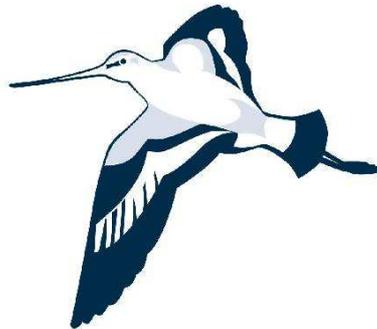


# Woodfall Primary School

## Assessment Policy

January 2013



In Consultation with		
Date Agreed	Name	Position
	Helen Hough	Headteacher
	Duncan Haworth	Chair of Governors
<b>Date for Review:</b>		

# CONTENTS

## Section

- 1.0 The Aims of the School Leadership Team**
- 2.0 Purpose of Assessment for Learning**
- 3.0 The Assessment Cycle**
- 4.0 Assessment Documents**
- 5.0 Involving the Multidisciplinary Team**
- 6.0 Involving Pupils**
- 7.0 Recording of Assessments**
- 8.0 Sharing Information**

## **1.0 The School Leadership Team aims to:**

- ensure that all teachers know what is expected of them as regards assessing pupils;
- support teachers in sharing this process with colleagues;
- help teachers make well-founded judgements about pupils' attainments and progress;
- track the attainments and progress of individual pupils and pupil groups over time;
- provide parents with accurate information about their child's attainments and progress;
- monitor practice in assessment and the use made of assessment information;
- collate information that enables the Governing Body to evaluate practice across the school;
- use assessment information when planning training and the deployment of resources;
- compare the progress made by different groups of pupils to ensure that no group is disadvantaged.

## **2.0 Purpose of Assessment for Learning**

2.1 Assessment is not an end in itself; its main purpose is to support teaching and learning by identifying what pupils already know and can do and what their next step should be. Assessment is an integral part of teaching and learning which is evident in every lesson.

2.2 Effective teachers hold a great deal of information in their heads and it is not possible to commit all of this to paper. However, we believe that when teachers identify and record in advance what they intend to assess during a lesson and then record the outcomes of this assessment in a systematic way, it is more likely that the information will contribute to a developing picture of each pupil's attainment and learning needs and influence teachers' future plans.

2.3 By assessing pupils accurately and consistently and recording key information we:

- build a clear picture of each pupil's skills, knowledge, understanding and approaches to learning;
- identify each pupil's strengths and the priority areas for their future learning;
- identify an appropriate curriculum for each pupil;
- identify next steps for each pupil and express these as clear learning objectives;
- identify the progress made in individual lessons or series of lessons;
- evaluate the progress that each pupil is making over time;
- evaluate and improve the teaching strategies used with each pupil;
- support pupils, where appropriate, to monitor their own learning;
- identify, celebrate and share achievement.

- 2.4 Our pupil's progress is not always linear and skills are rarely generalised spontaneously. Teachers need to use their professional judgement in analysing the outcomes of any assessment, particularly one that depends on a published tool or on an observation made on only one occasion.

### 3.0 The Assessment Cycle (See Appendix 1)

There are 3 main aspects of assessment that we link together to provide a clear and effective picture of a pupil's progress and attainment.

- **Day-to-day** ~ this is based on learning objectives (including IEP objectives) and teaching strategies, which teachers have identified for a specific lesson or series of lessons. Progress is identified during the lesson and teachers use this information to judge how far the learning objectives have been met and whether the strategies used were effective. This day-to-day assessment will inform planning for the next lesson in the series; it may suggest that more challenge or support is needed for individual or groups of children.
- **Periodic assessment** ~ this is a broader view of progress that will take place at the end of a term. Each pupil's progress is assessed against the curriculum. The outcome of these assessments form the basis of termly reports to parents and teachers use these to review any targets previously set.
- **Transitional assessment** ~ this aspect recognises and records a pupil's achievement at a time of transition. At Woodfall these assessments will take place at the end of: EYFS, KS1 and KS2. These assessments will be formally reported to parents as part of the end of year reporting procedure. However, all teachers will report transitional assessment information to the receiving teacher at the end of an academic year.

### 4.0 Assessment Documents

- 4.1 We use the following documents to assess aspects of learning and progress, as appropriate to individual pupils:

- Early Years Foundation Stage Profile
- Learning Journeys
- KS1 SATs
- Benchmarking
- KS2 SATs
- Assessing Pupil's Progress (APP) grids for Reading, Writing and Maths
- PIVATs for children with Special Educational Needs and Disabilities
- Programmes of study within the National Curriculum and International Primary Curriculum (IPC)
- Individual Education Plans (IEPs)

4.2 In addition to the above, there are a number of assessments that can be carried out on request by the SENCo to support identification of barriers to learning for individual children. They are:

- YARK reading assessment
- PHAB processing
- NFER non-verbal reasoning
- SPAR spelling

## **5.0 Involving the Multidisciplinary Team**

5.1 Although teachers are responsible for ensuring that assessment is planned for and takes place, all adults involved in working with the pupil regularly will be involved in the assessment processes. They will share information with the class teacher on a regular basis and as such need to be aware of the targets set for pupils and any IEP objectives. Other professionals (OT, Physiotherapists, SALT and Educational Psychologists) will make separate assessments of pupils' progress in their specialist areas. The reports produced will be shared with class teachers and support staff.

## **6.0 Involving Pupils**

6.1 We involve pupils in recognising and assessing their progress in ways that reflect their level of understanding. This varies from children identifying their achievement at the end of a lesson, completing pre-written mark criteria and reviewing their individual targets and IEP objectives. All pupils are required to make a written (or scribed if necessary) contribution to their end of year reports.

## **7.0 Recording of Assessments**

7.1 Woodfall currently uses the SIMs operated Assessment Manager system to manage assessments in reading, writing, maths and science. Teachers are required to have the relevant data ready for inputting on 3 separate occasions each year. This involves making teacher assessment judgements, setting and reviewing end of year (EOY) targets and predicting end of key stage (EOKS) levels. The Headteacher can input this data if it is required by individual members of staff. The Early Years Foundation staff keep records of pupil's progress against the areas of learning and these records are supported by individual 'Learning Journeys'.

## **8.0 Sharing Information**

- 8.1 Teachers gather relevant information from their colleagues, either at the end of a lesson or the end of a day and all relevant members of staff are consulted when making teacher assessment judgements. All assessments and IEPs can be found on Staff Share or SIMs. Parents receive progress reports for reading, writing and maths in the Autumn and Spring terms and a full End of Year (EOY) report in the Summer term. These reports are used as a basis for discussions at the following Parent's Evening.

Parents are involved in the review of IEPs and these meetings take place on a termly basis, parents are invited to discuss future targets to be set. They are conducted by the class teacher (supported by the SENCo when requested). All annual reviews of children who have a Statement of Special Educational Needs require parental representation and a written response to the progress their child has made against objectives set.

This policy was written by the Deputy Headteacher and has the approval of staff and Governors.

Last reviewed: January 2013

Approved by staff:

Approved by Governors:

Date for review: January 2015 (or as deemed necessary)

**APPENDIX 1**

