



Western Primary School

CREATING SUCCESS STORIES



Western Primary School Assessment Policy

Persons/body responsible for updating:	SLT
Date approved and by whom:	10 th Feb 2023
Chair of Governors' signature	
Headteacher's signature	
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Our School Vision

At Western, we aim to develop kind, ambitious, curious, confident and successful young people who are excited about their futures

Western Primary School Assessment Policy

Rationale

Frequent, accurate and consistent assessments are a key element of the learning process. Formative assessments provide teachers, pupils and parents with the information they need in order to take learning forwards. Summative assessments provide school leaders with the information they need in order to identify trends, strengths and areas for improvement.

Aim

Our aim is that all our pupils will make the most of their educational opportunities by maximising their knowledge, skills and understanding across the curriculum.

Objectives

- To gather information about the performance of individual children, groups and cohorts to inform target setting and monitor progress.
- To inform the school's strategic planning and teachers' planning.
- To track the progress of individuals, groups and cohorts.
- To involve pupils in their own learning.
- To inform the governing body of the school's standards and achievements.
- To facilitate the highest possible standards of learning for every pupil.

Inclusion and Special Needs

All children, including those in all vulnerable groups and SEN, have their progress monitored accordingly to ensure access to a broad and balanced curriculum. The Special Needs and Inclusion Policies give details as to how dedicated support plans are used to focus on individual needs for these children. TAs are sometimes used to support these children during lesson time or to give specific help with individual objectives.

Formative assessments

Frequent formative assessments, both formal and informal, are an integral part of teaching and learning. Formative assessment allows teachers to understand pupil performance on a continuing basis. It enables them to gauge where a child is with his/her learning in terms of knowledge, skills and understanding and plan appropriate next steps. It also provides a teacher with clear information with which to evaluate their own teaching and to plan future lessons. In

addition, formative assessments can enable pupils to measure their knowledge and understanding against specific outcomes and to identify areas in which they may need to improve.

It is not school policy for all formative assessments to be recorded but teachers need to make a professional judgement regarding those which they may wish to keep a record of for their own use.

Formative assessments may include any of the following:

- Question and answer sessions within class
- The marking of pupils' work
- Observational assessment
- Regular, short re-cap quizzes/tests
- Peer and self-marking by pupils
- Writing interviews

Quizzing

Low stakes quizzes are set for the children at the end of each term in science, history and geography. These quizzes are written by the subject leader and are put onto Socrative through Showbie. Quizzes test knowledge taken from the Key Knowledge Map for the current term and also previous learning. Results are shared with teachers who use this to help with planning retrieval practice for the next term. Quizzes are stored within a folder on Showbie so previous results can be accessed.

Summative assessments

Summative assessment can be used to provide pupils with information about how well they have learned and understood an area of study over a period of time. It provides teachers with information with which to evaluate the effectiveness of their teaching and to plan for subsequent teaching and learning. Summative assessment can be reported to parents to inform them about the achievement and progress of their children over a period of time. School leaders can use summative assessments to monitor the performance of cohorts and to identify where interventions may be needed

Summative assessment may include any of the following:

- In-school summative assessment which may take the form of:
 - i) Termly standardised tests (NTS)
 - ii) Short end of topic or unit quizzes
 - iii) Reviews for pupils with SEN or disabilities
- Nationally standardised summative assessments such as:
 - i) National Curriculum end of Key Stage tests
 - ii) National Curriculum end of Key Stage teacher assessments

Arbor

Results from NTS tests (Y2-5), teacher assessments and mock SATS papers (Y6) are recorded termly on Arbor mark sheets. Colour codes are assigned to each child using test results as a guide.

Red+ - children who are working below the expected level with a current EHCP

Red – children who scored 94 or below in the NTS test and are currently receiving support. They could have a Dedicated Support Plan.

Amber – children who scored 94 or below in the NTS test and are being actively monitored. Children cannot stay on amber for more than a term. They will either have support put in place and move to red or they will be judged to be achieving the expected level and will move to green. Amber children are discussed at the termly Pupil Performance Meeting.

Green – children who scored between 95 and 114 on the NTS tests and are judged to be working comfortably at the expected level.

Green+ - Children who score 115 or above on two consecutive NTS tests and are judged to be working above the expected level.

Colour codes are reported to parents termly along with an attitude to learning grade and a behaviour grade.

Governance, management and evaluation

It is the responsibility of the assessment co-ordinator, in conjunction with the Senior Leadership Team, to maintain and review the assessment policy and ensure that it is followed. Such maintenance will include monitoring the effectiveness of the assessment process. This will be done by employing a range of procedures such as lesson observations, book, planning and assessment scrutinies, discussions with children and pupil performance meetings. Where necessary, moderation exercises will take place in order to ensure consistency and accuracy of assessment judgements.

The effective use of assessment data (staff, pupils, parents)

Assessment data will be used effectively by sharing it with a range of stakeholders and ensuring that appropriate action is taken in response to the data. This will include group leader end of term Data Reports and whole school Data Capture documents.

- Formative and summative data will be shared with relevant teaching staff in order to inform planning and future teaching and to identify where specific interventions/support may be required.
- Formative data will be shared with pupils in order to keep them informed in terms of their strengths and areas for improvement.
- Summative and formative data will be shared with parents through termly reports and parent/teacher consultations. This will enable parents to have a clear understanding of how well their child is doing against an age-related norm and will also empower them to better support their child at home and at school.
- Summative data will be shared with school governors to enable them to develop a clear understanding of how well different groups and cohorts are performing and how the school as a whole, compares to other schools and to the national picture. Access to such data will also enable governors to challenge school leaders and hold them accountable for the improvement and development of the school in terms of teaching and learning.
- This data is also used by the SENCO and Inclusion Team to inform decisions relating to support which may be required for individuals or groups.

CPD

The Senior Leadership Team will ensure that all teaching staff are kept up to date with developments in assessment practice so that they can continue to improve this practice over time. This may take the form of in-house training or may involve the use of consultants, training courses and collaboration with other schools and professional bodies.