



Assessment Policy

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1. Rationale and Aims

At Whitchurch Primary School and Nursery, we focus on giving children every opportunity to demonstrate their understanding of their learning by the evaluation of long-term learning. Children need to master essential skills and knowledge to be successful in life.

Therefore, effective assessment is essential to quality teaching and learning. 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 needs, attainment, and progress. Reporting to parents at termly parent's evenings and with a full written report each academic year ensures that teachers and parents are working together to raise the standards of our pupils.

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 governors to have a clear understanding of the performance of the school.

i. Assessment of Learning

Assessment of learning is any assessment that summarises where learners are at a given point in time – it provides a snapshot of what has been learned (in terms of both attainment and achievement).

ii. 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." (*Primary Framework, 2007*)

iii. Assessment as Learning

"Students as active, engaged and critical assessors, can make sense of information, relate it to prior knowledge, and master the skills involved. This is the regulatory process in metacognition. It occurs when students personally monitor what they are learning and use the feedback from this monitoring to make adjustment, adaptations and even major changes in what they understand. Assessment as learning is the ultimate goal, where students are their own best assessors." (Lorna Earl, *Using Classroom Assessment to Maximise Student Learning, 2003*).

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents
- Clearly set out how and when assessment practice will be monitored and evaluated

2. Legislation and guidance

Schools have been free to develop their own approaches to assessment since the National Curriculum levels were removed in 2014.

This policy refers to:

- The recommendations in the final report of the Commission on Assessment without Levels
- Statutory reporting requirements set out in the Education (Pupil Information) (England) Regulations 2005: schedule 1

3. Principles and Purpose of assessment

Assessments at Whitchurch Primary School and Nursery is underpinned by 3 core principles:

- Be thoroughly planned for
- Allow ample time for pupils to study and prepare for assessments
- For summative assessments, be given at the end of a unit, course or half-term/term

The purpose of assessment in our school is:

- To find out what children know and identify any gaps in their learning.
- To track the attainment and progress of individual children, groups and cohorts of children and thus inform future planning.
- To provide the child's next teacher with information which will ensure smooth transition and promote continuity and progression across the school.
- To provide the senior leaders 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 the School Development Plan.
- To provide Phase/Year team leaders with information which allows them to monitor and make judgements about the effectiveness of practice within their phase.
- To provide curriculum 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 about their children's strengths and areas for development to enable them to support their child's learning.
- To provide parents with information about the performance of the school.

4. Assessment approaches

At Whitchurch Primary School and Nursery, we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum. We use three broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

4.1 In-school formative assessment

Effective in-school formative assessment enables:

- **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons
- **Pupils** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve
- **Parents** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve
- We achieve this by:
 - Informing pupils of the learning intentions (WALTs) and success criteria (WILFs) for each lesson.
 - Providing regular opportunities to review learning against the WILF (success criteria).
 - Providing regular opportunities for pupils to talk about their thinking and learning.
 - Involving pupils in peer and self-assessment by setting next steps and success criteria that help

them to assess their own progress and that of their peers.

- Questioning throughout lessons in order to judge pupils understanding.
- Observing pupils engaged in their learning.
- Producing high-quality displays which celebrate achievement and progress.
- Feeding back to pupils on a regular basis both verbally and in writing matched to the age and the individual needs of the pupil.
- Ensuring pupils have time to respond to feedback marking and make progress based on the advice they receive

4.2 In-school summative assessment

- Effective in-school summative assessment enables:
 - **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
 - **Teachers** to evaluate learning at the end of a unit or period and the impact of their own teaching
 - **Pupils** to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve
 - **Parents** to stay informed about the achievement, progress and wider outcomes of their child across a period
- We aim to achieve this through:
 - Summative assessments of children's learning. These are carried out on a termly basis in order to evaluate how much a child has learned and to track attainment and progress at an individual, group, class, year group, key stage and whole school level. For pupils who are a concern in terms of progress and/or attainment this is carried out on a half-termly basis. This information is also used to identify pupils who need to be targeted for additional support and to set the focus of discussions in Pupil Progress Meetings.
 - Ongoing observations are used to form assessments in Nursery alongside half termly assessments using Development Matters and The Foundation Stage Profile.
 - The Foundation Stage Profile is utilised to assess pupils throughout their Reception year.
 - In KS1 and 2, children are assessed against using the agreed Whitchurch Teacher Assessment Framework grids (TAFs) in all subjects using a range of evidence of children's learning.
 - Class teachers complete a termly (half termly where appropriate) 'Data Collection Analysis Report' focusing on progress and attainment concerns and identifying clear targets to ensure children achieve the next stage in their learning. Class teachers analyse their own class data to set these targets for progress, inform planning and to identify gaps. These reports are then used in the pupil progress meetings with senior and middle leaders.

Year group leaders will choose the appropriate method for testing knowledge and by allowing pupils to demonstrate what they have been learning through a variety of carefully considered options.

Teachers are trusted to plan and choose assessments thoroughly and this depends on:

- Individual needs
- Group needs
- Subject
- School targets

There is no expectation of 'deep marking' for summative assessments. Instead, teachers can choose one or more of these ways to communicate with pupils:

- 1-2-1 discussions
- Group discussions
- Peer, group or teacher feedback

Core Subject - Maths, English and Science

Teachers can use a variety of summative assessments to mark check pupils' understanding and application of Maths and English lessons. **Teachers must plan for the summative assessment of all subjects when designing the intent of the learning for the long and medium term plans during the academic year.**

Effective summative assessments can be achieved through:

- Class assemblies
- Quizzes
- Presentations
- Projects
- Portfolios
- Interviews and pupil discussions
- Essays
- Standardized tests
- Evidence from teacher assessment frameworks (TAFs)
- Work produced for display / working walls

Wider Curriculum – Humanities, PE, Art, D.T, MfL, Computing, PSHE, RE and Music

Summative assessment of the wider curriculum should happen at the end of the unit using any of the effective summative assessment strategies as mentioned above.

4.3 Nationally standardised summative assessment

Nationally standardised summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to understand national expectations and assess their own performance in the broader national context
- **Pupils and parents** to understand how pupils are performing in comparison to pupils nationally
- Nationally standardised summative assessments include:
 - Early Years Foundation Stage (EYFS) profile at the end of reception
 - Phonics screening check in year 1
 - National Curriculum tests and teacher assessments at the end of Key Stage (KS) 1 (year 2) and KS2 (year 6)
 - Multiplication Check in year 4

National standardised summative assessment provides information on how pupils are performing in comparison to pupils nationally:

- Children are assessed in the first 6 weeks of entry into Reception using the agreed baseline assessment materials.
- In June, in Year 1, children are assessed on their phonic knowledge and application using the Year 1 Phonic Screening Test. Parents are informed as to whether or not children have reached the required standard.

- In June, in Year 2, children who did not reach the required standard for phonics in Year 1 are retested.
- In the Summer Term, children in Year 2 and Year 6 are assessed against end of key stage performance descriptors and using the SATs materials produced by the STA/DfE.
- The results of the National Curriculum tests at KS1 and KS2 will be reported in the form of a scaled score.
- In the Summer Term, children in Year 4 are assessed on their knowledge of multiplication tables to determine whether pupils can recall their times tables fluently, which is essential for future success in mathematics.

5. Collecting and using data

Summative assessments for core subjects (reading, writing and mathematics) are entered termly into the school assessment tracker (SIMs/3BM) and analysed by the Phase/Year Leaders and Deputy Headteacher. Summative assessments for the wider curriculum (foundation subjects) are entered onto subject-specific teacher assessment framework grids (TAFs) and analysed by the Phase/Year Leaders and Deputy Headteacher.

Summative assessment information is utilised to inform the following:

- Pupil Progress meeting discussions.
- School Self Evaluation.
- Termly data report to the Governors.
- School Development Plan.

Assessment data is reported annually to the Local Authority/DfE:

- Reception baseline at the beginning of the year.
- Year 1 (Phonics Screening Test) - June.
- Year 2 (KS1 SATs including Phonics retake) - end of the year (July).
- Year 4 (Multiplication Check) - June
- Year 6 (KS2 SATs) - end of the year (July).
- The Foundation Stage Profile is used to assess children in Nursery and Reception.
- Yrs 1, 3, 4 and 5 are assessed using Whitchurch Primary School and Nursery's assessment system.

5.1 Pupil Progress Review Meetings

These are held on a termly and/or half termly basis and are attended by the class teachers, Phase/Year team leader

and Headteacher, Deputy Headteacher, SENDCo, Interventions Teacher, Pastoral Team and the Family Liaison Officer. The focus of the Progress Review Meeting is:

- To discuss attainment and progress generally within the class, to gather contextual information and to discuss the progress and attainment of specific groups.
- To set targets for any children that require additional support and devise plans for how these targets will be achieved.
- To provide information for the Inclusion Leader and Pastoral Team to use for provision mapping and evaluation of support programmes.

5.2. Target Setting

Regular feedback marking and half-termly pupil conferencing is used to set individual targets and next steps. Targets are based on children's performance against learning intentions (WALTs) and success criteria (WILFs) and are informed by ongoing and summative assessments. In terms of the National Curriculum, they help to identify whole-school priorities and areas for improvement. Whole-school English (split into reading and writing) and Maths targets are agreed and set each year in relation to the National Curriculum expectations, comparative National data from the previous academic year, prior attainment from previous key stages and FFT predictions.

5.3. Record Keeping

Foundation Stage: The foundation stage profile (FSP) is the national assessment scheme for the Foundation Stage. It is designed to help teachers' record observations throughout the year and summarise children's achievements at the end of the foundation stage. The FSP covers each of the seven areas of learning in the foundation stage curriculum. We use Tapestry and Learning Journeys to record assessments for each child.

KS1 and 2: Children are regularly assessed against National Curriculum requirements in Maths, Reading and Writing using the Whitchurch assessment system. Records of attainment and progress are kept by each class teacher and each child's individual record is available to all staff members.

6. Reporting to parents

Written reports to parents/carers are given twice a year. A brief progress report in Maths, English and Science is given in the spring term. A comprehensive 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. Specific meetings for parents with children with SEND are held regularly. In addition, meetings to discuss a child's progress can be arranged at a mutually convenient time between the parent/carer and class teacher in addition to the formal meetings held in the spring and summer terms respectively.

At Whitchurch Primary School and Nursery, annual reports to parents/carers must include:

- Brief details of achievements in all subjects and activities forming part of the school curriculum, highlighting strengths and areas for development
- Comments on general progress
- Arrangements for discussing the report with the pupil's teacher
- The pupil's attendance record, except where the pupil is in the reception year
- Where attendance should be reported, it should include:
 - The total number of possible attendances for that pupil, and
 - The total number of unauthorised absences for that pupil, expressed as a percentage of the possible attendances
- At the end of Reception, KS1 and KS2:
 - Outcomes of statutory National Curriculum teacher assessments
 - Comparative information about the attainment of pupils of the same age in the school and pupils of the same age nationally
 - The results of any National Curriculum tests taken, including the pupil's scaled score, and whether or not they met the 'expected standard'
 - A statement that teacher assessment outcomes take into account the results of statutory National Curriculum tests in English, reading and mathematics (KS1 only)

7. Inclusion

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities. Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention. When assessment indicates a child may have Special Educational Needs or Disability, the SENCO is informed and the child's progress is carefully monitored. Further assessment then takes place, as outlined in the SEND policy. When

teachers assess a child with SEND they will draw upon any on-going formative and summative assessment. They will gain views from parents, the pupil and any external specialists.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all pupils. However, this should account for the amount of effort the pupil puts in as well as the outcomes achieved.

For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points, and take this into account alongside the nature of pupils' learning difficulties.

Pupil identified as not working at the standard linked to the National Curriculum will be assessed using the pre-key stage standards generated and updated annually by the STA/DfE.

Pupils working well below the National curriculum and who are unable to access the pre-key stage standards will be assessed using the Engagement Model assessment framework.

8. Training

Moderation of teacher's assessment is undertaken half-termly within a year group and across phases led by senior and middle leaders to ensure that all teachers have a shared understanding of assessment practices and standards. Assessment moderation is also carried out between our cluster schools (where possible) to ensure consistency.

Class teachers allocated to specific year groups that have national standardised summative assessments (e.g. Reception, Year 1, Year 2, Year 4 and Year 6) attend year-group specific training delivered by Harrow's School Improvement Team. The Deputy Headteacher (CPD lead) is responsible for arranging CPD opportunities for all teaching staff linked to assessment and providing internal support where needed to ensure they have a good understanding of assessment and assessment practices.

9. Roles and responsibilities

9.1 Governors

Governors are responsible for:

- Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils
- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data
- Monitoring that school staff are receiving the appropriate support and training on pupil assessment, to ensure consistent application and good practice across the school

9.2 Headteacher and Deputy Headteacher

The Headteacher and Deputy Headteacher are responsible for:

- Ensuring that the policy is adhered to
- Monitoring standards in core and foundation subjects
- Analysing pupil progress and attainment, including individual pupils and specific groups
- Prioritising key actions to address underachievement

- Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years
- Making sure arrangements are in place so teachers can conduct assessment competently and confidently, including training and moderation opportunities

9.3 Teachers

Teachers are responsible for:

- Following the assessment procedures outlined in this policy
- Being familiar with the standards for the subjects they teach
- Keeping up to date with developments in assessment practice

10. Monitoring

This policy will be reviewed annually by the Deputy Headteacher. At every review, the policy will be shared with the governing board.

All teaching staff are expected to read and follow this policy. Senior leaders are responsible for ensuring that the policy is followed.

Senior leaders will monitor the effectiveness of assessment practices across the school through using strategies such as discussion with teachers, pupils and parents/carers, sampling pupils' books and reports, lesson observations, learning walks/deep dives and sampling teachers' planning.

Senior Leaders and Subject Leaders will carry out assessment moderation, book and planning scrutinies as part of their regular monitoring process.

11. Links with other policies

This assessment policy is linked to:

- Early Years Foundation Stage policy and procedures
- Feedback Policy
- SEND Policy