



Policy title: Assessment

Date created: March 2022

Date ratified:

Next Review Date: March 2024

Signed:

1. Introduction

1.1. Definition

At GWPS, we believe in regular assessment of children's attainment so that we can know our pupils, meet their learning needs and celebrate their progress and achievements. The overriding aim of this assessment scheme is to help all pupils make as much progress as they can and to celebrate their achievements.

1.2. Rationale

We will achieve this by following the assessment schedule and regularly updating our processes.

1.3. Communication

This policy has been created through consultation with staff before being taken to the Full Governing Body (FGB) for ratification.

HEAD: we need to assess not just knowledge but also how it is applied

HEART: we need to ensure an inclusive approach to assessment

HAND: we should consider how assess the creative side of the curriculum

2. Leadership and management

2.1. Roles and responsibilities

Headteacher

- To keep up to date with assessment processes
- To ensure statutory assessments are implemented correctly
- To ensure staff are aware of new methodologies of assessment
- To create a robust and manageable assessment process
- To report to Full Governing Body and the Data Panel on progress and attainment
- To create, update and implement the Assessment Schedule as part of the self-evaluation schedule

Leadership

- To track the progress of individuals, groups, cohorts and classes
- To adapt and change practice and deployment of resources to meet needs
- To facilitate and lead moderation opportunities

Staff

- To regularly update Teacher App with formative and summative assessments
- To regularly feedback to pupils on strengths and next steps
- To keep accurate records of children's progress
- To analyse gaps in pupil performance to influence planning, teaching and learning
- To be aware of the progress and attainment of classes and groups of pupils
- To use high level questioning to help pupils develop their understanding
- To moderate internally and externally to ensure a robust judgement

Governing Body

- To be aware of progress in key year groups
- To be aware of progress of key vulnerable groups
- The Data Panel to meet at least termly with the Headteacher to discuss current data

Parents

- To be informed of next step targets for their children

Children:

- To respond to feedback and develop their learning
- To be aware of their next step targets

2.2. Continuing professional development





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Staff needs in CPD in relation to assessment may come through performance management, recognition of a whole school need or through the needs of individual pupils.

2.3. Reviewing and monitoring

This policy will be renewed biennially in accordance with updates on reporting and assessment arrangements. The assessment schedule will be updated annually.

3. **Teaching, learning and assessment**

3.1. Teaching and learning

Assessment information will be used to help us understand what our pupils do well and where they need to improve. Our assessment scheme is intimately linked to our teaching and learning policy, as we use assessment information to shape and adapt our teaching; meeting the needs of the class, and to help individual pupils take the next steps in their learning.

3.2. 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 areas to improve are

Strategies include:

- High quality questioning
- Mini plenaries
- Observations
- Scanning work for attainment and progress
- Self-assessment
- Beacon Book
- Teacher App and Tapestry observations
- Next step marking and feedback (see Appendix 7.1 feedback code)

3.3. Summative assessment

Effective and accessible in-school summative assessment enables:

- **School leaders and teachers** to evaluate learning and the impact of their own teaching in order to monitor the performance of pupil cohorts, identify where interventions may be required, and ensure pupils are supported to achieve sufficient progress and attainment
- **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

Resources include:

- Reading: Rising Stars reading, benchmarking and past National Curriculum assessments
- Grammar, Punctuation and Spelling: Rising Stars GPaS and past National Curriculum assessments
- Writing: internal and external moderation
- Maths: White Rose and past National Curriculum assessments
- Science: Rising Stars and Teacher App observations
- RE/PSHE: end of unit big questions
- Foundation subjects: build up of Tapestry observations

3.4. National standardised summative assessments

Nationally standardised summative assessment enables:





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- **School leaders** to monitor the performance of pupil cohorts and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
 - **Teachers** to understand national expectations, assess their own performance in the broader national context and identify where interventions may be required,
 - **Pupils and parents** to understand how pupils are performing in comparison to pupils nationally
- Nationally standardised summative assessments include:

- Baseline assessments at the beginning of reception
- Early Years Foundation Stage (EYFS) profile at the end of reception
- Year 1: phonics screening check
- Year 2: end of Key Stage 1 tests in reading, maths, and grammar, punctuation and spelling (GaPS) and writing (teacher assessment)
- Year 4: multiplication tables check
- Year 6: end of Key Stage 2 tests in reading, maths, and grammar, punctuation and spelling (GaPS) and writing (teacher assessment)

3.5. EYFS

Baseline assessments are made in the first few weeks of reception. We then use the Development Matters and Early Learning Goals (ELG) as part of daily observation, assessment and planning. Ongoing formative assessment through observations, photographs and examples of work are collected through Tapestry to create an individual learning journey in order to assess ELG at the end of the year.

3.6. Assessment Tracking

For tracking, monitoring and evaluation purposes we use Teacher App to track attainment and progress in terms of where children sit against the expected attainment for their year group. In Early Years Tapestry will be used to record observations which will develop individual learning journeys.

3.7. Monitoring

Pupil progress meetings are held termly between teachers and the headteacher after the end of term data input to discuss provision for the following term and disadvantaged groups. The Governor Standards Committee Data also meet termly to discuss the analysis of end of term data and report back to the FGB.

4. **Personal development, behaviour and welfare**

4.2. Safeguarding

Care is made to ensure that data is anonymous when sharing with FGB or outside school.

4.3. Pupils with SEND

Depending upon their need, children with SEND might be taught learning objectives from a different year group and assessed to this criteria and assessment methods may be adapted for some pupils with SEND – for example additional time, visual stimuli or alternative means of communication. Readers, scribes and adapted tests could be depending upon the needs of individuals but statutory assessments have Access Arrangements guidance which outline how children can access the assessments.

4.4. Personal Development

Children are encouraged to be aware of their next steps and address areas they target to improve.

5. **Outcomes for pupils**

5.2. Inclusion and equal opportunities

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. We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical





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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. Assessment takes into account pupil's age, aptitude, gender, ethnicity and special educational needs. Pupils with emotional and/or physical needs who need individualised programmes with personal achievable targets and rewards are catered for and fully supported.

5.3. Community links

Working with other schools to moderate and form accurate judgements is sought and encouraged. Pupils and parents are informed of next step targets. During consultations parents are told whether their child is on track for age expectations and at the end of the year the annual school report details effort, progress and attainment against end of year expectations.

5.4. How pupils articulate their learning

Pupil knowledge and understanding of targets and next steps are monitored and pupil questionnaires record the feelings and thoughts of pupils about targets and assessment.

5.5. Progress from EYFS to Y6

Within Years 2-6 children should make six 'points' of progress each year to ensure they are working at an appropriate level. In Reception and Year 1 children are expected to make 5 points of progress. For children following a personalised curriculum this expectation will be adjusted accordingly. Within Teacher App the expected achievement and progress is explained in Appendix 7.2.

5.6. Reporting to parents

In the Autumn and Spring terms, parents are informed of their child's progress at parent consultation meetings. In the Summer term an annual report is produced by the classteacher.

In maintained schools, annual reports to parents 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 nursery or reception years

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
- The results of any statutory assessments taken, by subject and grade

6. **Links to other policies**

6.1. Curriculum

7. **Appendices**

7.1. Feedback Code

7.2. Teacher App expected achievement and progress chart

7.3. Assessment schedule

7.1 Feedback Code

Feedback Code





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Unless work has been indicated otherwise it is assumed to be independent.

- GG Guided group work, (not independent and includes verbal feedback)
- LO Learning objective (written in KS2, as succinct and clear as possible)
- S Supply marked (or supply initials marking)
- NS Next steps (providing scaffolding or extension)
- BB Beacon Book (addressing misconceptions)

Teachers:

- Green pen: Marking, with positive comment where appropriate
Indicate positives with ✓✓
- Spelling: Dot under errors – KS2 children to correct themselves, KS1 some spelling listed below for children to correct
- Maths marking: Tick correct, dot incorrect
- Learning objective: Tick LO when objective achieved
- Next Steps: 'Try this' extension/consolidation task or future target. Teachers must build in time for children to complete these tasks.
- Reading records: Stamped or written comment by adult after reading with a child

Books should be up to date with feedback and no work left unmarked. In class 'over the shoulder' collaborative marking encouraged. Feedback will be differentiated to allow children of all abilities to access ways to improve.

Pupils:

- Purple pen: Purple polishing to:
 - respond to marking and edit their work
 - peer assess – peers provide verbal guidance or assess using a guide, peer assessed work includes child's initials

Pupils should look back through their books and be given time to respond to marking and impact upon their learning.

Targets:

Pupils refer to the LO and self evaluate their achievements by ticking the LO themselves.

7.2 Expected achievement and progress in SIMS

Teacher App achievement and progress





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Working Towards Expected Standard (WTS)

Term	Y1	Y2	Y3	Y4	Y5	Y6
December	40-60S	1S	2S	3S	4S	5S
March	1E	2E	3E	4E	5E	6E
June	1D	2D	3D	4D	5D	6D

Expected Standard (EXS)

Term	Y1	Y2	Y3	Y4	Y5	Y6
December	1E	2E	3E	4E	5E	6E
March	1D	2D	3D	4D	5D	6D
June	1S	2S	3S	4S	5S	6S

Greater Depth Standard (GDS)

Term	Y1	Y2	Y3	Y4	Y5	Y6
December	1D	2D	3D	4D	5D	6D
March	1S	2S	3S	4S	5S	6S
June	1M	2M	3M	4M	5M	6M

Expected Progress

Term	YR/Y1	Y2	Y3	Y4	Y5	Y6
December	1pt	2pts	2pts	2pts	2pts	2pts
March	3pts	4pts	4pts	4pts	4pts	4pts
June	5pts	6pts	6pts	6pts	6pts	6pts





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7.3 GWPS Assessment Schedule

Assessment Schedule

	Formative	Summative
Autumn	Target setting agreed with classteachers Pupil progress meetings Parent consultations Reading moderation	Disadvantaged groups annual data analysis YR baseline data entry
	Writing moderation	Assessment week YR – Y6 data input reading, writing, maths Maths, reading, phonics and spelling tracking sheet updated AT2 Governor Standards Committee data meeting and report
Spring	Pupil progress meetings Parent consultations Writing moderation	Science assessments and observations
	Science moderation	Assessment week YR – Y6 data input reading, writing, maths Maths, reading, phonics and spelling tracking sheet updated SP2 Governor Standards Committee data meeting and report
Summer	Pupil progress meetings	Y6 SATs assessments Y2 SATs assessments
	Science assessments and observations Cross year group moderation	Assessment week YR – Y6 data input all subjects Y1 phonics test Y4 multiplication tables check Maths, reading, phonics and spelling tracking sheet updated County data – EYFS, ELG, Y1 phonics, Y2 SATs and Y6 SATs Parental reports SU2 Governor Standards Committee data meeting and report Sports premium report Pupil premium report

