



Assessment Policy

November 2021

Rationale

Assessment is a continuous process which is integral to teaching and learning allowing children to reach their true potential. It should be incorporated systematically into teaching strategies to promote better than expected progress for individuals, groups and cohorts. At Wolviston, we use the National Curriculum as a starting point for all the teaching and learning experiences that we provide for our children.

Aims

- Monitor and record the attainment and progress of individuals, groups and cohorts
- Use attainment and progress information to guide teachers' planning, strategies and use of resources and plan intervention
- Inform parents and the Governing Body about progress and attainment
- Ensure a consistent approach to measure progress towards and against national standards

Types of Assessment

Formative

This is the ongoing, day-to-day assessment which is carried out by teachers and is key to effective classroom practice. Learning outcomes are shared with pupils and they play an important role through self-assessment of their own learning. Formative assessment is used by teachers to inform planning, resources, and support in order for all children to progress. Children are assessed and tracked using 'Target Tracker'.

Summative

Children in KS1 and KS2 are assessed periodically and progress and attainment data is recorded on Depth of Learning. Test materials are used to support teachers with making accurate teacher assessment judgements. These include PUMA for maths, PIRA and Salford Reading Test for reading. These assessments are carried out towards the end of every term (three times per year) and are used to monitor the performance of individuals, groups and cohorts as well as identifying gaps and next steps for planning. Data is recorded termly on TargetTracker System.

National/Transitional

At key points through primary school, children are assessed against national expectations. These are:

- At the start of Nursery
- Baseline on entry to Reception
- End of EYFS
- End of Year 1 (Phonics Screening)
- End of KS1 (Year 2 SATs)
- End of KS2 (Year 6 SATs)

Key Groups

All individuals and cohorts are tracked throughout the year and discussed at Pupil Progress Meetings. Focus groups include:

- Pupil Premium
- SEND
- More able
- Lower Attainers

Roles and Responsibilities

- Governing Body: Monitor whole school attainment and progress data.
- Head teacher: Hold teaching staff to account for pupil attainment and progress through the monitoring of assessment data and performance management targets.
- AHT: liaise with teaching staff particularly EYFS and analyse data with HT. Track progress of all children targeting focus groups.
- Subject leaders are responsible for ensuring that assessments are carried out accurately and to deadlines.
- Teachers: Carry out regular, accurate assessment of pupils, provide high-quality feedback and use assessment information to inform planning. They are responsible for ensuring that they are familiar with standards for their subjects.
- Support staff: Support children with their learning as directed by class teachers and provide feedback on children's learning.
- Parents/Carers: Support children with home learning.

Assessment Criteria

Following the implementation of a new National Curriculum, the government has removed the level descriptors which were previously used to measure progress and attainment. With levels removed and the focus on securing progress for every pupil, we now have a new way of recording and measuring pupil attainment and progress. Children will now be assessed in year group 'bands,' which will be divided as follows:

Emerging/Expected/Exceeding

In line with Stockton's Transition Guarantee the agreed language for Y6 children will be used in Summer Term 2 when informing secondary schools of attainment. This is:

Emerging/Developing/Secure

Communication with Parents

Children's attainment and progress will be discussed at Parent Consultation Meetings which take place during the school year. Teachers are also available for informal consultation if parents wish to discuss their child's learning at other points.

End of term reports comment on children's attainment and progress and key assessment data will be included in these reports. At the end of year a more detailed report will be sent to parents.

Marking/Feedback

Please refer to the Marking and Feedback Policy

Early Years Assessment

Within 6 weeks of the child starting, they will be given a 'baseline' assessment. In Reception children will be assessed using Early Excellent Baseline Assessment (EExBA) which will be reported.

On entry to the Nursery or Reception we will use our professional judgement to assess the age band children are working 'within' across the EYFS 17 areas of learning.

Within 6 weeks of the child starting the nursery the children will be given a 'baseline' assessment.

Expected Standards for the start of Early Years are;

Nursery

30-50 months = In line with ARE (Age Related

Expectations) 22-36 months = Below ARE

Any other lower age band below = Significantly below ARE

Reception

40-60 months = In line with ARE (Age Related

Expectations) 30-50 months = Below ARE

Any other lower age band below = Significantly below ARE

Formative Assessment

As the year progresses children are monitored on their development and progress in all areas of development. Examples of children's learning, showing their individual level and stage of development are built up throughout the year. Provision is made for these observations and assessments through experience and play. Progress is recorded by observing and assessing children either using hand written observations, staff notes or by use of IPODs, using 2Simple program. Data is recorded termly using STEPS tracker.

Assessment Cycle

Nursery and Reception

Baseline

- Within 6 weeks of the child's start date
- Reception to use EExBA to submit data (Oct completion)

Progress

This is entered termly onto STEPS tracker

- Autumn 2
- Spring 2
- Summer 2

Summative data

- EExBa Baseline by end of Autumn term 1
- Reception to submit ELG data Summer 2
- Nursery to assess children against ARE Summer 2

Parents/Carers

Parents/carers are included in their child's learning journey via homework, notice boards and the website. Half termly emails are sent to parents/carers of child's observations both in Nursery and Reception. We have Open Evenings in the Autumn and Spring term. School reports are given out at the end of every term and a more detailed report is sent out in July with a drop in session for parents to discuss their child's progress should they wish to do so.