

Winnington Park Primary School and Nursery

Assessment Policy



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Our School Vision

Our vision is of a community whose members: children, parents, teachers and staff work collaboratively towards achieving an exciting and inclusive school, with high expectations and standards for all, within a happy, caring and secure environment.

Introduction

This policy outlines the purpose, nature and management of assessment at Winnington Park Community Primary School and Nursery. Assessment complements and assists teaching and learning: it plays an integral part in each teacher's planning; enables the evaluation of current practice and pupil achievement and empowers pupils as learners. High quality formative and summative assessment is an essential part of teaching and learning. It ensures that teachers, leaders, parents and children are all working together to raise standards and improve outcomes for all our children.

Intent

This policy will give a clear outline of all assessment techniques at WPPS&N, to ensure that assessment is used as a tool to inform planning, to track pupil progress and to raise standards. It is the entitlement of every child to be given an education that builds on their strengths, addresses their individual needs and ensures progression. Assessment is an essential tool in the delivery of this entitlement.

Implementation

Assessment is a daily part of the life of the school which starts with our Curriculum design. At Winnington Park Primary School and Nursery we aim to offer a creative and inclusive Curriculum which inspires, engages and challenges and in which children are partners in their own learning. In the School's Curriculum Policy, we outline the aims, objectives and values of our school and curriculum and give details of what is to be taught to each year group.

Lessons are planned by teachers with clear objectives based upon a child's progression of knowledge, skills and attainment within the Curriculum. Tasks set are appropriate and suitably challenging for each child's level of attainment. Teachers use formal and informal, formative and summative assessment procedures throughout each lesson, and at specific points through each week, term and academic year to build their knowledge of the children in their class. As

the curriculum is delivered, teachers amend their daily, weekly and longer-term planning to reflect the attainment and progress of the children in their class ensuring that children receive the opportunities they require to achieve their best outcomes.

Senior Leaders, Key Stage and Phase Leaders and Subject Leaders also use a range of formal and informal, formative and summative assessment procedures throughout each term to build their understanding of the achievement of individuals and groups of pupils across the school allowing leaders to make strategic decisions to ensure the highest standards are achieved in their areas of responsibility.

Formative and Summative Assessment Methods used at Winnington Park Primary School and Nursery:

- *Discussion and reflection in lessons with pupils
- *Marking of work in books
- *Pupil voice
- *Insight Tracker
- *Informal test scores
- *Pupil progress meetings
- *Question analysis
- *Moderation of assessment outcomes in school, with colleagues from cluster schools, with external moderators and consultants
- *Learning conferences with pupils
- *Standardised testing each term in English and Maths (PIRA, End of Unit Power Maths/NFER)
- *Statutory end of Key Stage and phase testing and assessments
- *Little Wandle Phonics Assessments

Impact

Effective Assessment at Winnington Park Primary School and Nursery:

- Enable our children to demonstrate what they know, understand and can do in their work;

- Ensure our children understand what they need to do next in their learning;
- Provide teachers with information to plan work that accurately reflects the next steps and needs of each child in their learning;
- Be diagnostic, providing more detailed information about individual children's strengths and weaknesses;
- Provide regular information for parents that enables them to support their child's learning;
- Inform decision making about how best to support individuals and groups of pupils in the short, medium and longer term;
- Empower leaders at all levels of the school to plan their curriculums and direct provision and resources to support the best outcomes for all learners within their areas of responsibility;
- Provide the Headteacher and Senior Leadership Team, Subject Leaders and Governors with information that allows them to make judgements about the effectiveness of the school.

Roles and Responsibilities

The overall responsibility for assessment belongs to the Headteacher. However, this responsibility has been delegated to the Assistant Headteacher, who is the Assessment leader. The Early Years Leader / Deputy Headteacher is responsible for Assessment across the Early Years Foundation Stage. Class Teachers are responsible for assessment of the children in their care and Curriculum Subject Leaders are responsible for monitoring assessment within their subject area.

Forms of Assessment

Day-to-day In-School Formative Assessment

Formative assessment is carried out by teachers every day in every lesson. It allows teachers to understand pupil performance on a continuing basis. This type of assessment is used to assess knowledge, skills and understanding, and is used to identify gaps and misconceptions. It enables teachers to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. It also enables teachers to identify if children are working at greater depth. Teachers are then able to provide appropriate support or

extension as necessary. The methods of formative assessment we use include; the use of pertinent questioning and discussion with pupils, marking of pupils' work using our Marking Statement of Practice and observational assessment. Formative assessment enables teachers to evaluate teaching of particular objectives of the curriculum and plan future lessons accordingly. For pupils, formative assessment helps them to measure their knowledge and understanding against the lesson objective and success criteria. They can then identify how they can improve.

In English, teachers use whole class, guided and shared reading sessions to record progress and achievements against the national curriculum objectives and writing is assessed through marking. The progress of pupils with SEN and disabilities is reviewed and summative assessment adapted as necessary against their short-term targets which are recorded on their SEND profile document. Children who have not made expected progress or whom have fallen behind are targeted for interventions and rapid response work. A Reading Recovery teacher supports KSI children identified for specific intervention ECaR.

In-School Summative Assessment

Summative assessment enables teachers to evaluate both pupil learning and the impact of their own teaching at the end of a period of time. It provides evidence of achievement against the objectives of the curriculum. It is useful in informing teaching and learning in subsequent lessons. This type of assessment is shared with parents at parent/teacher consultations and enables them to support their child's learning.

INSIGHT Tracker

This is an online tracking system to which the school subscribes. It is used across all phases in school and leaders to record attainment and track progress of individuals and for groups of pupils. Children in Years 1, 2, 3, 4, 5 and 6 will be assessed using the National Curriculum Objectives. Data collated on this system informs planning and provision allocation in the short and medium term as well as providing summative data to evaluate the effectiveness of the school. Teachers update this regularly and at key timed points through each half term and are expected to analyse the performance of groups in preparation for Pupil Progress Meetings.

Standardised Tests used within School

Each term children in Years 2-6 complete end of unit assessment in Power Maths (Maths) and PIRA (Reading) standardised test (Year 1 from Summer term). With rigorous question analysis, and along with information from all other forms of on ongoing assessment, this data is used to inform pupil progress meetings and is disseminated to all leaders. The professional judgement of a teacher of a child's achievements is always considered to have equal weighting as a child's performance in a test in a discussion around progress around attainment. It is recognised that there are many factors that can affect test 'snapshot' performance – particularly with primary age children.

Additional standardised and diagnostic tests are used to support and inform the provision of children with Special Educational Needs such as YARC and NARA (Reading) Boxall Profile (Social and Emotional). See the Special Educational Needs Policy.

Marking and Assessment for Learning

Whilst marking work, teachers are assessing children's achievements and noting areas of difficulty in order to inform planning of future lessons. Our Marking Statement of Practice ensures a consistent approach to marking throughout the school, including opportunities for children to self-assess and peer mark their learning. Assessment for learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there. Marking should be against the learning objective and should identify successes and areas for improvement. Effective questioning is also used to inform assessments. Our Response To Marking System and pink and green system ensures that children know what they need to do to improve and what they have done well.

Accuracy and consistency of Judgements: Moderation

Teacher assessments at KS1 & KS2 are sometimes moderated by the local authority. Internal moderation is used to validate teacher assessment across the school and takes place at Staff Meetings on a regular basis.

Moderation is necessary to ensure accuracy and consistency of teachers' judgements about standards. It is important to agree judgements if our decisions are to be given credence.

Teachers will often share opinions informally with subject leaders and other colleagues to clarify 'best fit' judgements or for statutory teacher assessments. Local school cluster meetings are arranged for teachers to compare judgements with colleagues in other schools, to agree standards and to ensure that judgements are accurate and consistent. Professional development opportunities are provided for staff to support their understanding of assessment, particularly if they have changed year groups, are new to the school, taken on new leadership responsibilities or assessment procedures have changed. Staff who attend training sessions feedback to colleagues in staff meetings.

Assessment and Reporting in the Early Years Foundation Stage

The EYFS curriculum has three prime areas of learning and development: Personal, Social and Emotional; Physical Development; Communication and Language, and four specific areas: Literacy; Mathematics; Understanding the World and Expressive Arts and Design. All areas are of equal importance and are inter-related.

Each area is underpinned by three Characteristics of Effective Learning: Playing and Exploring, Active Learning and Creating & Thinking Critically. In addition to learning initiated by the children these areas are linked through a half termly topic.

Each child has an electronic learning journey (Tapestry) on which observations, photographs and assessment information is stored. Each child also has a large workbook that contains pieces of work.

Assessment plays an important part in helping parents, carers and practitioners to recognise children's progress, understand their needs and to plan activities and support. Formative assessment is an integral part of the learning and development process. It involves practitioners observing children to understand their level of achievement, interests and learning styles and to then shape learning experiences for each child reflecting those observations. The areas of learning are assessed through a balance of child-initiated and adult-led activities.

On entry to EYFS at Winnington Park Primary School and Nursery observations, information from parents and from previous settings enables practitioners to determine a "starting point"

or “Baseline” for each child across all areas of the Early Year’s Curriculum and Characteristics of Effective Learning.

Ongoing assessment is at the heart of effective early year’s practice and tracking sheets are updated regularly. Regular moderation is carried out between Early Years Lead and staff, at local EYFS cluster meetings, local school cluster meetings and with Local Authority EYFS consultants. The EYFS teachers and leader meet with the Headteacher to discuss the children’s progress at termly Pupil Progress meetings

At the end of their Reception Year the Early Year’s Profile is completed for each child. Their level of development is assessed against the Early Learning Goals and practitioners indicate whether they are meeting expected levels of development, if they are exceeding expected levels of development or not yet meeting expected levels of development (Emerging). EYFS Profile results are reported to the Local Authority and parents are informed in an annual written report. The reports include a comment slip for parents. In addition, parents are offered the opportunity to discuss their child’s report with the class teacher.

Parent/teacher consultation evenings take place twice a year. During these meetings teachers share the pupils’ age-related attainment against national expectations, next step targets and the progress pupils have made to date. An Open-Door policy is offered for any parents who would like to come in and have an informal discussion about their child if there are concerns.

Staff are prepared to make themselves available at the end of the school day to discuss parents’ concerns. If it is not possible to speak to a parent immediately a prompt appointment will be made. If a member of staff has concerns over a child they will contact the parents.

A short commentary is written on each child’s skills and abilities in relation to the three key characteristics of effective learning. This is included in the written report for parents at the end of the year.

Nationally Standardised Summative Assessment

Year 1 Phonics Screening Check

This test is administered internally. These results are then reported to the local authority and to parents. Children who do not achieve the pass mark in Year 1 have the opportunity to re-sit in Year 2.

National Key Stage One Assessments

At the end of Year 2, pupils will be given teacher assessment standards in reading, writing, mathematics and science. Pupils will be assessed against criteria under the following heads:

- Reading – working below the expected standard, working at the expected standard and working at greater depth within the expected level.
- Writing – working below the expected standard, working at the expected standard and working at greater depth within the expected level.
- Mathematics – working below the expected standard, working at the expected standard and working at greater depth within the expected level.
- Science – working at the expected standard

The pupils will also sit tests which will consist of:

- English reading Paper 1 – combined reading prompt and answer booklet
- English reading Paper 2 – reading booklet and reading answer booklet
- English grammar, punctuation and spelling Paper 1 - spelling
- English grammar, punctuation and spelling Paper 2 - questions
- Mathematics Paper 1 – arithmetic
- Mathematics Paper 2 – reasoning

These will be carried out in the classroom over the month of May and the children will receive a standardised score where 100 is the expected attainment.

Year 4 Multiplication Tables Check

A national test for pupils in Year 4 was introduced in 2020 as a bench mark of pupils times tables knowledge. The purpose is to determine whether pupils can recall their times tables fluently, which is essential for future success in mathematics. It will help schools to identify pupils who have not yet mastered their times tables, so that additional support can be provided

National Key Stage Two Assessments

Teacher Assessments

At the end of Year 6, pupils will be given teacher assessment standards in reading, writing, mathematics and science. Pupils will be assessed against criteria under the following headings:

- Reading - working at the expected standard, has not met the standard and working at Greater Depth
- Writing - working below the expected standard, working at the expected standard and working at greater depth within the expected level.
- Mathematics - working at the expected standard, has not met the standard and working at Greater Depth
- Science - working at the expected standard or has not met the standard. Working at Greater Depth is not recorded in science.

The pupils will also sit tests which will consist of:

- English reading Paper 1 – reading booklet and associated answer booklet
- English grammar, punctuation and spelling Paper 1 – short answer questions
- English grammar, punctuation and spelling Paper 2 - spelling
- Mathematics Paper 1 – arithmetic
- Mathematics Paper 2 – reasoning
- Mathematics Paper 3 – reasoning

Recording and GDPR

All digital assessment data in school is stored either in password protected and online encrypted subscription packages (Insight Tracker, CPOMS, SIMS), on the school's internal server protected by the Local Authority or on encrypted and password protected memory sticks used by staff. All paper copies of assessment data are kept in school in locked cupboards and filing cabinets. Staff receive regular GDPR training and understand their responsibilities regarding data storage and confidentiality. Assessment data is shared only with those staff who need to know it to inform their professional practice and the subjects of the data (children) and their parents/carers as appropriate to further learning.

Curriculum and Foundation Subjects

Assessment is an integral part of the Curriculum planning and delivery at WPP&NS. Tracking of individuals, groups of children and class progress informs planning and enables systematic progression to be maintained. Assessment methods vary from formal testing to informal observation depending on the curriculum area. Teachers collate attainment data for their class and provide this to subject leaders each half term providing subject leaders with an understanding of achievement across the school in their subject. Subject leaders respond to assessment data accordingly and in line with their strategic plan to ensure the highest standards can be achieved in their curriculum area.

Monitoring

The Senior Leadership Team monitor and coordinate all assessment procedures that are occurring throughout the school. Monitoring of assessment and classroom practice will be carried out through lesson observations, learning walks, book and planning scrutiny and pupil voice. This includes monitoring of agreed assessment arrangements defined in this policy. Feedback, with necessary actions, is then provided to staff to ensure consistency across the school. If required, staff meetings are held to discuss and review the procedures in the assessment policy.

Equal Opportunities

Assessment plays an integral part in identifying the individual needs of all children as well as groups of vulnerable learners. At WPP&NS all members of the school are treated in line with the School's Equality Policy. Specifically, the achievement of the following groups is tracked and analysed to inform future actions: SEND, EAL, Disadvantaged, FSM, LAC, Lower, Middle and Higher attaining children, girls and boys.

*Read the Equality Policy and SEND Policy.

Special Educational Needs

When assessment indicates a child may have Special Educational Needs or Disability, the SENDCO is informed and the child's progress is carefully monitored. Further assessment

then takes place, as outlined in the SEND policy. For all children at the SEN Support stage of the Code of Practice or above, a Child Profile document will be used. When teachers assess a child with SEND they will draw upon any on-going formative and summative assessment. Where necessary, they will gain views from parents, the pupil and any external specialist agencies.

Reporting to Parents

Parents receive a written report during each academic year. In KS1 and KS2, this comments on the child's academic progress in the core and foundation subjects and on their skills and abilities in all areas of the curriculum. SATs results for children in Years 2 and 6 and teacher assessment in Years 1, 3, 4 & 5 are reported to parents at the end of the academic year. Also, pupils in Year 1 receive a notification to say whether or not they have achieved the Year 1 Phonic Screening Check, as do those in Year 2 who did not pass at the end of Year 1. Children in Year 4 receive the outcome of their Multiplication Tables Check. The reports include a comment slip for parents. In addition, parents are offered the opportunity to discuss their child's report with the class teacher.

Parent/teacher consultation evenings take place twice a year, in the Autumn and Spring terms. During these meetings teachers share the pupils' age-related attainment against national expectations, next step targets and the progress pupils have made to date. An Open-Door policy is offered for any parents who would like to come in and have an informal discussion about their child if there are concerns.

Staff are prepared to make themselves available at the end of the school day to discuss parents' concerns. If it is not possible to speak to a parent immediately a prompt appointment will be made. If a member of staff has concerns over a child they will contact the parents.