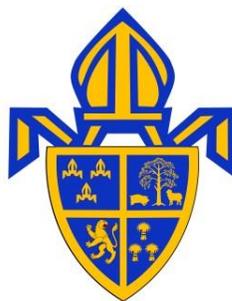




Assessment Policy

Version DRAFT

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Wincle School's Assessment Policy

Our school's vision:

Wincle School creates an enriching and outstanding rural education, nurturing the whole individual: body, mind and soul, inspiring rounded, happy, courageous children who exhibit a passion for learning, a confident faith, a loving concern for community and an inclusive respect for all.

We encourage our pupils to 'Shine like Stars' (Philippians 2:15) and to do this run with the following acronym:

| | | |
|----------|------------------|--|
| S | Service | <p>★ No act of kindness, no matter how small, is ever wasted." Aesop</p> <p>★ We would like our pupils to have the confidence to know that they can make a difference: have hope for the future.</p> <p>★ We encourage our pupils to challenge injustice and inequality</p> |
| T | Theology | <p>★ Our principles are founded on the truth that we are loved by the Father, Saved by the Son and Sanctified by the Holy Spirit.</p> <p>★ We want to ignite passion and curiosity for learning, providing an exciting curriculum to inspire all learners to be the best they can be.</p> |
| A | Attitude | <p>★ We encourage our pupils to show integrity</p> <p>★ We would like our pupils to have the courage to fight for what is important</p> <p>★ When things are challenging, we would like our pupils to display perseverance and not give up.</p> <p>★ Learn from yesterday, live for today, hope for tomorrow" Albert Einstein</p> |
| R | Relationships | <p>★ We nurture the whole individual: body, mind and soul</p> <p>★ We encourage the pupils to respect every living creature and show compassion.</p> <p>★ We would like our children to treat other people as they would like to be treated following Jesus' example. We are all unique</p> <p>★ We help all children build trusting relationships</p> <p>★ Clothe yourselves with compassion, kindness, humility, gentleness and patience.' (Colossians 3:12)</p> |
| S | Shine like stars | <p>★ I am the Light of the world; he who follows Me will not walk in the darkness, but will have the Light of life." (John 8:12)</p> <p>★ We would like our pupils to shine in their behaviour, attitudes, relationships and learning.</p> |

Introduction

We believe in the statement that all forms of assessment **should be used to improve teaching and learning.**

At Wincle CE Primary School, we believe that the best form of assessment result from ongoing dialogue and interactions with children. Daily interactions are what provide the soundest judgments of pupil progress and are what should inform planning and teaching. We recognise that progress in learning is not linear and therefore children should not be judged solely on the basis of a test.

Where data is gathered, it should also be used as a means to support those children who are underachieving or to extend the most able.

We have agreed on the following principles as the basis of our assessment system

- All forms of assessment should be used to improve teaching and learning.
- Simple to use and understand.
- Testing should be rigorous and reliable
- Underpinned by a knowledge of the curriculum.
- Informs planning and delivery of the curriculum
- Helps a child to recognise the next steps in their learning.
- No unnecessary paperwork that does not contribute to teaching and learning
- Provides reliable information to parents about how their child is doing
- Ensures that Wincle CE Primary School is keeping up with external best practice.

Formative Assessment

Formative assessment is the most crucial type of assessment as it informs the next steps in teaching and learning. It is also an opportunity to find out which children are reaching expected progress and those exceeding or falling behind. This information should be used to ensure that any children who are falling behind are helped to catch up. We believe that teachers know their children better than anyone and are the most accurate judges of their children's progress. We use a range of information to inform teachers' formative assessments.

National curriculum expectations and progress documents

The National Curriculum and the Programmes of Study provide the backbone of our formative assessment framework but, as they are not ready to use as an assessment framework in themselves, we use the Chris Quigley 'Essentials Curriculum' to support our judgements. By using this resource, we are able to identify which pupils are emerging, developing and secure with a given objective. We break this down further to Emerging 1/2/3 so that we are able to show progress over each term. This resource has also enabled us to develop a set of progression documents for each of the subjects, closely connected to the programme of study from the national curriculum. These documents also provide the basis for all teacher assessments of children providing clear broken-down statements of yearly expectations.

The progression document for each year group stipulates a benchmark standard for children on entry to that year group. Children not accessing their year group material can therefore be assessed according to their actual ability by tracking back through the document to previous year group expectations.

Expectations of attainment for each year group:

| First year | | | Second year | | |
|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|
| End of autumn term | End of spring term | End of summer term | End of autumn term | End of spring term | End of summer term |
| E1/E2 | E2/E3 | D1/D2 | D2/D3 | D3/S1 | S2/S3 |

All progression documents are also organised by strand so that teachers can also see strengths and areas of development for different areas within a subject. (Please see the curriculum section of our website for further detail)

Marking

Marking is the teacher's day to day / week to week means of assessing pupil progress and of planning work to meet pupils' needs. Marking indicates to the pupil what they have achieved and what they need to try to do next / how they can improve their work. We mark to learning objectives set. In addition to marking to objectives, pupils' common errors should regularly be brought to the child's attention so that they are able improve on these too. e.g. incorrect formation of particular letters, common spelling errors/grammatical errors etc... The school has a specific marking code for both KS1 and KS2. All work is marked as soon as possible, and where practical, in the presence of the child. (Please the Marking policy for further detail).

Self/peer assessment

We encourage the children to become active participants in their own learning. This process helps children to recognise their successes according to the taught criteria and to identify how to improve. We have found that this

approach means that children are able to pinpoint their individual next steps in learning, rather than being given a generic target.

Summative Assessment

Summative Assessment is the formal testing of what has been learned in order to produce marks or grades which may be used for reports of various types.

We expect teachers to keep records, either on paper or on line, detailing the results of mini tests given within the classroom. These results will not be collected centrally, rather the purpose is to use this information formatively, to inform the next steps in each child's learning, to identify whole class areas of concern, and to help identify children performing above or below national expectations.

During termly assess and review meetings, teachers should use this information to inform the head teacher of children who require additional support, so that support can be provided in a targeted and timely fashion.

These records can also be used to inform parents of children's areas of strength and weakness.

Internal summative tests

Children will be given formal tests in Mathematics, Reading and Writing at three points in the school year. Teachers use a range of resources to test the pupils: previous year SAT papers, Twinkl reading comprehensions and White Rose arithmetic and reasoning tests. These results contribute towards teacher assessment and enable the teacher to provide a snap shot of attainment each term and reflect on whether pupils are on track to meet their end of year targets.

The three termly assessments are analysed by the head teacher and shared with the Governing Body. Pupils are identified if they have not made progress and/or working above or below the expected level. Action is then taken to best suit each child's needs.

Summative judgments of writing

In order to show children's true development in writing, we encourage an independent write following a scaffolded piece of writing. This allows the children to independently demonstrate the skills and structures that they have acquired during that unit. Children will usually produce 2 or 3 independent writes per half term. During the termly assessment cycle (Autumn, Spring and Summer), teachers will select a fiction and non-fiction piece of writing to base their assessment on.

Statutory National testing

During their time in school, children will sit five external national tests. These are as follows:

Reception - Baseline to be confirmed - submitted in September

Reception - EYFS profile - submitted in June

Year 1 - Phonics screening test - June

Year 2 - KS1 SATS in Reading, Writing, SPaG and Mathematics - June - internally marked and teacher assessment provided

Year 4 - Multiplication Check - June

Year 6 - KS2 SATS in Reading, SPaG and Mathematics - June - externally marked. Teacher assessments in Writing (informed by the SPaG), Reading and Mathematics

Monitoring progress

When using data to judge progress, we would expect most children to enter the year group working towards the standards within that year group. A small proportion of children would be at National Standard already. We appreciate that progress is not always linear and some children move on faster than others but by the Summer term, we would expect all children to have made at least 4 steps of progress in reading, writing and maths. Due to being a small school, cohorts can vary massively and as a result, we do not set percentage targets for cohorts in relation to number of pupils achieving the expected level, above it or below it.

Assess and review

Top level data is important to see how whole or parts of cohorts are performing, but it is also imperative to drill down to the progress made by individual children and to intervene to support those children when necessary. To this end, we finish off the termly assessment cycle with an 'Assess and Review' process. Here, teachers look at their particular groups (core subjects) and assess how they are doing. They consider issues that the whole group might be struggling and how they may address this in class, as well as thinking about individual children and what can be done to support them. The head and core subject leads then meet with each member of staff and discuss each child. Children who are struggling, not making progress or who are a concern for their teachers in any way are then picked up on individually. The team will decide on a course of action for that child, which may include a course of intervention, a possible referral for SEN or a social intervention. That child is then followed up on each term to monitor their progress.

Support and Interventions

When it is required, pupils are given support in the form of an intervention. These can be both academic and social and emotional. Teachers individually adapt their timetables to ensure pupils are given an opportunity to participate in extra interventions. These can run at any time of the day and are led by both teachers and teaching assistants. Intervention timetables are shared with the members of the Teaching and Learning Subcommittee each term.

Children with SEND

The school has a number of children who have specific and /or profound learning needs and who may therefore not be accessing the curriculum for their year groups. Those with profound SEND, who are working below the yearly progression documents, are assessed using the Pre Key-Stage Standards.

The SENCO is responsible for collecting their data. The class teacher and relevant 1:1 support staff are responsible for the upkeep of individual SEND children's records of progress and data. Their data will also be included on the centralised SIMS system. The SENCO will meet regularly with teaching assistants and teachers to monitor record keeping and target setting for these children.

As part of the termly plan, do and review process, all teachers meet with the SENCO to discuss the progress of children with SEN and identify further actions for individuals e.g. involvement of external agencies and classroom strategies.

Reporting to parents

Parents are encouraged to be active participants in their child's learning. We aim to provide an open-door policy whereby parents can seek advice or support from any member of staff. We endeavour to communicate well through

newsletters, termly curriculum maps, homework tasks, reading journals, reports, open days, parental workshops and the website.

Parents have regular opportunities to discuss their child's progress with teachers. Formal parents' evenings are held in the autumn and spring and summer terms. Data letters are sent at the end of each term and a full report is sent to parents at the end of the year. The report will cover the child's performance in all National Curriculum subjects as well as achievements in the National Statutory Tests.

Roles and responsibilities

The Head teacher is responsible for...

- Overseeing standards of teaching/learning and assessment across the school.
- Reviewing the school's assessment procedures and policy on a yearly basis.
- Coordinating and overseeing whole school assessment and review cycles, including statutory testing
- Reporting the results of Statutory national tests to the school, parents and governors
- Reviewing assessment procedures and moving assessment forward
- Implementing changes decided upon in consultation with staff
- Training staff on any changes to assessment
- Working with core subject coordinators to develop specific assessments for their areas.

The Class Teachers are responsible for...

- Carrying out individual assessments (both summative and formative) of the children in their care according to the school's procedures and expectations.
- Informing the Head Teacher of any children they are concerned about in a timely fashion
- Reporting the results of summative tests
- Reporting their child's progress to parents
- Acting on concerns about a child's progress to ensure adequate support is provided
- Evaluating the impact of any interventions to ensure they are effective.

The designated office staff are responsible for...

- Inputting relevant data in the school's SIMS system
- Sending national testing data and producing statutory assessment reports

The SENCO is responsible for...

- Collecting data for all SEN children
- Monitoring the progress of SEN children

The pupils are responsible for....

- Showing a good attitude to their work.
- Persevering when they come across challenges.
- Listening and responding to targets set.
- Supporting each other in their learning.

The parents are responsible for...

- Ensuring pupils are ready and prepared for school.
- Supporting by completing homework set.
- Attending parents' evenings and reading reports.