

Westminster CE Primary Academy

Assessment Policy

Reviewed by	Approved by	Date of Approval	Version Approved	Next Review Date
FGB		December 2016		December 2017

Introduction

Promoting children's learning is one of the principle aims of a school. Assessment lies at the heart of this process. It can provide a framework in which educational objectives may be set and pupil's progress charted and expressed. It can yield a basis for planning the next educational steps in response to children's needs.

Aims and objectives

At Westminster we believe effective assessment:

- Offers all children an opportunity to show what they know, understand and can do to improve
- Enables teachers to plan more effectively
- Helps parents be involved in their children's progress
- Provides the school with information to evaluate work and set suitable targets
- Improves teaching and learning

To do this in our school we undertake two different but complementary types of assessment: assessment for learning and assessment of learning.

Responsibilities

SLT work closely together to ensure attainment is being monitored closely throughout the school. Reports are presented to the Governors to highlight pupil's gap to their attainment target. Attainment is reported to Governors 3 times per year after data collection points. Data is reported to BDAT and to central government.

Assessment definitions

Assessment for learning (formative assessment) involves the use of assessment in the classroom to raise pupil achievement. It is based on the idea that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim, and how they can achieve this aim (i.e. to close the gap in their knowledge).

Assessment of learning (summative assessment) involves judging pupils' performance against national standards. Teachers may make these judgements at the end of a unit of work, of a year, or of a key stage. Test results, too, describe pupil performance, in terms of a step or age related descriptor.

Tracking pupil Progress and Attainment

The school has adopted the STAT Sheffield assessment tracking system and the EAZmag Writer electronic tracking system. These allow recording of both formative and summative assessment. Teachers are expected to routinely update the system with their observations of how well the children have understood each element of the curriculum for English and Maths. This should be used to inform future planning and pupil target setting. Each term teachers will be asked to make a summative judgement of the child's attainment at that point. Each teacher will attend a **Pupil Attainment Meeting** to discuss individual pupils and strategies to ensure that all pupil groups perform well. The majority of judgements made are arrived at by teacher assessment but the rising stars end of unit tests are used in reading, maths and spelling punctuation and grammar in order to inform and evidence teacher judgements.

Marking and feedback

We believe that marking and feedback has a significant impact on the potential for children making good progress. Therefore, expectations are clear to all staff about what should be present when giving feedback following a piece of work.

Staff must consistently use a range of symbols and initials to identify key information about the task, for example whether it is guided. This is to show that children have had a range of conditions with which to work and that the teacher and support staff are working with a variety of abilities throughout a unit. The feedback shown in the books during guided sessions is an essential part of the assessment process and it is agreed with staff that the following symbols are written in a child's book during the time spent working alongside them. Additional feedback / comments should also be added to show the level of support and identify next steps.

- O Oral feedback, write this in the book to show that you have discussed the work with the child.
 - G To show work as guided
 - I To show work as independent
 - T TARGET – try to improve this in your next piece of work and continue to build upon it.
 - S+ You have shown a really good understanding of the learning and your work shows your confidence in applying the learning
 - S You have achieved the objective and have shown a SECURE understanding
 - D You have achieved some of the objective but the skill or knowledge needs more practice to be secure.
 - E Your work shows some basic understanding of the objective but this needs developing much more.
 - U You have struggled to understand the learning and need more practice and support. When children are peer marking, depending on age, they can use the same symbols.
- Key Stage 2 additional codes
- .sp spelling mistake
 - .p Punctuation missing
 - .g Grammar mistake

Purple Pen - It is vital that children are part of the process in order that they feel a sense of ownership of their learning. Pupils should mark their own work against success criteria in order to identify where they have met the criteria. This should be done in a purple pen.

Teachers should mark work against the learning intention and success criteria in green pen.

Put your initials next to the feedback AFTER you have done all of this and you are certain everything has been done.

Pupil Targets

All books should have a target showing the next steps to allow individual children to progress. These should indicate the skills or knowledge the child must acquire as their next step forwards in learning. Targets should be small steps that link directly to the national curriculum. They should be updated regularly and no less than twice in a half term. Teachers should inform parents of the children's learning targets at parents' evenings.

The assessment cycle

Assessment is a never-ending process and as a school, we encourage that children and adults are using assessment to consider next steps of learning. Cycle as follows:

Assessment Week

Data Collection

Formal Submission

31st October/7th November
6th/13th February
15th/22nd May

11th November
17th February
26th May

23rd November
8th March
14th June

Reporting to parents

We have a range of strategies that keep parents fully informed of their child's progress in school. We encourage parents to contact the school if they have concerns about any aspect of their child's work.

Each term we offer parents the opportunity to meet their child's teacher. At the first meeting of the school year we review the targets that we have identified for their child. At the second meeting of the year (which we hold at the end of the spring term) we evaluate their child's progress as measured against the targets. At the third meeting of the year we review their child's written report and the targets identified in it for the next school year (see next paragraph).

During the summer term we give all parents a written report of their child's progress and achievements during the year. In this report we also identify target areas for the next school year. We write individual comments on all subjects of the National Curriculum, and on religious education. In this written report we reserve a space for children to give their own evaluation of their performance during the year. We also include a space for parental feedback.

In reports for pupils in Year 2 and Year 6 we also provide details of results of the National Curriculum tests.

We offer parents of pupils in Year R the opportunity to discuss their child's Learning Profile with the teacher.