand how to improve as a result of useful feedback, written or oral, from teachers

The principles of in school assessment

The school will make good use of formative and summative assessment approaches and ensure the correct balance between these approaches.

At the core of this policy is the recognition that high quality formative assessment will have a greater impact on rates of pupil progress than too frequent summative assessments.

Assessment in this school will:

- relate to shared learning objectives and success criteria in lessons
- include reliable judgements about how learners are performing, related to national standards
- involve both teacher and pupils reflecting upon assessment information
- provide feedback which leads to pupils improving their work
- enable teachers to plan effectively, based upon next steps
- provide us with information to evaluate our work, and set appropriate targets at whole school, class and individual pupil level
- enable parents to understand and be involved in their child's progress

Roles and Responsibilities

Teachers and Teaching Assistants are responsible for:

Ensuring they are familiar with the current assessment policy.

Carrying out formative and summative assessments.

Using the schemes of work and age related assessment statements for each subject as the basis for planning objectives against which the performance of individuals and groups of pupils will be assessed and tracked.

Giving feedback to pupils as part of on-going assessment dialogue about their learning.

Completing summative assessments each term with the resultant data collected on the S Drive.

Assessing against Age Related Expectations and analysing this data termly to be used in pupil progress meetings.

Identifying pupil groups and individuals who are vulnerable to underachievement in relation to age related expectations and prior attainment.

Reporting progress to parents at Parent Consultation meetings, and in each pupil's annual report.

SLT are responsible for:

Prioritising key actions to address underachievement of individuals and groups.

Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years.

Ensuring that class teachers are aware of their accountability for the progress of the class, specific groups and individual pupils through termly pupil progress meetings and appraisal meetings.

Subject Champions are responsible for:

Ensuring that all staff are familiar with the assessment practice for their subject.

Monitoring standards in their subjects in line with Subject Champion guidance.

Ensuring that subject assessments and ongoing monitoring are used to identify strengths and areas for development.

Outline of the Assessment Framework

Policy and practice will be reviewed regularly with staff. Assessments should be made in line with the **Independent Work** guidance below where possible. All assessments should be saved in the Tracking folder on the S Drive.

On-going formative assessments to be completed:

- review each lesson against objective and success criteria
- date and highlight the age related expectations assessment statements in the back of books in writing, maths & science; reading in the guided reading folder and RE in children's books at the start of each unit of work.
- in Reception staff highlight the development statements leading to Early Learning Goals
- move children accordingly on the rankings proforma at least once per half term (in response to moderation and on-going assessments)
- Y1 – Y6 mental maths document
- update the phonics assessment & HFW document in R & Y1
- spelling tests

Half termly:

- Y2 – Y6 Rising Stars grammar & spelling tests with results updated
- Intervention groups and their impact identified and reviewed using the agreed documents
- Rankings sheet updated at least half termly, this should match the class record and protracker. Children should not be moved to the next or previous column without moderation for writing, or retesting using NFER in reading and maths.
- Junior spelling baseline each half term

Termly summative assessments:

- Reading, writing and maths assessments recorded on the protracker (this should match the rankings)

- Subject assessments completed on the protracker
- Analysis completed using the pupil progress word document
- SLT to create a cohort protracker for each year group and analysis using the pupil progress document
- Y3 – Y5 End of year NFER standardised tests in reading, spelling and maths. Children who are below a standardised score of 98 should not be assessed at ARE. Children below 120 should not usually be assessed as greater depth, a child with a score of 118 or 119 may be assessed at greater depth with additional evidence presented to a member of the senior leadership team (not own year group leader). Any child with scores of 117 – 119 needs to be targeted for greater depth

Yearly summative assessments:

- Reception, Y2 and Y6 follow statutory guidance
- End of year reports for parents

Moderation

To ensure that teacher assessment judgements are robust, rigorous standardisation and moderation will take place internally within the school through fortnightly Unit meetings and termly staff meetings.

Cross school moderation will take place in conjunction with our partner primary schools in the assessment project.

External moderation will take place in line with Local Authority procedures.

Annex 1 provides guidance for use in moderation sessions within school for the Summer Term. This should correlate with the Class Record sheet and Protracker.

Independent Work

Independence shows itself in different ways: it does not simply mean that a child works alone and unaided, as would be the case in a test. It can be most clearly evidenced when a child applies the learning in other contexts.

In everyday terms, it is more realistic to think of children’s learning on a continuum between supported, scaffolded and independent achievement. There are definite stages in this process, when the degree of support or scaffolding is reduced. The new standards recognise that in general, it is the degree to which a learner can achieve something 'independently' that forms the basis for how secure a judgement is in a mastery curriculum.

When planning, teaching and reviewing evidence of learning, it is helpful to consider to what extent the work allows for or demonstrates independence. Identifying independence might include thinking about:

Points to consider	Example
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How closely a teacher works with a child to achieve the task or outcome	Child works in a focus group with teacher or learning assistant
The way that the task or activity is structured	This may include the use of <input type="checkbox"/> mathematics apparatus <input type="checkbox"/> prompts for writing
How children are grouped for the work	Mixed ability so more able support less able
A child's familiarity with the tasks or structure of the task to be undertaken	Work on it all week and then assessed
The degree of support given by the mode of response	If resources such as writing frames or worksheets are used.

All of these approaches to scaffolding will impact on the independence of the work and how secure judgements are a true reflection of the new national standard.

It must be recognised that independent work of this kind typically occurs at some distance from direct teaching, for example when concepts and skills taught in one context are applied in another.

The expectation of the standard being that a child who has securely grasped a concept or rule will apply it across all their work can be evidenced by drawing from other subjects, rather than when the focus of the lesson is literacy or maths.

The amount of support or scaffolding that a child receives will impact on the security of judgements made; hence by referring to a wide range of sources from across other subjects you will have a truer picture of the child's attainment, some distance from their direct teaching. The challenge is to ensure that these opportunities are identified across subjects and are an integral part of the school's curriculum.

Stage	Definition	Example
With support	This is when a child is being directly supported by the teacher or other adult.	<ul style="list-style-type: none"> • More able children working with the teacher to learn how to solve multi step word problems. • Less able children covering the current year's objectives with the Teaching Assistant.
Support	This is when a child is being indirectly supported by the teacher or other adult.	<ul style="list-style-type: none"> • Children are given the opening of a story and a plan for its development and then work on their own.
Scaffolded Independence	This is when a child's work is produced in response to direct teaching or work is prompted by key written or oral questions.	<ul style="list-style-type: none"> • More able children completing word problem in the same lesson that it is taught. • Children in Upper KS2 preparing a piece of writing all week directed by the teacher, then working unaided on Friday.
Independence	When children's work is produced at distance from direct teaching.	<ul style="list-style-type: none"> • Writing a recount of a day trip without prompting.

		<ul style="list-style-type: none"> • Using decimal notation in money problem solving. • Using inverse operation to check results in maths without prompting.
Application	Children demonstrate prior learning across the curriculum.	<ul style="list-style-type: none"> • Child writes an account of a child in Tudor times applying learning from English. • Child works out mean in science to ensure results are reliable applying work form maths.

Standards and Testing Agency Guidance

The Agency issued the following guidance regarding independent writing which we will use when assessing children's work across all year groups.

Independent Writing 2019-2021 Guidance

Pupils' writing upon which teachers base their judgements must be produced independently. The national curriculum is clear that writing should also be produced through discussion with the teacher and peers. A piece of writing may provide evidence of a pupil demonstrating some 'pupil can' statements independently, but not others.

For example, a pupil may produce an independent piece of writing which meets many of the statements relating to composition and the use of grammar, but they did not demonstrate independent spelling where the teacher has provided the pupil with domain specific words or corrected their spelling. This does not mean that the entire piece is not independent. Teachers may choose to use success criteria in lessons to help pupils to understand what they have learnt and help them to judge whether a pupil has met the objectives for a piece of writing.

Using success criteria does not mean that a pupil's writing is not independent; they would simply need to avoid modelling or over-scaffolding the expected outcome. Furthermore, using detailed success criteria as a teaching tool for one aspect of writing could still provide independent evidence of other 'pupil can' statements which have not been mentioned.

Writing is likely to be independent if it:

- emerges from a text, topic, visit, or curriculum experience in which pupils have had opportunities to discuss and rehearse what is to be written about
- enables pupils to use their own ideas and provides them with an element of choice, for example writing from the perspective of a character they have chosen themselves
- has been edited, if required, by the pupil without the support of the teacher, although this may be in response to self, peer, or group evaluation
- is produced by pupils who have, if required, sought out classroom resources, such as dictionaries or thesauruses, without prompting to do so by the teacher

Writing is not independent if it has been:

- modelled or heavily scaffolded
- copied or paraphrased

- edited as a result of direct intervention by a teacher or other adult, for example when the pupil has been directed to change specific words for greater impact, where incorrect or omitted punctuation has been indicated, or when incorrectly spelt words have been identified by an adult for the pupil to correct
- produced with the support of electronic aids that automatically provide correct spelling, synonyms, punctuation, or predictive text
- supported by detailed success criteria that specifically direct pupils as to what to include, or where to include it, in their writing, such as directing them to include specific vocabulary, grammatical features, or punctuation

Appendix 1

Assessment - Key Questions to Consider in the Summer Term

Standard	Below	Working Towards	In line with ARE	Greater Depth	Exceptional Performance
How much of the current year's Programmes of Study (POS) can be met?	Some objectives	Most objectives	All objectives	All objectives	Embedded
How confidently is the child working unaided within the current year's POS?	Some confidence	Mostly confident	Confidence developing in using and applying	Confident in using and applying	Consistently using and applying in other subjects
How often does the child evidence learning from the current year's POS?	Sometimes	Often	All or almost all of the time	All of the time	All of the time and through other subjects consistently
When do they demonstrate the skill or knowledge of the current year's POS?	Working unsupported in a small group some of the time	Working unsupported most of the time	Able to use and apply	Using and applying consistently	In their application across subjects
How often do they achieve the objectives set in line with the current POS?	Some of the time	Most of the time	All or almost all of the time	All of the time	All of the time and in other subjects
Do they need scaffolding to access the current year group's POS?	Almost all of the time	Sometimes	Seldom	Not required	Extension required