



WEST BUCKLAND
PRIMARY SCHOOL
AND NURSERY

West Buckland Primary School and Nursery

Assessment Policy

Statement of intent

Assessment is integral to effective teaching and learning. Through internal assessment, such as observation, questioning, discussions and feedback, we can gather information about each pupil's abilities, learning needs and performance, and use this information to adapt teaching and learning practices to meet a pupil's individual needs.

Via this continuous feedback mechanism, we can ensure that each pupil receives teaching specific to their needs, enabling them to reach their full potential.

We believe that assessment for learning should:

Be at the heart of classroom practice.

Focus on how pupils learn.

Provide pupils with constructive guidance to enable improvement.

Develop pupils' ability to self-assess, to enable them to become reflective self learners.

Recognise the achievements of all learners.

Aims

We aim to:

- Enable every pupil to progress through the curriculum at an appropriate level.
- Create a picture of each pupil's performance and use this information to challenge, inspire and motivate.
- Celebrate pupils' achievements.
- Only use additional assessment as necessary, for example, to inform classroom practice, introduce further adaptations and plan the necessary support for pupils with SEND.
- Ensure judgements are made in an honest and transparent manner and are supported by other professionals from both inside and outside the school.
- Use assessment data to track pupils' progress, to ensure they reach their full academic potential.

Roles and responsibilities

The governing board is responsible for monitoring and evaluating the effectiveness of this policy through discussions with the headteacher, the SLT and teaching staff, in addition to relevant reports.

The headteacher is responsible for monitoring the performance of the teaching staff and supporting the SLT and subject leaders with regards to effective assessment and the pursuit of outstanding teaching standards.

The SLT is responsible for setting priorities for improvement based on evidence gathered via monitoring procedures such as classroom observations, learning walks, work scrutinies, pupil voice and outcomes. Monitoring the accuracy of assessment information tracking the attainment and progress of pupils over time is an SLT responsibility, comparing data to ensure that no groups of pupils or individual pupils are disadvantaged, whatever their ability whilst ensuring that the curriculum is meeting the needs of pupils.

The SENDCo is responsible for ensuring that data from transition points is used to enable pupils to build on prior learning. This is often achieved through learning walks, lesson observations, work scrutinies, pupil voice feedback, and feedback from classroom teachers and teaching assistants to monitor and improve standards. Using assessment data to review the performance of year groups, vulnerable groups and individuals across the subject they are responsible for and then acting on data quickly to ensure maximum impact is vital. From this the monitoring and measuring the impact of intervention strategies is possible. The SENDCo leads on planning for, and effectively deploying, classroom support staff, and ensuring that the use of interventions and differentiated support is recorded appropriately.

Classroom teachers are responsible for pupils' progress in their classes. This involves assessing and marking pupils' work in line with the school's Marking and Feedback Policy as well as setting and marking homework in line with the schools' Homework Policy. Teachers are accountable for ensuring that assessment data is accurate and reliable and using assessment data as a diagnostic tool to inform planning. They also use assessment data to differentiate learning to match pupils' needs and plan additional support, input and/or interventions.

Assessment for Learning (AfL)

Formative Assessment is an integral, continuous and daily part of the teaching and learning process. It informs all future planning and motivates and encourages the children as they take their next steps in learning. Much of it is done informally as part of each teacher's and each child's day-to-day work.

- **Formative assessment** - the information gained 'forms' or affects the next learning experience.
- **Diagnostic assessment** - finding out what attitudes, knowledge, understanding or skills are not properly learned or acquired and therefore preventing pupils making the expected progress.
- **Evaluative assessment** - informing the strategic planning and direction of the whole school by evaluating the impact of planning, teaching and the curriculum on pupils' achievements.

Assessment of Learning (AoL)

This includes all formal tests and enables teachers and leaders to identify the needs of pupils, set realistic targets and identify trends.

Summative assessments are used to assess what a child can do at a particular time and are used as one part of overall teacher assessment. They are a systematic recording of information, which leads towards a summary of where the pupils have reached at a point in time. This is an essential tool for identifying what has been learned in terms of both attainment and achievement.

- Nursery: 2-year-old checks, 6 monthly reviews, 3 & 4 year old checks, pre-school assessment
- Reception: Reception Baseline Assessments (September) & EYFS GLD (July)
- Year 1: Phonics Screening Check (June) – to include Year 2 pupils who did not meet the standard in Year 1.
- Year 4: Multiplication Tables Check (June) –
- End of KS2 (Year 6) standardised assessment tests - SATs - Reading Comprehension, Maths, Grammar, Punctuation & Spelling (May).
- Years 2 - 6: progress tests – standardised assessment papers in Reading Comprehension and Maths at the end of each term.
- Years 2 – 6: progress check – writing is assessed and moderated internally alongside National Curriculum expectations.
- Diagnostic tests for targeted children, which could include pupils with Special Educational Needs or those with English as an additional language.
- Termly review of SEN Support Plan for pupils with SEND

Early Years Assessment

EYFS assessment primarily involves ongoing or formative observations of children learning and development. Summative assessment outlined above is undertaken at key points in time. Development Matters is the non-statutory guidance material that supports practitioners in implementing the statutory requirements of the EYFS, which are the Early Learning Goals (ELGs). The 17 different goals are divided into 7 areas of learning. These are grouped into Prime or Specific areas.

Prime Areas	Specific Areas
Personal, Social and Emotional Physical Development Communication and Language	Literacy Mathematics Understanding the World Expressive Arts and Design

On-going formative assessment is at the heart of effective early years practice. This is done through practical assessment tasks and informal observations, made while working and playing with the children, and support each child's individual learning journey.

EYFS Profile

At the end of the Foundation year, children will be judged against each of the seventeen Early Learning Goals (ELGs). Staff will judge and moderate together as to whether a child is meeting the level of development expected.

They will be given a judgement of whether they have met the ELG (working at the expected standard) or are emerging in the ELG (working below or towards the expected standard).

The key foundation stage performance indicator is "A Good Level of Development". In order to achieve "A Good Level of Development", children have to meet the expected level in all of the Prime areas of learning, as well as in Literacy and Mathematics.

When assessing children against the ELGs, teachers should look at the whole description for each goal to determine whether this best fits their professional knowledge of the child. The ELGs are interconnected, meaning that children demonstrate attainment in more than one area of learning when engaging in a particular activity. Practitioners should consider the child's development across the areas of learning, and whether the levels of development in relation to each of the goals make sense when taken together.

The assessments are used to inform parents about their child's next steps and the characteristics of their learning, and help KS1 teachers plan an effective, responsive and appropriate curriculum that will meet the needs of each child.

Targeted Teaching

Some pupils have individual learning targets they are working towards. These have been shared by teachers and teaching assistants. Pupils identified as having Special Educational Needs and/or Disabilities (SEND Support) have their own support plans which detail individualised targets and intervention strategies to support their learning at school. These are also shared with parents and regularly updated at review meetings.

Tracking Pupil Progress

Using data from ongoing assessment and tests, we track the progress of all pupils in English and Mathematics. We also use this data to set targets for all pupils and to identify groups and individuals who require support or specific intervention work. This data is analysed and discussed at the end of each term through a meeting with each class teacher, the Headteacher, and/or SLT, and/or SENDCo.

Progress

Pupil attainment is measured against Age Related Expectations and progress measured against their individual starting points. The National Curriculum learning objectives are used to assess key outcomes at the end of each curriculum year and assessment measures are based on these following descriptions:

working at greater depth (GDS)

A child who has achieved all or almost all of the learning objectives set out in the curriculum for their year group and demonstrated that they have achieved a deep and secure learning of the objectives through varied application.

working at the expected standard (EXS)

A child who has achieved most of the learning objectives set out in the curriculum for their year group.

working towards the expected standard (WTS)

A child who has achieved some of the objectives set out in the curriculum for their year group.

working below the expected standard (WBS)

A child who is working at a National Curriculum standard, but below that of their own year group.

Sharing Assessment Information

Reporting to Parents

Annual reports to parents will identify gains in skills, knowledge and understanding, together with an outline for the next steps in learning.

Reporting to Governors

The Headteacher will report to the Governing Body on standards and school improvement – including analysis of attainment and progress data - on a termly basis.

Moderation

Regular moderation of levelling takes place each term to ensure consistency. Teachers meet in phase groups or in cross-phase groups to analyse pupils' work against national curriculum or EYFS requirements. During the Summer term, teachers in Reception, Year 2 and Year 6 are involved in formal teacher assessments, as part of end of key stage assessments and LA moderation.

Baseline assessment

Pupils joining the school will receive a baseline assessment when they start. This may involve the use of past National Curriculum tests and resources and be completed over the first six weeks that they are enrolled.

Pupils' speech and language are assessed during their first few weeks in Reception and at regular interval throughout the year. Any pupil with significant speech and language difficulties is referred to a speech and language therapist.

EYFS Focussed observations

We use short, spontaneous 'capture the moment' observations. Teachers and early years practitioners document what the pupil has said or done. These are then annotated the piece of work of evidence it relates to with the appropriate band and filed into the pupil's individual learning journal along with long observations. Both the long and short observations are used to provide evidence to assess and complete the EYFS Profile, and termly judgements are made using this information.

Data Collection

The school uses Bromcom as its data management system. Input of data takes place at the end of each term. The data is anonymised and reported to Governors. Teacher assessment forms the basis of feedback at parent consultations.

Meaningful and useful information about the pupils' achievement and progress transfers with the pupils as they move from class to class and from one Phase or Key Stage to another.

Performance is analysed in terms of cohorts or groups of pupils, as well as analysis of the achievement and attainment of individuals.

Target Setting

We use pupil data to set individual progress targets for all pupils in school for reading, writing and maths. These are discussed and agreed with all staff.

Pupil progress meetings take place with all teachers as part of the appraisal process. At the end of the academic year, a final teacher assessment will be made and where there are any cases of children who have made less than expected progress, teachers will discuss intervention strategies applied together with any other relevant information, which will be carried forward to the next academic year.

Monitoring and review

This policy will be reviewed annually by the Headteacher. Any changes to this policy will be communicated to all members of staff.