

WINDHILL PRIMARY SCHOOL

FLYING HIGH FOR EXCELLENCE



Assessment Policy



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Principles Aims

At Windhill Primary School, we believe that the key aim of assessment is to support pupil achievement and progress. Through our assessment and reporting practice, we aim to:

- Enable pupils to understand what they have to do to reach end of lesson, academic year and key stage expectations.
- Allow teachers to determine what a child can/cannot do and to help them plan future support to fill any gaps in knowledge and understanding.
- Give parents a clear idea of what their child can do and what they need to do to progress.
- Provide information that can be used to evaluate teaching and learning practice.
- Give pupils effective feedback so they know what they have done well and what they need to improve.
- Enable all pupils, including pupils with Special Educational Needs and Disabilities (SEND), to make effective progress.

The principles that underpin assessment at Windhill Primary are:

- Every child can achieve: teachers are constantly evaluating: 'What do I need to do next, to enable all children in my class to achieve?' The removal of levels has helped to improve pupils' mind-sets and all pupils have the opportunity to access more challenging aspects of the curriculum.
- The Primary National Curriculum Programmes of Study are used as the expectations for all pupils. Assessment of pupil's attainment and progress is directly linked to the curriculum and evaluates pupils' knowledge and understanding of subject requirements.
- Assessment is used to ensure that all pupils make appropriate progress.
- All children need to understand the learning objective in each of their lessons and what they need to achieve it. A 'Success Criteria' is shared, or formulated, at the start of each session and pupils' work is assessed against this criteria.
- Strategies, such as retrieval learning and knowledge organisers, are used to ensure that pupils have a secure understanding of key ideas and concepts before moving onto the next phase of learning.

There are three main types of assessment used at Windhill Primary:

Formative Assessment: This is used by our teachers to evaluate pupils' knowledge and understanding on a day-to-day basis and to tailor teaching accordingly.

Summative assessment: This is used to evaluate how much a pupil has learned at the end of a teaching period (end of a Unit/ Topic, term or academic year).

Nationally Standardised Summative Assessment: This is used by the Government to hold schools to account and to provide information on how pupils are performing in comparison to pupils nationally.

Procedures – Formative Assessment

Day-to-Day Formative Assessments: This type of assessment is embedded across all lessons – in all subjects (foundation as well as core). Teachers assess pupils' understanding of individual learning objectives and identify where there are gaps. This tells the teacher what to focus on in future lessons and prompts them to adapt their teaching approach to improve pupils' understanding.

Strategies used will vary according to the subject and learning objective taught – these include:

- Use of rich question and answer sessions to evaluate pupil understanding and identify gaps or misconceptions.
- Use of whiteboards, flip charts and number fans to get instant feedback of understanding.
- Mini-plenaries to determine understanding at regular intervals.
- Short re-cap quizzes or recall of facts.
- 'At the point of learning' assessment.
- Scanning work for pupil attainment and progress.
- Self (or peer) assessment at the end of every lesson based on individual learning objectives and the 'Success Criteria'.
- 1:1 or group discussions with pupils.
- Next step marking and feedback

Formative assessment is used to show what pupils have learned well and what they still need to work on, and identifies specific activities to help them do this. This may be through 'same day intervention' sessions. After undertaking these activities (or alternative enrichment or extension activities for those who have already demonstrated secure understanding of the learning), formative assessments are used to evaluate further progress.

Procedures – Summative Assessment

End of Term Summative Tests (Years 1 to 6): Maths, Reading and GPS

Three times annually, usually at the end of the term, we hold an Assessment Week(s) using summative test papers (published by NFER/ past SAT papers). These tests give a good indication of whether pupils are working towards, meeting or exceeding year group expectations for this time of the year and are used by teachers to inform their teacher assessment judgement for every pupil within their class. This Assessment Week(s) is followed by moderation meetings with colleagues teaching within the key stage team to verify teacher assessment judgements. Pupil Progress Meetings take place whereby the class teacher and subject leaders meet to analyse the results and to plan appropriate targets and support. Assessment information is used to plan teaching and learning strategies, including the identification of pupils who are working below their target stage, falling behind in their learning or who need additional support, enabling pupils to make good progress and achieve well. When tracking assessment information, senior leaders and subject coordinators carefully track the progress of different groups within the school. They also compare the progress rate of different groups. This information is then used to help plan to raise standards in any group identified as not make adequate progress.

Procedures – Early Years Foundation Stage (EYFS)

Ongoing assessments throughout our Early Years setting, practitioners use the New Development Matters and Early Learning Goals (ELGs) as a part of their daily observation, assessment and planning. On-going formative assessment is at the heart of effective early years practice. Staff make regular observations of how children act and interact and take photographs and make notes of what they can do to help identify where they may be in their own developmental pathway. Teachers collect this evidence using the Tapestry program on their iPads. Class teachers log onto this platform weekly and use evidence collected to inform their judgements of whether pupils are 'On Track and Making Progress' in each aspect of the early years ages and stages.

These judgements are used to help track pupil progress alongside evidence in pupil books, ongoing assessments, observations and notes. Analysis of data is used to inform individual pupil targets and to plan appropriate support. It is also used to help identify whole class coverage of the Early Years curriculum and more general gaps in knowledge.

EYFS Profile:

In the final term of Reception the EYFS Profile is completed for each child. This provides parents, carers and practitioners with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1. The profile reflects ongoing observation (as described above), records, discussions with parents and carers and adults working with the child. Each child's level of development is assessed against the early learning goals (ELGs) on Tapestry. Practitioners must indicate whether pupils are:

- Meeting expected levels of development
- Not yet reaching expected levels

At the end of the Reception year we give parents a written report which:

- States the child's attainment against the ELGs
- Summarises attainment in all areas of learning
- Comments on general progress including the characteristics of effective learning

Parents are invited into school at the end of Reception to discuss the Profile. The report is specific, concise and identifies appropriate next steps. The results are also sent to the Local Authority.

The EYFS profile data is used to measure Good Levels of Development within the EYFS setting:

- Levels of learning and development in each of the areas of learning for individual pupils and the class
- The attainment of children born in different months of the year
- The attainment of different groups of children e.g. SEN and Pupil Premium

Procedures - Nationally Standardised Summative Assessment

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

Reception Baseline Entry Check:

This check is completed within the first 6 weeks of children starting Reception.

Year 1 Phonics Screening Check:

This check demonstrates how well a child can use the phonics skills they've learned up to the end of Year 1 and identifies pupils who need extra phonics help. It consists of 40 words and non-words that a student reads 1:1 with a teacher. Each child is scored against a national standard – children who do not meet the expected level in Year 1 are given extra phonics support and then repeat the test near the end of Year 2.

Multiplication Tables Check (MTC):

At the end of Year 4, pupil answer 25 multiplication facts (up to 12x12) on a digital device. They have 5 seconds to answer each question.

End of Key Stage 2 tests:

All pupils will take the following tests at the end of Year 6:

- Reading
- Grammar, Punctuation and Spelling (GPS)
- Mathematics
- Writing (teacher assessment)

At the end of KS2 pupils will be given a scaled score and a 'performance descriptor' against the expected standard.

We use these results to benchmark our school's performance against other schools locally and nationally. The Senior Leadership Team makes judgements about the school's effectiveness and analysis of data is used to inform the School Improvement Plan.

Assessing Pupils with SEND

In each year group we teach the national curriculum for that year – therefore all children are learning the objectives for that year and are initially classed as 'Working Towards' the end of year expectation. The only time this may differ is for pupils currently on our Special Educational Needs and Disability (SEND) List. Depending on their need, they might be taught learning objectives from an earlier year group's curriculum and assessed according to this criteria.

Assessment methods are adapted for some pupils with SEN and disabilities. This includes adapting the use of questioning to give pupils with significant learning difficulties sufficient time to respond, using visual stimuli and alternative means of communication. It could be the use of verbal questions or observations rather than asking students to produce a written response. Adapted tests are often used with specific pupils. This could be the use of braille or larger print. Readers are used to read questions where appropriate and pupils are given

extended time to complete papers. Scribes are used for pupils with particular gross/fine motor control difficulties.

As a school we have considered meaningful ways of measuring all aspects of progress. Those pupils identified as SEND work with targets set on a Support Plan which is shared with parents/ carers and pupils, and is reviewed termly. SEND pupils are set SMART targets within their Support Plan (these relate to wider areas including communication, social skills, physical development and independence) and these are evaluated at the end of each term alongside advice from external professionals.

High expectations apply equally to SEND pupils. Effort applied to learning is reflected in teacher marking, feedback and through evaluations of SEND Support Plan targets. Pupils with SEND are expected to understand key concepts before moving onto the next phase of learning.

Assessment is used to diagnostically contribute to the early and accurate identification of pupil's special educational needs and any requirements for their support and intervention. Early intervention is provided promptly to address any concerns about pupils' progress (focused on very specific areas highlighted through assessments).

During termly meetings, teachers meet with the SENDCo to carry out a clear analysis of pupils' needs. This is based on formative/summative assessment, the views of parents and pupils and, where relevant, information from outside professionals. Assessment offers next steps on each child's learning pathway and ensures a focus on long-term outcomes.

Reporting

Reporting not only fulfils legal requirements but also is vital part of our relationship with parents and the wider community, serving to support and extend pupil progress.

Reporting to Parents:

- Termly Parent Consultation Meetings: these meetings focus on the curriculum – what pupils can do and what they need to do to improve (targets).
- Termly 'Attendance and Attainment' report cards
- Annual Reports (including assessment against end of year government expectations)
- The results of any statutory assessments e.g. the Phonics Screening Check and end of KS1 and KS2 SATs tests.

Reporting to Governors

The Head Teacher's Report to Governors (termly)

Pupils

- Through our formative assessment strategies pupils get instant feedback on a daily basis.

- Teacher marking informs pupils of what they have done well and what they need to do to improve. Pupils are actively encouraged to respond to teacher's comments, questions and commands in their marking, to self-evaluate their work and set their own targets based on a success criteria.

Local Authority and Government (DfE)

All statutory information (including relevant teacher assessments) are sent to the Local Authority and DfE as required.

Arrangements for the Governance, Management and Evaluation of Assessment

A member of the Senior Leadership Team (SLT) has been assigned the role of Assessment coordinator and has responsibility for maintaining this Assessment Policy and reviewing or updating it as necessary.

Termly lesson observations by the SLT are used to monitor the effectiveness of formative assessment strategies used in class. This team also carries out termly Book Looks/Scrutiny with curriculum coordinators to evaluate the effectiveness of teacher feedback.

At the end of every assessment period, literacy and maths subject leaders arrange Pupil Progress Meetings with teachers to analyse the attainment and progress made by pupils. The main aim of these meetings is to identify pupils who are underachieving and to put support in place to fill the gaps. Intervention includes adapting whole class planning, pre-learning, booster groups, catch-up programmes etc. Teachers are asked to bring copies of their ongoing assessments and to show the progress made by vulnerable groups. This is followed by Data Analysis Meetings between a member of the SLT and literacy & maths subject leaders.

Role of the Assessment Coordinator

These responsibilities include:

- Contributing to Action Plans and the SIP - through work with the SLT
- Leading school development in assessment, recording and reporting
- Planning assessment arrangements - alongside all curriculum coordinators
- Ordering/purchasing SATs tests and other assessment materials/resources
- Analysis of data to inform Pupil Progress Meetings, Performance Management and SEND/Vulnerable Pupil Provision Mapping

Moderation and Standardisation

Moderation is important to ensure a consistent approach to assessment across the school. When teacher assessments are carried out, it is important that there is evidence recorded to justify judgments made.

At Windhill Primary the following takes place:

- Termly Moderation of Reading, Writing and Mathematics assessments made on Sonar (at whole staff meetings)

- Termly Moderation Challenge Meetings with a member of SLT
- Annual joint moderation with local school: Moderation of Reading, Writing and Mathematics assessments
- Early Years staff meet regularly with our Foundation Stage Manager to moderate work for the EYFS profiles
- When selected, Local Authority moderation also takes place

Arrangements for ensuring teachers are able to conduct assessment competently and confidently

All teachers are kept up to date with developments in assessment practice through weekly staff meetings. Staff meetings are set aside for assessment updates and also to moderate work and termly tests. The SLT (including the assessment coordinator) plan these termly in accordance with the School Improvement Plan. Outside training providers are also used. The assessment coordinator attends all relevant courses to stay up-to-date with current practice and meets with other coordinators within our alliance to share good current practice.

ECTs

The Assessment coordinator will meet with ECTs within the first half term to go through the Assessment Policy and how to use our O Track assessment system. ECTs attend assessment courses as a part of their induction programme - as well as all relevant courses hosted by our Partners in Learning. During staff meetings they work alongside other staff to record assessments and to analyse progress. They meet with a member of the SLT to moderate a sample of pupil's work during Moderation Challenge Meetings.

Implementation of the Assessment Policy

This Policy was formulated by the Assessment Coordinator and then reviewed/adapted by all teachers (as a part of a staff meeting).

A copy of this Policy is available on our school website.

This Policy is updated (at least) annually based on school self-evaluation, the latest research and updates to government documents.

Example of Assessment Calendar for the academic year:

September	October	November/ December
<p>Baseline assessments will be taken from the children's End of Year 2023 attainment.</p> <p>By the end of week 2:</p> <ul style="list-style-type: none"> • Check previous attainment for each child on O Track – match this against their prior attainment in the previous KS – who was on track? Which children were underachieving? • Look at FFT targets for each child including predicted scaled scores (if applicable) • Use FFT predicted scaled scores to set target sheets for all KS2 children for R, M & GPS • Begin to identify any pupils who appear to have gaps in their learning – possible initial intervention groups • Baseline assessments to be undertaken for phonics (Years 1 & 2) (2019 paper) and Year 6 – 2018 paper. Intervention groups to be agreed. • Consider which pupils need intervention – names to be shared with KS Leaders by 15-9-23 <p>Reception Baseline to take place (first 6 weeks of starting school – phonics teaching must start from day 1)</p>	<p>Moderation Point 1</p> <p>Staff meetings: 4th & 11th October</p> <p><i>Purpose: identify any pupils who have significantly fallen behind (will not catch up through QFT) & review of current intervention and future needs</i></p> <p><i>Format: moderation of pupil's independent work for core subjects</i></p> <p>Maths & Reading – 1x pupil securely EXS, 1x pupil boarder line WTS/ EXS</p> <p>Termly targets & End of Year Targets to be set as part of Staff Appraisals – added to O Track</p>	<p>Phase Team Progress Meetings: intervention impact</p> <p>W/c – 13th November – post intervention assessments to be completed for all intervention groups (TAs responsible for intervention to complete)</p> <p>W/c – 20th November (in place of staff meeting this week)</p> <p>Meet with phase leader to discuss the impact of intervention on pupil progress and identify children in need of intervention. These will be minuted meetings and can be used during Formal Pupil Progress Meetings –</p> <ul style="list-style-type: none"> • UKS2 – to be led by EW • LKS2 – to be led by AH • KS1 – to be led by CL • EYFS – to be led by MS <p>Days & times will be arranged to suit. Data to be sent to DH by 24-11-22 (4pm)</p> <p>23rd Nov (3.30pm) – SLT/ MLT meeting – review impact of intervention & discuss next groups of children to receive intervention.</p> <p>Moderation/ Assessment Point 2</p> <ul style="list-style-type: none"> - Week beginning 27th November for all year groups Years 3, 4 & 5 – NFER Autumn Test Papers - Year 2 & 6 previous SAT papers - Year 1 phonics check & Post activity tasks & Test Base questions to be used to formulate assessment data <p>6th Dec – moderation staff meeting (pairs as October) Maths & Reading</p> <p>8th December – teacher assessment data (daily formative knowledge of pupils as well as outcome in the tests) to be input on to O Track (autumn end of term)</p> <p>15th Dec – time for leaders to analyse data ready for pupil progress meetings</p> <p>Pupil Progress Meetings</p> <p>22nd Dec – all to take place during the Inset Day</p> <p>Emily (literacy), Sean (maths), Rachel (phonics), Maisie (EYFS)</p>

<u>January/ February</u>	<u>March</u>	<u>April</u>
<p>W/c 08-01-24: phase 2 intervention to start (baselines to take place this week)</p> <p>10th January: Data meeting – Assessment lead, phonics, maths & English subject leads</p>	<p>W/c – 4th March– post intervention assessments to be completed for all intervention groups (TAs responsible for intervention to complete)</p> <p>Phase Team Progress Meetings: intervention impact</p> <p>W/c – 11th March (in place of staff meeting this week)</p> <p>Meet with phase leader to discuss the impact of intervention on pupil progress and identify children in need of intervention. These will be minuted meetings and can be used during Formal Pupil Progress Meetings –</p> <ul style="list-style-type: none"> • UKS2 – to be led by EW • LKS2 – to be led by AH • KS1 – to be led by CL • EYFS – to be led by MS <p>Days & times will be arranged to suit. Data to be sent to DH by 14-03-24 (4pm)</p> <p>14th March (3.30pm) – SLT/ MLT meeting – review impact of intervention & discuss next groups of children to receive intervention.</p> <p>W/c 15-04-24: phase 3 intervention to start (baselines to take place this week)</p> <p>Moderation/ Assessment Point 3</p> <ul style="list-style-type: none"> - Week beginning 18th March for all year groups Year 1 – Phonics Check Year 3, 4 & 5 – NFER Spring Test Papers Year 2 & 6 previous SAT papers - Year 1 phonics check – 2018 test. White Rose Maths assessments to be used <p>W/b 20th March – moderation staff meeting</p> <p>27th March – teacher assessment data (daily formative knowledge of pupils as well as outcome in the tests) to be input on to O Track (spring end of term)</p> <p>28th March – time for leaders to analyse data ready for pupil progress meetings</p>	<p>Pupil Progress Meetings</p> <ul style="list-style-type: none"> - To take place 17th/ 18th April - Emily (literacy), Sean (maths), Rachel (phonics), Maisie (EYFS) <p>Staff to come to meetings knowing their children and data</p>

<u>May</u>	<u>June</u>	<u>July</u>	<u>Preparation for next year</u>
<p>Year 6 SATs</p> <ul style="list-style-type: none"> Monday 13th May – GPS Tuesday 14th May – Reading Wednesday 15th – Maths Papers 1 & 2 Thursday 16th May – Maths Paper 3 <p><i>Full Access Arrangements to happen</i></p>	<p>3rd June – 2-week window opens to administer Year 4 Multiplication Test</p> <p>10th June – Year 1 Phonics screening week</p> <p>W/c – 10th June – post intervention assessments to be completed for all intervention groups (TAs responsible for intervention to complete)</p> <p>W/c – 17th June (in place of staff meeting this week) Meet with phase leader to discuss the impact of intervention on pupil progress. Data to be sent to DH by 20-06-24 (4pm)</p> <p>Moderation/ Assessment Point 4</p> <ul style="list-style-type: none"> Week beginning 24th June for Years 1, 3, 4 & 5 – NFER Summer Test Papers Year 1 – old KS1 SAT papers to be used <p>EYFS, Phonics & KS2 teacher assessment data to be submitted to the LA</p> <ul style="list-style-type: none"> Submit data to DH to review KS leaders/ class teachers to arrange times with Kristina to input this information on to the system <p>5th July – teacher assessment data (daily formative knowledge of pupils as well as outcome in the tests) to be input on to O Track (end of summer term)</p>	<p>Moderation Challenge Meetings to take place after school w/b 1st July</p> <p>W/b 1st July – moderation staff meeting</p> <p>Pupil Progress Meetings</p> <p>8th July – time for English & Maths leads to analyse ready for pupil progress meetings</p> <ul style="list-style-type: none"> To take place 11th & 12th July Emily (literacy) & Sean (maths) to lead Phonics pupil progress meeting to take place – Rachel Staff to come to meetings knowing their children and data Teachers need to attend progress meetings for their next cohort <p>17th July: Data meeting – Assessment lead, phonics, maths & English subject leads Identify children in need of intervention next year and organise groups.</p>	<ul style="list-style-type: none"> Ensure O Track data is up-to-date Ensure outcomes that are reported to parents/ carers match those which have been recorded on O Track & seen in books Meet with the next class teacher to pass on any concerns/ children which may need targeting next year (including objectives which may need to be a focus) Pass on any notes from intervention sessions for groups/ individuals that has taken place this year