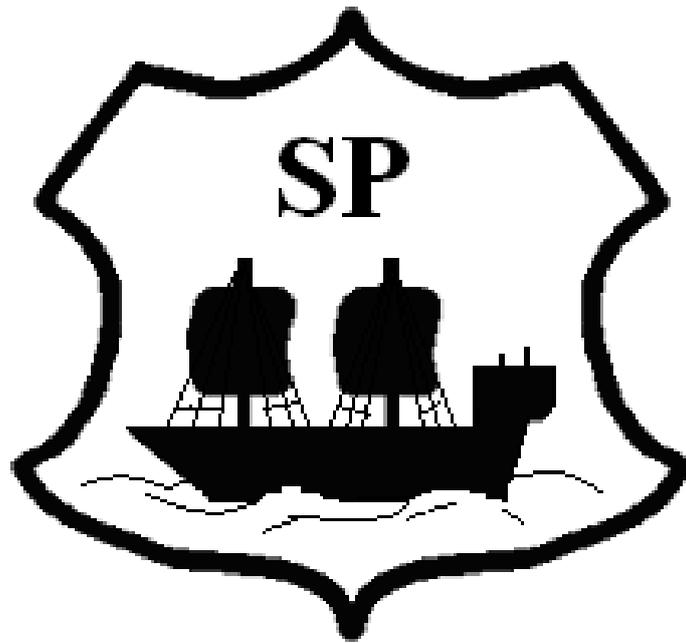


# **Westleigh St Paul's CE** **Primary School**



## **Assessment Policy**

Reviewed January 2020

# **Assessment Policy**

## **Westleigh St Paul's Primary School**

### Mission Statement

*Westleigh St Paul's CE Primary School is committed to the provision of a high quality education for all its pupils, designed to ensure that they can realise their individual potential within a Christian framework.*

### Introduction

We believe at Westleigh St Paul's that effective assessment provides information to improve standards in teaching and learning. We give our children regular feedback on improving their work so that they understand what they can do and need to do better. This allows us to base our lessons on detailed knowledge of each pupil using effective assessment for learning.

### Aims and Objectives of The Policy

At St Paul's we believe that we need to record the academic achievements, attainment and progress of each child in our care. We aim to provide an accurate record at each key stage in order to celebrate their progress and also to plan appropriately for continued learning and target setting.

The aims and objectives are:

- ◆ To provide a link between policies and practice so that consistent standards are maintained.
- ◆ To help pupils understand if they have met the learning objectives or what to do next.
- ◆ To provide a reference document for all who concerned with the child's education, the children themselves, parents, carers, teachers, governors, other agencies and Headteacher.
- ◆ To provide evidence of the child's achievement, which can be passed on to other schools when a child transfers.
- ◆ To secure a framework which provides a record of children's progress whilst they attend St Paul's.
- ◆ To ensure smooth transition to the next year group.
- ◆ To provide information for outside agencies.
- ◆ To inform IEPs and PEPs.
- ◆ To provide the Headteacher and governors with information about progress in the school.

### Planning for Assessment

At St Paul's we have compiled an annual assessment cycle. We complete the assessments at agreed times during the year.

(See Appendix 1)

### Planned Assessment at KS1 & KS2

- ◆ Curriculum planning is broken down into subjects/ lessons, with clear learning objectives which are shared with the children at the start and end of the lesson.
- ◆ Work is marked in accordance with the learning objective and Marking and Feedback Policy.
- ◆ Formal national statutory assessments take place in the summer term in Y1, Y6 and Y2.
- ◆ Teachers keep their own informal assessments and records such as spelling and mental maths scores.
- ◆ Other assessments are sometimes requested for special needs.
- ◆ We administer the Salford Reading Test twice per year from Y1 –Y6 in September and April.
- ◆ We administer PIRA and PUMA tests termly.
- ◆ Assessments in the Reception year are continuous in order to measure the pupils against the Ages and Stages curriculum and Early Learning Goals.

### Tracking

By regularly assessing pupils we can provide a complete picture of each child's achievements and progress at St Paul's as well as providing the Headteacher and governors with an overall picture about standards and performance. It forms an important component in school self-evaluation. Our assessment process is a mechanism by which staff can map, share an understanding of pupil progress and plan additional provision to move our pupils forward.

Effective tracking at St Paul's allows us to

- ◆ Feed into the SEF.
- ◆ Feed into the SIP.
- ◆ Highlight areas of strengths and areas for development.
- ◆ Ensure accountability.
- ◆ To set projections for individual pupils/cohorts/subjects.
- ◆ Track progress across the key stages.
- ◆ Promote continuity and progression.
- ◆ Facilitate Performance Management.
- ◆ To raise standards.
- ◆ To target interventions.
- ◆ To reflect progress.

The electronic system Target Tracker is used for teachers to record on-going assessment, and for Senior Leadership Team to analyse data and progress.

### Attainment and Progress

Following Curriculum 2014, and the removal of levels in 2015, children's attainment and progress is now measured through bands and steps. The aim is for pupils to achieve Age Related Expectations (ARE) at the end of each year group. Sometimes, where necessary SEN children are assessed against the objectives from the year below dependent on their abilities. These pupils would have an Individual Education Plan (IEP).

(See Appendix 2)

### Strategies for Assessment

- ◆ Summative assessments indicate what a pupil has achieved. These assessments take place at the end of a unit of work, at the end of the year or at the end of a Key Stage. The assessment may be in the form of a test, portfolio of work (work scrutiny), teacher assessment or observation.
- ◆ Formative assessment is part of our daily routine at St Paul's based on how well the children have met the learning objective.

### Recording and Reporting

We recognise methods of assessment cannot always be recorded and will vary from subject to subject. At St Paul's we think it is unnecessary to keep formal records of all assessments; we record only the information that affects future learning.

- ◆ Ongoing assessment information is recorded on Target Tracker. These results are monitored half termly and each class teacher receives feedback.
- ◆ Target Tracker provides target setting information which is used to promote high achievement along with high expectations for all pupils.
- ◆ Class teachers record Maths and English results and hand them to our subject co-ordinators termly/annually.
- ◆ Results of statutory tests are kept on our database and sent to the LA when requested. Similarly information from Early Years assessment is sent to the LA.
- ◆ Parents receive a copy of any statutory assessment results (Y2 & Y6).
- ◆ Annual reports are produced and sent home in the summer term.
- ◆ We host two parent evenings each academic year during the autumn and spring term, and these meetings refer to a child's progress against steps and ARE.
- ◆ We share any relevant assessments regarding SEN pupils with outside agencies and parents/carers with permission.
- ◆ We feed back to pupils during each lesson either verbally or by marking their work, according to the Marking and Feedback Policy.

### Moderation

Y2 and 6 teachers attend local moderation meetings to ensure that we are fair and equitable.

The Reception teacher also attends local moderation meetings.

As part of the Leigh Lowton and Golborne partnership, each year group teacher has the opportunity to attend moderation meetings.  
We also moderate internally by setting aside staff meeting time to moderate across both key stages.  
This moderation is to ensure teacher judgements are fair, correct and equitable.

This policy will be reviewed on an annual basis.

Appendix 1.

**Assessment Cycle**

<b><u>Term 1 Autumn</u></b>	<b><u>Term 2 Spring</u></b>	<b><u>Term 3 Summer</u></b>
<p>Y1 -6 Head Start Maths end of units SSRT test A Rising Stars weekly SPAG tests for Y6 Rising Stars weekly mental Maths tests At least 1piece of independent writing half termly  Y6 past SATS papers CGP test resources Y2 and Y6 Weekly spellings Phonic tracker update KS1 Scholastic SPAG end of term tests KS2 PIRA termly PUMA termly Y6- 10min grammar checks weekly</p>	<p>Y1 -6 Head Start Maths end of units Rising Stars weekly SPAG tests for Y6 Rising Stars weekly mental Maths tests At least 1piece of independent writing half termly  Y6 &amp; Y2 past SATS papers CGP test resources Y2 and Y6 Weekly spellings Phonic tracker update KS1 Scholastic SPAG end of term tests KS2 PIRA termly PUMA termly Y6- 10min grammar checks weekly</p>	<p>Y1 -6 Head Start Maths end of units SSRT test C Rising Stars weekly SPAG tests for Y6 Rising Stars weekly mental Maths tests At least 1piece of independent writing half termly  Y6 past SATS papers CGP test resources Y2 and Y6 Weekly spellings Phonic tracker update KS1 Scholastic SPAG end of term tests KS2 PIRA termly PUMA termly Y6- 10min grammar checks weekly End of Year Test Base papers Y3-5</p>

## Appendix 2

### Guide to Assessment at Westleigh St. Paul's Primary School

#### Our Tracking System for Assessment Without Levels

##### Bands and Steps

- ▶ **'Bands'** refer to the Year Group in the National Curriculum
- ▶ **'Steps'** refer to progress against Age Related Expectations (ARE)
- ▶ Children making 5 **'Steps'** progress each year denotes 'Good' progress
- ▶ Judgement of **'Steps'** is determined by the number of National Curriculum statements achieved

Steps					
<b>B</b> Beginning	<b>B+</b> Beginning +	<b>W</b> Working Within	<b>W+</b> Working Within +	<b>S</b> Secure	<b>S+</b> Secure +
Age related expectation at the end of <b>Autumn 1</b>	Age related expectation at the end of <b>Autumn 2</b>	Age related expectation at the end of <b>Spring 1</b>	Age related expectation at the end of <b>Spring 2</b>	Age related expectation at the end of <b>Summer 2</b>	Children who are 'exceeding' age related expectations

##### The Judging Progress

- ▶ Judgements are based on formative and summative assessment.
- ▶ As set out in the Marking and Feedback Policy, children receive feedback on what they do well, what their next steps are and how they might achieve them.
- ▶ Our day to day assessments set challenging next steps for children to improve their learning. We have an expectation that children will respond to their feedback in future work, as well as making improvements to existing work.
- ▶ In year progress is measured through teacher assessment and a range of formal tests.
- ▶ End of year summary attainment is measured through teacher assessment and summative formal tests.

##### Reporting to Parents

- ▶ Parent teacher meetings are offered to families twice year and refer to Age Related Expectations and Steps
- ▶ End of year reports will refer to Age Related Expectations, Steps and levels of pupil engagement

##### 'Assessment Calendar'

Subject	Frequency	Notes
Writing	Half Termly	Writing is assessed using age related objectives, and is moderated with other LLG schools. This feeds into Target Tracker, and targets are revised.
Reading Comprehension	Half Termly	Alongside guided reading sessions and class work, these tests feed into Target Tracker and targets are revised.
SPaG	Half Termly	Tests are completed. This feeds into Target Tracker, and targets are revised.
Mathematics	Half Termly	Rising Stars tests are completed. These tests, alongside class work, are then used to inform the judgement on the 'Steps' element of Target Tracker, and targets are revised.