



WOODSLEE PRIMARY SCHOOL ASSESSMENT AND LEARNING POLICY

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 in order to promote better than expected progress for individuals, groups and cohorts. At Woodslee Primary, we use the New Curriculum as the starting point for the teaching and learning experiences that we provide for the children. All our children should be supported to make good progress with no children left behind. ***'The pedagogy of a mastery approach to learning is distinguished by the way it expects all children to reach or exceed national expectations, to fulfil their early promise and develop latent potential'.***

The essential idea behind 'mastery' approach is that 'all children' need a 'deep understanding of the subject' they are learning so that:

- Future learning is built on solid foundations which do not need to be re-taught;
- There is no need for separate catch-up programmes, due to some children falling behind;
- Children who, under other teaching approaches, can fall behind, are better able to keep up with their peers, so that gaps in attainment are narrowed, whilst the attainment of all is raised.

Developing mastery learning in our school ensures all children's chances of success are not limited to their socio-economic background, gender, ethnicity, age, religion or belief, sexual orientation or any disability. We are committed to closing the achievement gap so that all children achieve well.

Our 5 Principles of Assessment

- ***Assessment puts the child at the centre of their learning***
- ***Assessment is honest, fair, consistent and compares results to both local and national standards,***
- ***Daily assessment is at the heart of outstanding teaching, which leads to outstanding learning, which leads to outstanding progress***
- ***Assessment provides feedback, which recognises effort and suggests 'next steps' towards deep and meaningful learning***
- ***Assessment is focussed on outcomes for children within and beyond the school day, in partnership with parents and carers***

Aims

- * To provide relevant information to support next steps in teaching and learning
- * To enable children to understand their achievement and how to improve
- * Monitor and record the 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 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.

How is this used?

- *Teachers use assessment against criteria linked to learning objectives in lessons
- *Teachers using a range of class management strategies to enable children to learn
- *Effective use of Support Staff /other adults to aid observation/evaluation
- *Children using a range of self-assessment techniques to inform their knowledge of their own progress
- *Teachers use agreed policy for marking children's work
- *Teachers use judgements that are based on valid and consistent criteria linked to the new National Curriculum
- *Termly moderation for Writing linked with statements on Target Tracker System

Summative

Children in EYFS, KS1 and KS2 are assessed regularly and attainment data is recorded on Target Tracker. Test materials are used to support teachers alongside 'statements', in making accurate 'teacher assessment' judgements. These assessments are carried out towards the end of each half term (six 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.

Recording Assessment

Assessment Files

Each teacher has an Assessment File with a range of cohort, class/group and individual information.

Reading Records

These provide information on Reading Progress and reading materials covered, whilst recording the outcomes of the reading taught to help next steps.

National Tests

These are recorded individual, collated in cohorts or specific groups and used as a tool to identify specific learning and teaching needs for individual and whole school improvement.

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

Baseline entry into EYFS

End of Year 1 (Phonics Screening)

End of KS1 (Year 2 SATs)

End of KS2 (Year 6 SATS)

We now assess children using 'Steps' rather than 'Levels'.

Key Groups

All individuals and cohorts are tracked throughout the year and discussed with staff at Pupil Progress Meetings.

Key Groups include;

Disadvantaged pupils (Including Looked After Pupils)

High Attainers

EAL

SEN

Gender: Boys /Girls

Roles and Responsibilities

- Governing Body : Monitor whole school attainment and progress data
- Headteacher: Hold teaching staff to account for pupil Attainment and progress through monitoring of assessment data and Appraisal Targets/Performance Management
- Assessment Leader: Use Pupil Progress Meetings and Data analysis effectively to monitor the performance of individuals, groups and cohorts
- Teachers: Carry out regular, accurate assessment of pupils, provide high quality feedback and use assessment information to inform planning
- Support staff: Support children with their learning as directed by class teachers and provide feedback on the learning
- Parents/Carers: Support children with home learning

Assessment Criteria

Following the implementation of the New National Curriculum (2014), 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 use a new way of recording pupil attainment and progress. Children are now assessed in 'Year Bands' (Band 1 –Band 6), which will be divided as follows:

Below/Below+/Within/Within+/Secure/Secure+

In Year 2 and Year 6 children are assessed against Key Performance Indicators.

Communication with Parents

Children's attainment and progress is discussed at Parent Consultation Meetings, in autumn and spring terms. Teachers are also available for informal consultation at any point if parents wish.

At the end of the academic year (July), written reports comment on children's attainment and progress. Key assessment data is included in these reports.

All year groups share with parents the work their child will be covering. An additional meeting is held in September to explain these aspects.

Newsletters and updates are shared throughout the year on the website and notice boards.

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Parents and children are encouraged to discuss any aspects of their learning at any time, through our 'Open Door Policy'.

SPECIAL NEEDS (SEN /SEND)

The SENCO (Special Needs Co-ordinator) is responsible for identifying and planning support for children with specific difficulties. Individual plans (Additional Support Plans) are organised with class teachers, parents and other agencies to enable children to progress and be monitored. Regular dialogue takes place with parents, which is recorded. Some children may have a Statement or Education Health Care Plan, which is drawn up with other agencies eg .Health to meet the children's needs in school and support home. Children are reviewed at an Annual Review with parents to allow for future planning and any new recommendations. Pupils in our EIB (Education Inclusion Base) for ASC all have either a Statement or EHCP and the Inclusion Manager, within the Base is responsible for the management of their provision.

Marking /feedback

Please refer to Marking and Feedback Policy

Home Learning

Please refer to Home Learning Policy

Early Years Assessment (EYFS /Foundation Stage)

Within 6 weeks of children starting Foundation Stage, they will be given a 'baseline assessment'. In F2 (Reception).Children will be assessed using NFER Baseline Assessment, which is a Formative Assessment. The children will be retested at the end of F2, using the same test, to measure progress. The results are reported at the end of the school year.

On entry to F1(Nursery) and F2 (Reception), we use our professional judgement to assess the band children are 'working within' across the EYFS 17 areas of learning. We use Target Tracker to record this progress throughout the year. Children are assessed as an on-going process and each half term our EYFS Leading teacher summarises progress for the whole cohort, to help us plan provision for the next steps of learning for the children.

Expected Standards for EYFS are:

F1

30-50 months= in line with ARE (Age Related Expectations)

22-36 months=Below ARE

Any other lower age band below=Significantly below ARE

F2

40-60 months=in line with ARE (Age Related Expectations)

30-50 months= below ARE

Any other lower age band below= Significantly below ARE

Summative Data

F2 submit ELG (Early Learning Goals) data Summer 2

F1 assess children against ARE Summer 2

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2016 will be final year of the use of the Foundation Profile: School will continue to use Target Tracker, NFER and Wirral LA Tracker for measuring achievement.

Parents as Partners in EYFS

Parents are an integral part of their child's learning journey, via Home Learning, noticeboards, News Letters and the Website/Twitter. Parents may view their child's Learning Journey Book, at any time. There are two Parents' Evenings during autumn and spring terms. School reports are given out at the end of school year and all parents have the opportunity to discuss them with teachers.