

Westhead Lathom St James' CE Primary School



Assessment Policy

Last Reviewed: Summer 2020

Next Review: Summer 2023

Issue	Date	Author/Editor	Revision Notes
1	Summer 2020	Helen Clark	New Policy

Mission Statement: Our School Now

Our school provides a secure, caring, stimulating and challenging indoor and outdoor environment that promotes a love of learning. Our children, parents, families, staff, governors and community work together to enable each child to become a happy, healthy, well-balanced individual in preparation for the opportunities, responsibilities and experiences of life.

The ethos of the school is based on the Christian ideals of commitment, responsibility and respect and love for Jesus Christ, self and others. We are committed to working in partnership with all of those involved in our children's development to lead our children towards tolerance, understanding, justice, and sensitivity to the needs of others and appreciation of the world around them.

Our motto "Enjoy, Respect, Learn, Achieve"

Vision Statement: Our Vision for the Future

'A curriculum that is challenging, inspiring and engaging; in which all pupils flourish spiritually, creatively and academically to become confident young people.'

'With God's power working in us, God can do much, much more than anything we can ask or imagine.' Ephesians 3:20 New Century Version (NCV)

Aims:

Westhead Lathom St. James Church of England Primary School aims to:

- Provide a broad and challenging curriculum and a stimulating learning environment that extends outside the classroom,
- Develop enquiring minds and spirituality through curiosity, awe and wonder of the world,
- Teach, demonstrate and praise Christian Values,
- Value the power of prayer,
- Teach with innovative and investigative approaches to learning,

- Provide an enriching programme of extra-curricular activities and visits,
- Plan a rich, varied and up-to-date range of learning resources,
- Encourage children to achieve their highest standards in all areas of the curriculum and to seek excellence within an ethos of support, challenge and encouragement to succeed,
- Teach children to work independently, collaboratively and become highly motivated lifelong learners,
- Include opportunities for creative thinking in problem solving settings, developing divergent thinking, adaptability and flexibility in preparation for the many changes ahead in life, including the rapid progress in technology,
- Build partnerships between the school, home and community,
- Strive for continuous improvement in all that we do,
- Continually self-evaluate and continue to improve upon current practice,
- Work collaboratively towards common goals,
- Place self-esteem and a positive and inclusive approach to behaviour as high priorities thus ensuring that individuals respect and value themselves, others and the environment and is motivated to do their best in school and beyond in order to become a fulfilled adult who gives to the community.

We want a rich curriculum and it is important that our pupils expand their cultural capital by experiencing:

- Visits to churches, art galleries, libraries, museums, woods, beaches, music festivals, farms, theatres and other faiths' places of worship,
- Taking part in a residential trips to develop social skills and independence,
- Taking part in a wide range of physical activities including taking part in sporting competitions, in order to develop healthy lifestyles,
- Eating in a café or restaurant,
- Other cultures' traditions,
- Forest school,
- Play in which they have to assess risk and make decisions,
- Independence and have responsibilities,
- Enterprise,
- Cooking and learning about nutrition,
- Using practical tools safely,
- Adult role models of reading and enjoyment of being read to, to enthuse them as lifelong readers,
- Quality texts throughout the curriculum,
- The fun of learning a new language,
- The local area and develop an appreciation for what we have in our locality,
- Local history and understand what life was like in our community in the past,
- Playing musical instruments, sing, dance and take part in school productions,

- Using a range of technology to enhance their learning,
- Learning outdoors including building an awareness of environmental and conservation issues,
- Being part of a community with strong values which help develop them into well prepared, confident young people,
- Helping those most in need through charity work and fundraising,
- Links with other schools,
- Wisdom, dignity, hope and community.

AIMS

We recognise that the assessment process is crucial and in order to be effective in this we aim to:

- have the principles and processes of assessment for learning central to our teaching and learning
- ensure assessment has a purpose and is used in a positive, meaningful and manageable way
- help our children recognise the standards to aim for, and to understand what they need to do next to improve their work
- allow teachers to plan work that accurately reflects the needs of each child
- promote pupil self-esteem and a positive self-image which are crucial for effective learning and progress
- track pupil performance and in particular identify those pupils at risk of underachievement
- complete a critical self-evaluation of the school that informs the school improvement and development plans

PRINCIPLES OF ASSESSMENT

The principles that underpin our assessment system are:

- Every child can achieve. Teachers at WLSJ have the mindset ‘What do I need to do next to enable a child in my class to achieve?’
- The National Curriculum objectives will be used as the expectations for all children
- Most children will make age appropriate progress – 12 months in 12 months
- Teachers are experts at assessment – assessment will be effectively used to ensure the correct scaffolding is built into lessons to ensure all children achieve

FORMS OF ASSESSMENT AND THEIR PURPOSE

1 Day-to day in school Assessment for Learning – (Formative assessment)

Assessment for Learning is the day-to-day ongoing assessment that enables teachers to identify where a pupil is currently in their learning; where they need to progress to, and how best to move their learning on. When done well, assessment for learning has a huge impact on pupil progress and attainment and is key to ensuring learning is appropriate, challenging and purposeful.

Assessment for learning includes:

- Sharing learning objectives with success criteria/steps to success at the beginning of lessons
- Involving children in self-evaluation against the stated learning objectives
- Focusing oral and written feedback (if needed) around the learning objectives of lessons and tasks
- Reviewing individual targets where appropriate, in order that children's achievements and targets are based on previous achievement and aim for the next level
- Appropriate questioning and regular use of encouragement and authentic praise
- The use of plenaries at the end of lessons and when appropriate throughout the lesson

Formative Assessment in action:

- Learning objectives of lessons are made explicit in teachers' planning.
- Children and adults are told at the beginning of each lesson not just what we want them to do but what we want them to learn.
- Teachers separate the task instruction clearly from the learning objective and the success criteria.
- The learning objective will be displayed and shared for each lesson and success criteria will be displayed when appropriate.
- The plenary part of all lessons will include the children's reflective comments about their learning and teacher summary, aimed at unravelling misconceptions and providing links with future learning.
- Oral feedback will be provided throughout lessons. This is the most powerful form of feedback and allows pupils to make changes to their work immediately. Oral feedback should always take precedence over written feedback.
- Feedback for all written work is primarily against the learning objective. General comments about presentation, quantity, effort and surface features are secondary.

2 In School Assessment of Learning – (Summative assessment)

This provides a snapshot of attainment at the end of a unit, topic, term or year group. It includes end of year assessments, short end of topic or unit tests or tasks and reviews for pupils with SEND. The information from in-school summative assessments is used by all members of staff to ensure that children receive quality first teaching that is focused on each pupils' particular needs. It enables teachers to evaluate both pupil learning and the impact of their own teaching at the end of a topic or unit of work. Summative assessment also enables school leaders to monitor the performance of pupil cohorts and groups, to identify where interventions may be required and to work with teachers to ensure pupils are supported to achieve sufficient progress and expected attainment.

3 Nationally standardised summative assessment

Nationally standardised summative assessment includes National Curriculum tests at the end of KS2, National Curriculum teacher assessments at the end of KS1 and the Phonics Screening

Check in Y1 and Y2. Nationally standardised summative assessments provide information on how pupils are performing in comparison to other pupils nationally. Nationally standardised summative assessments enable school leaders and school governors to benchmark their school's performance against other schools locally and nationally, and make judgements about the school's effectiveness.

4 Early Years Foundation Stage Profile

On entry to school, children are teacher assessed using Development Matters Age Bands. These baseline assessments help school to ascertain who is working at a 'typical' standard for their age and identify what their next steps in learning will be. The assessments are used to inform planning, set targets and aid early identification of special needs. Over the course of the year, all staff, parents/carers and children in the EYFS contribute to the ongoing assessment process, using a variety of formal and informal methods. The children are observed working independently on child initiated tasks and also on teacher led focus tasks with a specific learning objective, both indoors and outdoors. Evidence is gathered in a wide range of ways such as children's direct quotes, photographs, videos, children's work, phonics assessments, daily reading records, extended focused observation notes and on the Tapestry program which also tracks progress.

During the year, teachers use the assessment data as a valuable source of information about levels of development across the year group. The Assessment Leader monitors the development in each of the areas of learning for individual pupils and classes with particular attention to certain groups such as summer born children, disadvantaged children, EAL pupils and boy/girls. This information helps staff to plan activities which will help all children to move forward in their learning and development.

At the end of the year, the EYFSP (Early Years Foundation Stage Profile) is completed and the judgements are reported to parents and the LA. This profile is based on the cumulative ongoing observations and assessments in the following areas:

- The Prime Areas of Learning: Communication and Language, Physical Development and Personal, Social and Emotional Development
- The Specific Areas of Learning: Literacy, Mathematics, Understanding of the World and Expressive Arts and Design.

We also report on the Characteristics of Effective Learning: Playing and Exploring, Active Learning and Creating and Thinking Critically. Each child's developments and achievements are recorded in the EYFSP.

There are 17 ELG (Early Learning Goal) descriptors, together with a short narrative describing the child's three Characteristics of Effective Learning. For each ELG, a judgement is made as to whether a child is meeting the level of development expected at the end of Reception year, this is recorded as; 1= "Emerging" (not yet reaching the level of the ELG) 2 = "Expected" or 3= "Exceeding this level". (Measured using the exceeding judgements in the profile). To ensure that all judgements are accurate, valid and consistent, the judgements are moderated

internally within the school, and also either through attendance at the LA moderation clusters or through a moderation visit from a county advisor or consultant. Year 1 teachers use the assessments at the end of the EYFSP to plan an effective, responsive and appropriate curriculum that will meet the needs of the children as they move into Key Stage 1.

5 Assessments in KS1 and 2 In line with the recommendation set out within the 'Final report of the Commission on Assessment without Levels - September 2015,'

We have developed our assessment procedures in line with guidance set out within Lancashire County Council's Key Learning Indicators of Performance (KLIPs) assessment documents. The KLIPs, or Key Learning Indicators of Performance, have been developed from Lancashire's National Curriculum Support Materials, which detail the key learning in reading, writing and maths for each year group.

These key learning grids for each year group can be used to provide detailed assessment information for the teacher to use to inform their future planning of next steps (formative); overall judgements which can be made more summatively (for example once a term), to enable senior leadership teams to track progress across the school during the year. The underlined statements on the grids have been identified as Essential Learning Indicators of Performance as these have the greatest impact on the further development of skills and subsequent learning. Consequently, the Key Learning Indicators of Performance (KLIPs) play a particularly significant role in the assessment process.

At the end of each term teachers make a professional judgement about the child's current position in learning, based on a balance of strengths and aspects that need further opportunities. We use the following language to describe this:

Entering - starting to demonstrate some of the features of this year group's expectations.

Developing – demonstrating more of the features of this year group's expectations. Some learning in some aspects might not be fully embedded across all situations.

Secure - demonstrating most (or indeed all) of the features of this year group's expectations. To attain a secure judgement, the child must have achieved all of the key learning indicators of performance (KLIPS, underlined statements) unless they have a specific learning difficulty that prevents them from doing so. Their typical knowledge/understanding/skill demonstrated is behaviour which is embedded.

Not all children may reach Secure at the end of each year. These children will be closely monitored and supported through interventions in order to close the attainment gap. More able children will not automatically move onto the next year's objectives, they will work on 'mastering' their knowledge through the application of skills in different contexts – deepening their knowledge before they move onto the next year's objectives.

Foundation subjects are teacher assessed at the end of each unit of work and teachers complete a class summary sheet to indicate whether each pupil has not met/met/exceeded expectations. Subject leaders make use of these end of unit assessments to monitor the standards in their subject across school.

As a church school, Religious Education is a core subject. Every child is teacher assessed at the end of each unit of work against the skills ladder and objectives for the unit. Teachers record these assessments on class assessment sheets. These are used by the subject leader to monitor standards in RE.

6 KS1

Children are required to complete the National Curriculum Standardised Assessment tests (SATs) at the end of year 2 in reading and maths. In these tests the children will be given a raw score which will be converted into a scaled score. The national standard will be 100. Teachers also use teacher assessment to form a judgment to assess a child's attainment. The national standard at the end of year 2 is simply called 'meeting the expected standard'. The Year 2 Teacher Assessment Framework is used to measure whether a child has met or not met this standard.

Children are required to take a Statutory Phonics Screening check at the end of year 1. Any children who do not meet the standard of the check are required to retake it at the end of year 2. This is reported to parents at the end of year 1 and 2.

7 KS2 (Y3/4/5)

Teachers carry out optional end of term tests in reading and mathematics, which teachers will use alongside teacher assessment to make a judgement about a child's attainment. Writing is teacher assessed throughout the year using the KLIPs to inform planning and narrow the gaps. Science is also teacher assessed using the end of key stage statements in each year group. From 2020, Year 4 will also participate in the Year 4 Multiplication Check. This is a statutory assessment completed on the computer used by the DfE to measure standards across the country. Teachers will use the result from this check to identify who is on track with their learning.

8 End of KS2 (Y6)

At the end of KS2 in Year 6 pupils sit Standardised Assessment Tests in Reading, Mathematics and, Spelling, Grammar & Punctuation. These tests are externally set and marked. All pupils are provided with a raw score from these tests which is then converted to a standardised score. The scaled score of 100 indicates Age Related Expectation. The national standard at the end of year 6 is simply called the 'Expected Standard'. A score of 110 or above indicates a pupil is working at the 'Higher Standard'.

Writing continues to be teacher assessed in Year 6. Teachers use the Year 6 Writing Teacher Assessment Framework to ascertain their judgements. A child must demonstrate all criteria within a scale to be awarded the judgement. Assessments are based on the collection of writing that pupils have completed across the curriculum throughout Year 6. These assessments are moderated internally, at local clusters and once every four years by an external LA moderator.

Tracking

It is through an effective tracking system that the needs of every pupil can be met and that the school develops a clear understanding of how to raise standards. Tracking involves systematically building a picture of the progress that each child or group of children makes along their expected learning path. At WLSJ we use our own tracking program to track the children. Data is collected termly and discussed at pupil progress meetings. The results are used to track pupil progress, improve learning and teaching and to help identify where intervention is needed. The detailed tracking system in place at WLSJ ensures that the target setting process is accurate and challenging. Targets are reviewed regularly by the Assessment Leader with teachers in order to identify and discuss any under attainment and/or underachievement as well as celebrate examples of good progress.

Reporting to Parents

Reporting to parents/carers provides the opportunity for communication about their child's achievements, abilities and future targets. At WLSJ we provide opportunities for two parent consultation evenings so parents can discuss how well their child has settled and is doing at school. Staff also provide feedback through the Tapestry and Seesaw systems should parents require more information. All children receive an end of year written report, which includes the results of statutory tests and assessment of where they are at in relation to age related expectations. The end of year reports are written so that they celebrate a child's strengths as well as identifying any next steps.

8 Monitoring and review

This policy is designed to ensure that children's needs are reflected in planning and teaching across the school and that whole school improvement is effective. The policy will be reviewed every three years or sooner in light of changes from the DfE by the Assessment Leader.