



Westwood with Iford School Assessment Policy

Rationale

Assessment is a continuous process integral to learning and teaching. It is how teachers gain knowledge of their pupils' needs, achievements and abilities, enabling planning and delivery to be more effective, thereby raising attainment for every child.

The principles of assessment are:-

- to provide information to support progression in learning through planning
- to provide information for target setting for individuals, groups and cohorts
- to share learning goals with children
- to involve children with self and peer assessment
- to help pupils know and recognise the standards that they are aiming for
- to raise standards of progress, attainment and learning
- to identify children for intervention
- to inform parents and other interested parties of children's progress
- to enable an evaluation of the school's provision in order to provide the best for every child

Assessment for Learning

Assessment for learning creates opportunities which are a natural part of teaching and learning. In an effective classroom, it is constantly taking place through discussion, questioning, listening and analysis of work. It is essential that teachers know how well a child has progressed and that pupils understand how well they are doing and what they must learn to help them improve.

To achieve this we will:

- Evaluate pupil's learning to identify those pupils with particular needs (including those who are able) so that any issues can be addressed in subsequent lessons
- Adjust plans to meet the needs of the pupils, differentiating objectives where appropriate and using skills progression grids to plan sequentially so that pupils build on previous learning
- Evaluate progress within every lesson and reshape the lesson where necessary to maximise pupil's progress
- Ensure pupils are aware of the learning objective and encourage them to evaluate their progress so that they understand the next steps they need to take to improve
- Set individual extension challenges in maths and English on a regular basis and discuss these with the pupils, so that they are involved in the process

- Share targets with parents to include them in supporting their child's learning
- Encourage pupils to evaluate their own work against success criteria based upon specific, key learning objectives
- Give verbal feedback that it is constructive and informative in accordance with the marking policy
- Incorporate both formative and summative assessment opportunities in medium and short term planning
- Assess all subjects termly using a common format, evaluating all subject curriculum coverage against the national curriculum
- Pass on assessment data to the next class teacher so children can be tracked as they progress through the school

Use Assessment for learning strategies such as:

- Working walls & VCOP walls
- Verbal feedback to pupils within lessons
- Sharing success criteria
- Mini plenaries within lessons
- Self and peer evaluation
- Discussion, talk and modelling
- Conditions for learning – display
- Learning journey – children know what is next

Formal Assessment Cycle

Formal assessment is a systematic part of our school's work which will be used to track each cohort in the school. It is through an effective tracking system that the needs of every pupil can be met and that the school develops a clear understanding of how to raise standards. The tracking system that we use is Classroom Monitor.

The Assessment cycle will include

1. Data from statutory assessments:

- [Foundation Stage Profile](#) – end of EYFS assessment
- Year 1 Phonics test
- Key Stage 1 assessments
- Key Stage 2 assessments

2. Information from termly and end of year assessments:

- Baseline assessment on entry to EYFS
- Termly teacher assessment of reading, writing and maths for all year groups.
- Phonics assessment at the end of each phase of Letters and Sounds
- Verbal Salford Reading Test 2 x a year
- Ongoing teacher assessments in foundation subjects on a bi-termly basis.

- Optional Standardised Tests in KS2 in July

Data Analysis

The regular reviewing of tracking data will give teachers the opportunity to revise and refine targets for the class. It is in recognising the individual abilities of pupils, that the school can make finely, tuned adjustments for target setting for each cohort. The discipline of regularly analysing pupils' attainment will ensure that every pupil has challenging and realistic targets set for them and that the path of reaching those targets is determined through effective classroom organisation; setting learning groups and careful planning.

To achieve this we will:-

- follow the Assessment cycle and update the data by the due date set for each term into Classroom Monitor
- use information to identify percentages of children on track to achieve expected and exceeding Age Related Expectations within a cohort
- track pupil's progress and attainment individually
- analyse the data and review targets for individuals and groups and use the information to identify intervention groups, including those pupils who are gifted and able, those with special educational needs and those in receipt of Pupil Premium Funding.
- discuss cohort and individual progress and attainment with the Head teacher at pupil progress meetings in order to identify the impact of interventions and teaching and learning
- work with colleagues to moderate and level writing every term
- analyse data at the end of academic year to track 'value added' progress made by cohorts, groups of pupils and individuals
- analyse progress over time to enable us to narrow gaps in learning and assist accelerated progress where necessary

Reporting

Reporting to parents / carers provides the opportunity for communication about their child's achievements, abilities and future targets. The end of year reports will be written so that they have a positive effect on pupils' attitudes, motivation and self-esteem.

At Westwood with Iford we will:

- Provide opportunities for at least two parent consultation evenings each academic year so that parents can discuss how well their child has settled, their progress and attainment and to be involved in a target setting discussion
- Provide academic progress reports in term 4 to update parents on their child's development
- Provide an end of year written report which include results of statutory tests and assessments and gives information relating to progress and attainment
- Discuss pupil progress at the request of parents, by appointment.

The assessment co-ordinator will:

- Formulate the school's assessment policy in consultation with the staff and governors
- Review the policy regularly in the light of statutory requirements and the needs of the school
- Provide support and guidance with assessment and keep up to date with current information

- Resource school with relevant tests and update the assessment cycle
- Maintain tracking data and consult with all staff about the targets set
- Highlight pupils and groups of pupils who have made less than expected progress or are working below expectations
- Analyse results to identify attainment and progress made by pupils and for groups of pupils such as those on free school meals, gender, vulnerable children and children from an ethnic background
- Report to governors regarding the policy, statutory test results and progress and attainment data

Moderation

Moderation is important to ensure a consistent approach in assessment throughout the school. It is important that when teacher assessments are carried out, there is evidence recorded to justify judgements made.

At Westwood with Iford we will:

- Meet regularly to moderate writing assessments
- Moderate work through planning and book scrutinies, feeding findings back to members of staff
- Collate evidence to back up teacher assessments across the curriculum
- Participate in moderation schemes in the Local authority for foundation and KS1
- Collaborate on moderation with other schools

Reviewed by Staff: November 2019

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