



Willenhall Community Primary School

Assessment guidance

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1. Introduction

This Policy outlines the purpose, nature and management of assessment at Willenhall Community Primary School. Assessment complements and assists teaching and learning; it plays an integral part in each teacher’s planning and enables the evaluation of current practice as well as pupil achievement. High quality formative assessment is an essential part of teaching and learning. It ensures a whole school approach to the provision of an excellent education for all children at Willenhall Community and enables teachers to deliver education that best suits the needs of their pupils.

2. Aims

The aim of the policy is to give a clear outline of all assessment techniques at Willenhall Community Primary School; to ensure that assessment is used as a tool to inform planning; to track pupil progress and to raise standards.

3. Roles and Responsibilities

The overall responsibility for assessment belongs to the Head teacher. However, assessment is co-led by the Deputy Head teacher, who is the Assessment leader. Class teachers are responsible for assessment of the children in their care and curriculum subject leaders are responsible for monitoring assessment within their subject area.

4. Entitlement

It is the entitlement of every child at Willenhall Community to be given an education that builds on their strengths, addresses their individual needs and ensures progression. Assessment is an essential tool in the delivery of this entitlement.

5. Implementation

Assessment is a daily part of the life of the school. Assessments are made and used by teachers to inform their teaching and to ensure that children know their next steps and what they need to do to improve. More formal methods of assessment provide feedback on pupil progress and ensure a rigorous approach to curriculum delivery.

The purposes of assessment are:

- to be formative, providing information for the teacher to plan the next steps in the children's learning and support children identifying their own next steps;
- to be diagnostic, providing more detailed information about individual children's strengths and weaknesses;
- to be summative, providing a snapshot of each child's achievement - these can be reported to parents;
- to be evaluative, allowing the school and individual teachers to evaluate how effective their teaching is;
- to inform the children to enable them to develop their learning.

Specific learning intentions and assessment opportunities are identified in our medium term plans. All assessment outcomes, including standardised test results, are used to evaluate current practice and to inform future planning.

6. Forms of Assessment

6.1. Day-to-day In-School Formative Assessment

Formative assessment is carried out by teachers every day in every lesson. It allows teachers to understand pupil performance on a continuing basis. This type of assessment is used to assess knowledge, skills and understanding, and is used to identify gaps and misconceptions. It enables teachers to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. It also enables teachers to identify if children are working at greater

depth. Teachers are then able to provide appropriate support or extension as necessary. The methods of formative assessment we use include, but are not limited to: the use of focused questioning, marking of pupils' work using our marking guidelines (see marking policy) and observational assessment. Formative assessment enables teachers to evaluate teaching of particular objectives of the curriculum and plan future lessons accordingly. For pupils, formative assessment helps them to measure their knowledge and understanding against the lesson objective and success criteria / lesson skills. They can then identify how they can improve.

6.2. In-School Summative Assessment

In-School Summative assessment enables teachers to evaluate both pupil learning and the impact of their own teaching at the end of a period of time. It provides evidence of achievement against the objectives of the curriculum. It is useful in informing teaching and learning in subsequent lessons. This type of assessment is shared with parents at parent/teacher consultations and enables them to support their child's learning. In Writing, teachers plan for a range of writing opportunities at appropriate times in the term. In Maths, teachers use Maths No Problem assessment resources alongside other bespoke assessment material to provide evidence of achievement against the curriculum objectives. In Reading, teachers use guided and shared reading sessions alongside NFER Standardised Summative Tests to record progress and achievements against the national curriculum objectives. The progress of pupils with SEN and disabilities is reviewed and summative assessment adapted as necessary. Children who have not made expected progress or whom have fallen behind are targeted for interventions and rapid response work.

6.3. Nationally Standardised Summative Assessment

Year 1 Phonics Screening Test

This test is administered internally. These results are then reported to the local authority and to parents.

National Key Stage One Assessments.

At the end of year 2, pupils will be given teacher assessment standards in reading, writing, mathematics and science. Pupils will be assessed against criteria under the following areas:

- Reading - working below the expected standard, working at the expected standard and working at greater depth within the expected level.
- Writing - working below the expected standard, working at the expected standard and working at greater depth within the expected level.
- Mathematics - working below the expected standard, working at the expected standard and working at greater depth within the expected level.
- Science - working at the expected standard

The pupils will also sit tests which will consist of:

- English reading Paper 1 - combined reading prompt and answer booklet
- English reading Paper 2 - reading booklet and reading answer booklet
- English grammar, punctuation and spelling Paper 1 - spelling
- English grammar, punctuation and spelling Paper 2 - questions
- Mathematics Paper 1 - arithmetic
- Mathematics Paper 2 - reasoning

These will be carried out in the classroom over the month of May and the children will receive a standardised score where 100 is the expected attainment.

National Key Stage Two Assessments

Teacher Assessments

At the end of year 6, pupils will be given teacher assessment standards in reading, writing, mathematics and science. Pupils will be assessed against criteria under the following areas:

- Reading- working at the expected standard, has not met the standard and working at Greater Depth
- Writing- working below the expected standard, working at the expected standard and working at greater depth within the expected level.
- Mathematics - working at the expected standard, has not met the standard and working at Greater Depth
- Science- working at the expected standard, has not met the standard and working at Greater Depth

The pupils will also sit tests which will consist of:

- English reading Paper 1 - reading booklet and associated answer booklet
- English grammar, punctuation and spelling Paper 1 - short answer questions
- English grammar, punctuation and spelling Paper 2 - spelling
- Mathematics Paper 1 - arithmetic
- Mathematics Paper 2 - reasoning
- Mathematics Paper 3 - reasoning

7. Marking

Whilst marking work, teachers are assessing children's achievements and noting areas of difficulty in order to inform planning of future lessons. Our Marking Policy ensures a consistent approach to marking throughout the school, including opportunities for children to self-assess and peer mark their learning. (See school Marking Policy)

8. Assessment for Learning

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.

Assessment for Learning (AFL) is a key part of our approach to teaching and

learning at Willenhall Community Primary School. Staff use success criteria, peer marking and peer and self assessment to involve pupils in their learning and to inform them of their next steps. AFL opportunities are identified in planning. Marking should be against the learning objective and should identify successes and areas for improvement. Effective questioning is also used to inform assessments. Our Response To Marking System and pink and green system ensures that children know what they need to do to improve and what they have done well.

9. National Curriculum assessments (SATs)

End of Key Stage National Curriculum Assessments (SATs) are used to monitor children's progress and to identify strengths and weaknesses in curriculum delivery. The Senior Leadership Team (SLT), in conjunction with core subject leaders, analyse the SATs results and consider the implications for the content and delivery of the curriculum in each key stage. This information is shared with the staff.

Children in Years 1, 2, 3, 4, 5 and 6 will be assessed using the National Curriculum Objectives which are woven throughout our summative and formative strategies for assessment. Data collated from these methods is recorded on our school attainment and progress monitoring system - DCPro. This is completed 3 times per academic year. Staff are expected to analyse the results in preparation for Pupil Progress Meetings (PPM) which take place with the Head and Deputy Headteacher responsible for Assessment after each batch of assessments have taken place.

10. Other standardised tests

Throughout the school, a range of additional tests may be used to support children who have shown specific difficulties in certain areas. These are administered by a range of adults skilled in delivering and interpreting their results. These tests are often administered by external agency visitors including Speech and Language support and Educational Psychologists amongst others. The findings of these tests lead directly to high quality measurable interventions to diminish any gaps in attainment and progress.

11. End of key stage assessments

Year 2 and Year 6 teachers set a range of work to enable them to assess the children's achievement against the requirements of the new national curriculum. Some of this work is carried out under test conditions so that the staff can assess the effect this has on the pupils and to ensure children become accustomed to the process. Teachers use the results from this work and the information stored in writing books to assess progress and to determine whether children are working at, below or above the expected standard for the end of the Key Stage. The year group teachers concerned make these judgements, with advice from the core subject leaders, the Headteacher and Deputy Headteacher. Teacher assessments at

KS1 & 2 are sometimes moderated by the local authority. Internal moderation is used to validate teacher assessment across the school and takes place at Professional Development Meetings (PDMs) on a regular basis. Moderation also takes place across our federation (with Whitmore Park Primary School) and local network (Aspire Too).

12. Accuracy and consistency of Judgements

Moderation is necessary to ensure accuracy and consistency of teachers' judgements about standards. It is important to agree judgements if our decisions are to be given credence. Teachers will often share opinions informally with subject leaders and other colleagues to clarify 'best fit' judgements or for statutory teacher assessments. Professional Development Meetings and Teacher Development days are arranged for teachers to compare judgements and agree standards. Willenhall Community also works with colleagues in our Federation (Affinity) and Network (Aspire Too) to ensure that our judgements are accurate and consistent.

Staff training is arranged when there are changes to assessment processes to ensure all staff have a good understanding of assessment. Staff members attend training and network meetings for their subject to ensure they stay abreast of good practice. Feedback from this training is shared with staff so that we continue to develop and improve our practice.

13. Target Setting

At the beginning and end of the academic year percentages of pupils expected to meet or exceed the national standards in English and Maths are set for children in Years 1 - 6. Short term (next steps) targets in writing, reading and maths are set in Early Years Foundation Stage (EYFS) and Years 1 - 6. They are reviewed regularly.

14. Foundation Stage Assessments

The Foundation Stage Profile is an ongoing assessment, which is completed throughout the reception year. Written information and record sheets are passed from the nursery to the EYFS class teacher and from EYFS to Year one. The EYFS teacher meets with the Headteacher to discuss the children's progress at termly PPM meetings.

The Foundation Stage Profile begins in nursery, added to each term, and completed by the end of the EYFS year. On entry to EYFS at Willenhall Community Primary School, the seven areas of learning are assessed using Development Matters statements to develop an initial overview of children's abilities. These seven areas of learning are then regularly assessed through both teacher and child-initiated activities in the form of observations and evaluations. These assessments are then inputted into the Foundation Stage Profile each term and progress tracked over the year.

These assessments are sometimes moderated by the local authority.

15. Records

Teachers use bespoke formative assessment grids designed in-school by subject / assessment leads. These grids are used to assess pupils in core curriculum areas throughout the year. These identify gaps in attainment and inform teaching and learning. They also indicate the progress that children are making over time.

Records of end of unit assessments, formative assessments, SATs results and teacher assessments (TAs) are held by class teachers and attainment is recorded on DCPro.

The progress of children receiving extra support is monitored by the member of staff delivering the support. Teaching assistants report on assessment outcomes to the class teacher, who then reports to the SENCO / Assessment Lead.

The above records enable the class teacher to assess the progress made by each child and are an important part of the formative assessment needed for future planning. The pupil end-of-year report is filed on the server and is available for reference.

16. Curriculum Links

Assessment is an integral part of curriculum delivery at Willenhall Community Primary School. Tracking of individual and class progress informs planning and enables systematic progression to be maintained. Assessment methods vary from formal testing to informal observation depending on the curriculum area. For example, in maths regular testing of subject knowledge is appropriate, whereas in art, teachers will use their observations of children's work to inform their judgements.

17. Monitoring

The SLT monitor class on-line assessment data (DCPro) during the year. Monitoring of assessment and classroom practice will be carried out through lesson observations, book and planning scrutiny and pupil conferences. This includes monitoring of agreed assessment arrangements defined in this policy. Feedback, with necessary actions, is then provided to staff to ensure consistency across the school.

Staff meetings are held regularly to discuss and review the procedures in the assessment policy and to support all staff in the accurate assessment of their pupils and to ensure consistency across the school.

18. Equal Opportunities

As outlined above, assessment plays an integral part in identifying the individual needs of all children. It enables children with special educational needs and disabilities, children who excel and children for whom English is an additional Language to be given a differentiated curriculum which meets their needs. In addition, the assessment policy at Willenhall Community ensures that

identification of these children is systematic and effective.

19. Special Educational Needs

When assessment indicates a child may have Special Educational Needs or Disability, the SENCO is informed and the child's progress is carefully monitored and the pupil is placed on the vulnerable register. Further assessment then takes place, as outlined in the SEND policy. For all children on the SEND register, an Individual Education Plan will be implemented. When teachers assess a child with SEND they will draw upon any on-going formative and summative assessment. Where necessary, they will gain views from parents, the pupil and any external specialists.

20. Reporting to parents

Parents receive written reports during each academic year. In KS1 and KS2 these comment on the child's academic progress in the core and foundation subjects and on their skills and attitudes to learning in all areas of the curriculum. SATs results for children in Years 2 and 6 and teacher assessment in Years 1, 3, 4 & 5 are reported to parents at the end of the academic year. Also, pupils in Year 1 receive a notification to say whether or not they have passed the Year 1 Phonic Screening Check, as do those in Year 2 who did not pass at the end of Year 1. Parents of children in the EYFS class receive a report based on the Early Learning Goals. The reports include a comment slip for parents. In addition, parents are offered the opportunity to discuss their child's report with the class teacher.

Parent/teacher consultation evenings take place three times a year, in the Autumn, Spring and Summer terms. During these meetings teachers share the pupils' age-related attainment against national expectations, next step targets and the progress pupils have made to date. An Open Door policy is offered for any parents who would like to come in and have an informal discussion about their child if there are concerns.

Staff are prepared to make themselves available at the beginning or end of the school day to discuss parents' concerns. If it is not possible to speak to a parent immediately a prompt appointment will be made. If a member of staff has concerns over a child, they will contact the parents. Parents of children with IEPs may be given an additional opportunity to meet with staff.

21. Recording of assessment:

All SATs, teacher assessments (core subjects) and end of year attainment judgements are recorded on the on-line school database (DCPro) and will be monitored by the SLT and core subject leaders.

- Progress towards key skills in foundation subjects will be recorded by class teachers and shared with parents in written reports throughout the year.
- Pupil reports are shared at parents' consultation evenings, recording progress towards English, Mathematics and Science alongside all key curriculum areas.
- 3 x termly teacher assessments in core subjects are added to the on-line class tracking system (DCPro). Attainment and progress are monitored for all children as well as specific groups of children (e.g SEND / Pupil Premium).
- In EYFS (Nursery and Reception), children's attainment is assessed using a bespoke 8-point criteria aligned to the Early Years Foundation Profile. Broadly, children in Nursery work from points 1-4 and children in Reception work from points 5-7 (these are aligned to EYFS attainment by age in months). At the start of the Autumn term, a baseline assessment is completed, followed by further assessment points at the end of the Autumn, Spring and Summer terms. Assessment information is collated from a range of sources including: observations, teaching notes, target work, guided books and learning journals. Observations are made using 2 Simple software and all of this information is combined to make assessment judgments that are added to DCPro. This information is added at all key assessment points.

Class / Group records:

- Class tracking records include identification of progress made since end of previous academic year in core subjects
- PPM minutes to accompany class tracking sheets in core subject assessment folders

22. Assessment outcomes:

- The SLT and core subject leaders analyse in-year assessments / end of year assessments / SATs results and discuss with staff to inform teaching and learning.
- The foundation subject leaders analyse achievement in their subject and feedback to staff to inform teaching and learning
- All assessment outcomes are used to inform future planning and measure progress towards performance management targets
- Inform provision mapping

23. Assessment Expectations:

All class teachers record pupil attainment and progress using our school-designed bespoke formative assessment grids. This allows careful monitoring of all children in core curriculum subjects over time and indicates strengths and weaknesses clearly.

Data collated from this formative assessment and from summative assessment is input on to our online assessment system (DCPro) three times per year (Nov / March / July).

Current summative assessment practice includes:

Year group	Maths	Writing	Reading
1	Maths No Problem Tests - Feb & July	ongoing written assessment - throughout year	Bespoke Reading Comprehension (Nov, Mar); NFER - Reading Comprehension (July)
2	Maths No Problem Tests - Feb & July; KS1 SATs Tests - throughout year as appropriate	ongoing written assessment - throughout year	NFER - Reading Comprehension (Nov, March, July); KS1 SATs Tests - throughout year as appropriate
3	Maths No Problem Tests - Feb & July	ongoing written assessment - throughout year	NFER - Reading Comprehension (Nov, March, July)
4	Maths No Problem Tests - Feb & July	ongoing written assessment - throughout year	NFER - Reading Comprehension (Nov, March, July)
5	Maths No Problem Tests - Feb & July	ongoing written assessment - throughout year	NFER - Reading Comprehension (Nov, March, July)
6	Maths No Problem Tests - Feb & July; KS2 SATs Tests- throughout year as appropriate	ongoing written assessment - throughout year	NFER - Reading Comprehension (Nov, March, July); KS2 SATs Tests - throughout year as appropriate

The expectation of an ‘average’ pupil is that they will make three ‘steps’ progress over the course of an academic year.

Model Example – Pupil A

Assessment Point	Expected Attainment (‘Average’ Child)
Prior Year (End of Year)	Year Group Expected e.g. 5EX
November (First in Year Assessment)	Year Group Entering e.g. 6E
March (Second in Year Assessment)	Year Group Developing e.g. 6D
July (Final in Year Assessment)	Year Group Expected e.g. 6EX

In this example, the movement from 5EX (prior year group end of year assessment) to 6EX (end of current year assessment) is three steps.

Within each year group there are four possible attainment steps that children can attain. These are detailed below:

Attainment Step Code	Explanation
E e.g. 6E	Entering Year Group Expectations
D e.g. 6D	Developing Year Group Expectations further.
EX e.g. 6EX	Met the Expected Standard for that Year Group (this is the expected attainment for most children by the end of the year)
GD e.g. 6GD	Is working at Greater Depth within the Expected Standard. A small proportion of children will reach this level in each year group.

Depending on the profile of individual pupils’ strengths and weaknesses, they may well enter their current year group at a level below that which is expected for their age (for example if entering Year 6, they may enter the year at a Year 4 level). In these instances, assessment leads, subject leads and class teachers will work together to identify areas to support the pupil / groups of pupils to ensure any gaps in attainment are significantly diminished as swiftly as possible.