



Assessment at Wickham Church of England Primary

Introduction

This Policy outlines the purpose, nature and management of assessment at Wickham Church of England Primary School. Wickham Church of England Primary Assessment complements and assists teaching and learning, it plays an integral part in each teacher's planning and in turn provides an excellent education for all children at Wickham Church of England Primary.

We believe that effective assessment provides information to improve teaching and learning. We undertake two different but complementary types of assessment: assessment for learning and assessment of learning.

Objectives

The objectives of assessment in our school are:

- to enable pupils to demonstrate what they know, understand and can do in their work;
- to help pupils recognise the standards to aim for, and to understand what they need to do next to improve their work;
- to allow teachers to plan work that accurately reflects the needs of each child;
- to provide regular information for parents that enables them to support their child's learning;
- to provide the leadership team, governors and Local Authority (LA) with information that allows them to make judgements about the effectiveness of the school.

Assessment for learning (formative assessment) involves the use of assessment in the classroom to raise pupil achievement. We believe 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). These assessments, whether based on observation or performance tasks, are recorded through teacher records to inform future planning and teaching. Formative assessment is an integral part of learning and teaching and as a diagnostic tool it informs and guides the teacher as to what issues need addressing before a pupil can make further progress.

Assessment for learning - key aspects of day-to-day assessment

- Reviewing progress, probing understanding, identifying and diagnosing misconceptions.
- Questioning, discussion, observation, testing, scrutiny and analysis of work.
- Immediate teaching, next steps, future planning.
- Engage the learner, share success criteria and promote self and peer assessment.
- Allow the school and individual teachers to evaluate how effective their teaching is.

Elements of effective day-to-day assessment include:

- Using questioning and sharing comments with the children.
- Making observations of children during teaching and as they work.
- Timely teacher conference days with children.
- Analysing work, reporting to children and guiding improvements.

- Conducting tests and giving feedback.
- Engaging children in the assessment process.

Assessment of learning (summative assessment) involves judging pupils' performance against national standards. Children receive regular feedback on their learning so that they understand what it is that they need to do better. This involvement in the review process raises standards, and it empowers pupils to take action towards improving their performance. Summative assessment takes place at the end of a unit of work.

In Year 6 children undertake SATs. These tests are marked externally and the pupils' results analysed. Children who are judged to be working below Age Related Expectations (ARE) are assessed by teacher assessment only. Children entered for the SATs also receive a teacher assessment.

In reaching a judgement teachers will use their knowledge of a pupil's work over a period of time and across a range of contexts to balance different aspects of a pupil's performance.

Teacher assessment is now the main focus for the end of Key Stage 1 summative assessment; tests are used to help inform judgments made. Year 1 are required to report phonic knowledge in June in the form of a phonic screening check. This data is reported to the LA.

Results of data analysis are detailed within the School Self Evaluation (SSE) where details of trends are reported and teaching strategies put in place to address under achievement as well as those children requiring extension support

Planning for assessment

The school's curriculum framework sets out the aims, objectives and values of our school, and gives details of what is to be taught to each year group.

To support our teaching we use the National Curriculum. We use key performance indicators to help us identify each child's level of attainment. Teachers use assessment to inform:

- Weekly planning based on common activities focused on agreed objectives and success criteria
- Key objectives for literacy and numeracy are extracted from the medium term plans ensuring pitch and progression
- Lessons are planned with clear learning objectives
- That all tasks set are appropriate to each child's ability
- Lesson plans make clear the expected outcomes
- Teachers ask differentiated questions
- Teachers analyse pupils' responses to find out what they know, understand and can do, and to reveal their misconceptions.
- AFL activities are planned in line with school policy

Pupil Progress

Pupil Progress meeting occur half termly where progress is discussed in line with achieving Age Related Expectations. Interventions are discussed and put in place for these meetings.

The Headteacher and the Inclusion Manager ensure that individual pupils receive appropriate intervention programmes and that these children's progress is regularly monitored and the impact of the additional learning support is evaluated.

Target Setting

Aspirational targets are set for end of year expectations and are updated at the assessment milestones.

Recording

Each class teacher has a Pupil Progress folder which contains:

- Intervention programmes
- Levels of attainment for Reading, Writing and Maths (termly)
- Pupil progress meeting sheet
- Pupil progress action plan
- IPPs (Individual Personal Plans) targets and evaluations

Assessment in EYFS

Assessment in EYFS consists of tracking achievement alongside Early Learning Goals using individual Child Profiles. This is done through regular observation, record keeping and assessment during sessions. Achievements are recorded, samples of work and photographs and are collected. An on-entry assessment is carried out during the first four weeks of entry into the Reception class and value added progress is analysed using baseline testing.

Reporting to Parents

Reports are sent home twice yearly with parents' evenings scheduled in Autumn and Spring Term.

Monitoring

Teachers are responsible for monitoring their subjects and ensuring provision within their subject leads to good progress.