

*‘Growing together,
Learning forever’*



Woodstone Community Primary School **Assessment Policy**

Date: September 2023

Date for review: September 2026

Introduction

At Woodstone, we recognise that effective assessment is a crucial part of the learning process. Our assessment policy and practices are closely aligned to our curriculum, ensuring assessment is purposeful, manageable and informs future planning and teaching. Central to this is a focus on formative assessment as a tool to guide learning. Assessment in our school results in continuous improvement and supports achievement. It takes place in all year groups and across all subject areas. All assessment in our school is meaningful and avoids unnecessary recording or tracking. The purpose of any assessment is to improve learning. Assessments can take the form of observations, discussions, retrieval activities, formal assessment of written work and tests. Our approach is inclusive and we strive for children of all abilities to achieve. The assessment policy is a live document, reviewed regularly to improve assessment practice in school and to remain up to date with government guidance. Evaluation of teaching and learning is linked to the continual professional development of all staff to ensure teacher expertise in curriculum, pedagogy and assessment.

Our School Values

At Woodstone we have five school values which underpin all policies, procedures and the day-to-day running of our school for all stakeholders including children, staff, parents and Governors. These are:

1. We support each other
2. We keep each other informed
3. We are proud of our school
4. We listen to different opinions
5. We try our best

Through the implementation of our assessment policy, we ensure we 'keep each other informed' and that all stakeholders (children, parents, teachers and senior staff) understand children's progress, attainment and areas for further improvement.

Aims

- Ensure that all children achieve their potential and make good progress from their starting points.
- Track children's attainment and progress against age-related expectations, to inform teaching and learning.
- Provide a consistent approach across all subjects ensuring feedback methods are appropriate to children's age and stage of development.
- Ensure formative assessments are an integral part of day-to-day teaching and learning in every classroom, enabling identification of who need additional support or extra challenge.
- Ensure assessment contributes to the early and accurate identification of children with special educational needs and any requirements for support and intervention.
- Share meaningful feedback with children, highlighting their strengths and helping them to understand what they need to do to improve.
- Set children challenging goals, given their starting points, and ensure they make good progress towards meeting or exceeding them.
- Provide clear information to parents and carers on how well their children are doing in relation to expected standards.

- Hold informative and productive conversations with parents and carers on supporting their children's learning effectively.
- Ensure as many children as possible are ready for their next steps in learning at key transition points.

Arrangements for the governance, management and evaluation of assessment: Roles and responsibilities

Governors

- Monitor whole school data.
- Monitor assessment practices in school.

Senior Leadership Team

- Moderate teacher assessments and tests.
- Analyse data for school improvement and reporting.
- Lead and monitor whole school assessment practices.
- Provide training for teachers to ensure a good understanding of assessment and assessment practice.

Subject Leaders

- Analyse whole school data for their subject area for school improvement and reporting.
- Oversee assessment practices within their subject area, ensuring this is closely linked to the curriculum.
- When requested, provide summary reports for SLT and Governors for pupil progress and attainment.
- Use assessment information to inform developments for their subject area.

Teachers

- Regularly use ongoing formative assessment.
- Make summative judgements at defined points in time.
- Provide feedback to pupils so that they are aware of their next steps
- Provide assessment information to the senior leadership team, parents and pupils.

Teaching assistants

- Provide feedback to pupils and teachers on pupil progress and attainment.

Parents and carers

- Attend meetings with teachers to discuss their children's attainment and progress.

Pupils

- Take ownership of their learning, working hard to achieve their next steps.

How assessment outcomes are collected and used

We use 3 key forms of assessment

- In-school formative.
- In-school summative.
- Nationally standardised summative.

In-school formative assessment (assessment for learning)

Formative assessment takes place during learning and:

- assesses knowledge, skills and understanding
- identifies children's strengths
- highlights gaps in learning
- tackles children's misconceptions
- identifies the next steps in learning
- diagnoses need for support or intervention
- informs teacher planning and reporting

Types of formative assessment could include some or all of the following:

- rich question and answer sessions during lessons
- marking of pupils' work
- observational assessment
- regular short re-cap quizzes and retrieval exercises
- adult and peer feedback, response partners
- child self-assessment, reflection on learning

Formative assessment is a critical part of the learning process and takes place throughout the lesson. Teachers use this information to adapt lessons 'in the moment' providing additional support or challenge where needed, as well as to inform future planning and next steps for individual children as well as the whole class.

In-school summative assessment

In-school summative assessment sums up what a child has achieved over a period of time, relative to the knowledge and skills set out in our curriculum progression maps. The outcomes of in-school summative assessments support teachers in making rounded professional judgements on the attainment of a child at a particular time in specific subject areas. In-school summative assessments inform teachers and senior leaders on attainment and progress within specific groups, classes, year groups and across school.

NTS Summative Tests for English and Maths

NTS Summative Tests are used from Year 1 to Year 6 to ascertain what pupils have learned on a termly basis, in relation to the programmes of study outlined in the national curriculum for Mathematics and English. These tests focus on Reading, GPS and Maths.

How the results of assessments are tracked throughout school

We use the Juniper SONAR Tracker to track pupil progress and attainment, and to ensure assessment is an integral part of classroom practice and school improvement. Teachers assess children against individual assessment statements as concepts are taught throughout the year. In addition, data from summative teacher assessments and judgements are entered on a termly basis for English and mathematics and annually for foundation subjects. The senior leadership team use the SONAR system to monitor the progress and attainment of individual pupils, groups, classes or year groups and school as a whole. The SONAR system highlights children whose progress is below the expected level for their starting point and who may need additional support or intervention to reach their full potential. Progress and attainment are communicated to all stakeholders, including parents on a yearly basis and the Standards and Achievement committee of the Governing Body every term.

Nationally standardised summative assessment

We ensure all statutory assessments are administered in accordance with guidance and reported to all stakeholders as appropriate. Nationally standardised summative assessment provides information on how pupils are performing in comparison to pupils nationally and how the school is performing in comparison to schools nationally.

Results from national tests are used to inform in future teaching and learning.

The nationally standardised assessments are:

- Reception Baseline Assessment (beginning of the Reception year)
- Reception Profile submission (end of the Reception year)
- Year 1 phonics screening test
- Year 4 multiplication check
- end of KS2 SATs in English, GPS and Maths (end of Year 6)

Moderation

It is important that when teacher assessments are carried out, there is evidence recorded to justify judgements made. Moderation is therefore important to ensure a consistent approach in assessment throughout the school.

We do this through:

- Regular staff meetings where teachers, subject leaders and SLT can analyse and moderate reading, writing or maths assessments or assessment made within the foundation subjects
- Moderation by subject leaders through planning and book scrutinies, feeding findings back to members of staff. Y6 teachers attend standardised assessment training sessions run by the LA to ensure our judgements are in line with other schools.
- Formal teacher assessments in Reception and Year 6 as part of end of Key Stage assessments and Local Authority moderation.
- Moderation meetings alongside other schools within the Collaborative 360 group.
- Administering NTS tests termly to ensure standardisation of assessments and enable triangulation of classwork, informal and formal assessments.

Assessing children with SEND

Our school has high aspirations for the achievements of pupils with SEND. In order for our pupils to achieve their full potential, it is vital we have a strong understanding of their abilities and difficulties. To achieve this, we follow a pupil-centred approach that recognises the unique strengths and challenges of each child. In line with our inclusive ethos, we acknowledge that traditional assessment methods may not always accurately represent the abilities of children with SEND. Therefore, we employ a variety of assessment tools and strategies, such as formative assessments, observations, and personalised learning plans, to gain a comprehensive understanding of each child's progress. We also collaborate closely with parents, external specialists, and support staff to gather a holistic view of each child's development.

Additionally, to help us to identify learning needs early and to gain a deeper understanding of our pupils' difficulties, we complete regular standardised assessments with pupils on our SEND register. These assessments, which are regularly reviewed to ensure they are in line with best practice, focus more on assessing underlying skills and barriers to learning rather than the curriculum that has been taught. At Woodstone, we appreciate that early identification of special educational needs and disabilities can be transformative in removing barriers and providing opportunities for pupils to flourish. These assessments provide us with the first layer of information we need to identify pupils who are experiencing challenges with specific aspects of learning. They allow us to build a professional hypothesis of need and determine next steps, including further screening assessments, adaptations to provision and the use of evidence-based interventions. Our aim is to ensure that every child receives the tailored support they require to thrive academically and personally.

Assessing children in EYFS

Our EYFS teachers carry out the EYFS statutory baseline assessment in the first few weeks of the Reception year which covers English and Maths, alongside an observational baseline which covers all areas of learning. Formative assessment forms an integral part of teaching and learning in EYFS and practitioners are continually assessing children throughout the term through observation and interaction. They then submit summative assessments on a termly basis onto the SONAR tracking system. The EYFS provision enables each child to demonstrate their learning and understanding and embedded learning is identified by assessing what a child can do consistently and independently in a range of everyday situations. An effective EYFS assessment presents a holistic view of a child's learning and development. Accurate assessments take account of contributions from a range of perspectives including the child, their parents and other relevant adults. Teachers use the Development Matters document to record children's progress in the typical behaviours for birth to 3, 3-4 year olds and children in Reception.

At the end of the academic year, EYFS teacher complete the Early Years Foundation Stage Profile for all children in our Reception class. Children's attainment is judged against Early Learning Goals which span all 7 areas of learning. Children's attainment is reported as **'Expected'** i.e. the child is working at the expected level for the end of the Reception year, or **'Emerging'** i.e. the child is not yet working at the expected level. This information is reported to parents and supported children's transition to Year One.