



Signed.....

Date.....Sept 19

Review...Sept 2021

Woodford Valley C.E. Primary Academy **Assessment Policy**

This school is committed to creating the ethos in which children can grow towards Christian life, learning and love.

'And now I give you a new commandment: love one another. As I have loved you, so you must love one another. If you have love for one another, then everyone will know that you are my disciples.'
John 34-35

Rationale

Our school curriculum and the requirements of reporting to parents mean that we must have a coordinated whole school policy for record-keeping and assessment. Ongoing records enable us to plan for the year so that we are certain that every child has access to a tailored, broad, balanced and relevant curriculum. Assessment provides evidence for the completion of these records.

Intent

Our intent is to keep records which are relevant, simple to complete and helpful to the class teacher and others, including children, parents, other teachers, other interested agencies and linked schools. Assessment tasks, tests and observations allow children to demonstrate what they know, what they understand and what they should do next in their learning journey. It also allows us to develop a variety of teaching and learning strategies to meet their individual needs and set targets in collaboration with pupils and parents.

Implementation

Whole School

At Key Stage One, classes work on a one year topic cycle, with the Reception children following the seven areas of learning in the Early Years Foundation Stage curriculum. At Key Stage Two the classes also work on a one year topic cycle. These topics are Geography- or History-based. Mathematics, Literacy and Science follow the National Curriculum. Computing, Technology, Art, Music, P4C, P.E, P.H.S.E. and R.E. are planned separately and strong links across the curriculum are made as frequently as possible.

Class

Teachers for each class produce a term's plan incorporating all subjects, and a copy is shared on class web pages and/or sent home at the beginning of each term

to inform parents. This provides an overview of the work to be covered and takes into account the bias of the topic, the length of the term and the ability of the children. As a C of E Primary Academy, our planning also allows us to incorporate seasonal activities of the church and the village community. As a school pursuing excellence and enjoyment we weave weeks with a particular focus into our year, such as our 'Values and Resilience' Week, Maths Week, Book Week and Science Week.

Literacy and Numeracy have subject-specific weekly plans which include Pupil Premium, A, G and T and SEN information. Plans focus on the area of the curriculum to be taught and the activity and method to be used. They might show groupings, resources needed, including computing, and key questions linked to Assessment for Learning (AFL) to focus on in the lesson. Teachers are able to make individual comments on the children's progress and include any assessment tests, tasks and observations to be carried out.

In the core subject's lessons, clear objectives are shared with the children through a written or verbal format, depending on the task, and reviewed at the end of the lesson.

Individual

For many children, individual plans are not necessary. However, sometimes we need to prepare these for children who require additional support and need careful monitoring.

Record-keeping

Record-keeping is an important aspect of our work, ensuring that every child has access to a broad and balanced curriculum which meets their individual needs. Teachers keep certain records which enable them to track and assess pupil progress, in the core subjects. The records enable us to build up an assessment of pupils' progress, and to inform others in the school, including the children themselves, their parents, other agencies and linked schools.

At the same time it is important that our systems are manageable (in line with Workforce Reforms), relevant and current, so procedures will be kept under constant review. Records are started within two weeks of a child starting school.

Assessment across the year

Maths	There is at least one formal written assessment every other term. In the summer term, Years 3, 4 & 5 will be assessed using White Rose assessments. Years 2 and 6 will be assessed during SATs week.
Writing	There is at least one formal assessment every other term. Spelling, punctuation and grammar are assessed every term using a range of resources. In the summer term, teachers will assess their children against emerging, expected and exceeding outcomes based on their portfolio of work. Year 2 or Year 6 may also be selected for external moderation. Spelling, punctuation and grammar will be tested during SATs week in the summer term.

Speaking and Listening	Opportunities for speaking and listening arise throughout the year including P4C, Performance Poetry assemblies, school productions, church services, and class presentations.
Science	Teacher assessment is based on pupils' work and observations, and may include use of formal tests. <i>NB: The school may be selected to take part in the national Year 6 science sample tests. However, no levels are awarded from this, it is purely to build up a national picture.</i>
Spelling and reading ages	Teachers keep a record of their class's reading and spelling ages (taken in the September and Feb/March). This information will be kept by the class teacher and used to inform planning and set targets. A copy is sent to the Assessment Manager, SENco and literacy leader.

Moderation

Regular moderation and standardisation of pupils' work helps to contribute to the accuracy of teachers' judgements. Moderated work for which all the teachers have agreed form results demonstrates work that is emerging, expected, or exceeding in the core subjects. Moderation can be done in various ways, including with governors, SLT, cluster subject leaders and whole staff.

Whole school target-setting and tracking

In the summer and autumn terms, the coordinators of the core subjects meet with the Head Teacher, SLT and curriculum governors to assess performance in statutory SAT tests and teacher assessment across the school. From our school termly tracking system, whole school and year group targets are set and used to inform the SIP. All teachers use a detailed mini-tracker to show progress and results of individual pupils. INSET training and individual professional development targets stated in staff Performance Management sessions may also be linked to school targets.

Children's records

Individual children's records

We keep the following records for each child. For children with specific needs, alternative assessment may sometimes be substituted.

1. Prior to a child starting school, and in consultation with the parents, parents complete a school registration form, a form identifying ethnic background for data collection, a use of photographs and images permission form, a first language information form, an animal handling consent form and a responsible internet use form.
2. In the Reception class, the teachers use the EYFS profile to identify the developmental age band in which each child is working across the seven areas of learning. This is updated three times a year to track progress and attainment. Judgements against the EYFS profile are based upon the teachers' observational assessments of children, primarily in child-initiated learning activities. These observations are collected and recorded in individual 'Learning Journeys' and currently take an electronic format (Tapestry). These are shared

- with, and contributed to by, parents and pupils. Baseline skills assessment activities are carried out on starting school. At the end of Reception, a final EYFS profile is completed, which is reported to parents as part of their child's annual school report.
3. Children with SEN will be assessed on the EYFS Profile or pre-key stage standards /National Curriculum scale.
 4. Children have a reading record book or homework diary. While they are still on the reading scheme, a record of what they read is also kept. Children not on the reading scheme keep a record themselves in an individual reading home/school book or their homework diary.
 5. Annual reports detailing progress are sent to parents and a copy is retained in school. Reception pupils receive a copy of the EYFS profile which is sent to parents, outlining the attainment and progress made during the Reception year.
 6. Each child completes a personal record of achievement to go alongside their annual report.
 7. Common Transfer form – electronic transfer of pupil data
 8. Spelling and reading ages are to be assessed using the Vernon Spelling Test and individual and group reading test published by NFER.
 9. Records of statutory SATs results are kept. All information is processed and kept on the Assessment Manager LEA Software.
 10. Statutory SATs results for Years 2 and 6 and assessments for Years 3, 4 and 5 are used for diagnostic purposes and as a planning aid. These are reported to parents and governors. All results are shown on FFT, our school tracker and RAISEonline. a ASP (Analysis School performance).
 11. In the second half of the summer term, teachers set targets in preparation for the new academic year. These will be discussed in the first parents' evening in the autumn term and shared with pupils.

Special Needs

1. EHCP Plans, My Support Plans or One Page Profiles are used for those children identified as having additional needs.
2. Provision Map.(details of provision mapped for each pupil).
3. The school keeps a register of able, gifted and talented (A, G & T) children.
4. Assessments can be made by other professionals using their own formats, such as Speech Therapists, OTs, health professionals, Educational Psychologists, Behaviour Support, etc.

Reporting

Annual reports will be sent to parents in the summer term and the opportunity provided for each parent to discuss his or her child's progress with the teacher are held in the Autumn and Spring terms.

These reports will include progress and achievement across the National Curriculum and R.E. in line with Government requirements and will include EYFS profile data at Reception, phonic assessment in Year 1, SAT scores and comparative data at the end of Key Stages 1 and 2, and Emerging, Expected and Exceeding data at the end of Years 1, 3, 4 and 5.

Annual Review meetings are held for pupils with an EHCP, involving pupils, parents, school and other professionals in line with statutory requirements.

Informal discussions between parents and teachers can be arranged at any time.

Education is a partnership. By keeping and providing full records and assessments, and sharing them with children and parents, we hope to strengthen and improve the communication between home and school.

Reports on Pupil Premium are shared with governors and online.

An Annual Governors' Report on SEND is online.

Legal Requirements

All members of staff are aware of the current legal requirements of assessment concerning:

- teacher assessments
- end of key stage assessment arrangements
- reporting requirements.

Governors are kept informed of statutory requirements by the Head Teacher, who is responsible for organising regular monitoring of assessment within the school, and for arranging INSET.

Monitoring and review

We review the assessment policy regularly so that we can take into account new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school.

This policy should be read in conjunction with all other policies and in particular with Marking and Monitoring and Evaluation policies.

