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Policy Title	Assessment Policy
School/WBC (Adopted date)	School
This policy complies with Warrington LA guidance	Yes
Linked Polices:	Curriculum Policy
Written By	School
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Assessment & Data management Policy

Rationale

Assessment is intended to identify where children are in relation to their learning and what next steps we need plan to move learning forward.

Purposes

This policy intends to ;

- make clear our vision of the role of assessment as a part of teaching
- make transparent the procedures in place for monitoring and evaluating
- provide clear definition and purpose for different types of assessment

Assessment in this school will;

- provide clear definitions and purpose for types of assessment
- involves success criteria that is shared and that work is assessed against a success criteria
- include reliable judgement about how learners are performing , relate , where appropriate to national standards.
- involve both teachers and pupils reviewing and reflecting upon assessment information
- provide feedback which leads to pupils recognising the "next steps" in their learning and how to work towards achieving these
- enable teachers to plan more effectively by using assessment outcomes to develop next steps
- provide us with information to evaluate our work and set appropriate targets at whole school and individual pupil levels.
- enable parents to understand and be involved in their child's progress

Broad Guidelines roles and responsibilities

Teachers are responsible to ensure;

Teachers and Teaching assistants are responsible for carrying out summative and formative assessments with individual pupils, sample groups and whole classes, depending on the context in line with the schools assessment timetable .

These outcomes will be shared with pupils as part of an on-going assessment dialogue with pupils about their learning progress and will be used to inform their targets .

The outcomes of summative assessments are reported to the SMT. These outcomes will be shared with parents at Parent Consultation meetings and in each pupil's Annual Report.

Pupil's progress in Science and the Foundation subjects will be assessed at the end of each unit of work. Assessment information will be stored in a curriculum assessment file which class teachers will maintain .

There will be a separate file for PE which the responsibility of the PE coaches but the responsibility and accountability for PE will be retained by the class teacher.

FML, Music, Art and DT are supported by specialist teachers and will complete assessments with the class teacher who will hold responsibility and accountability for these subjects.

The school has an electric tracking system for the core subjects. Class teachers will upload data using an iron key and begin their class level data analysis in preparation for pupil progress meetings . these keys will be periodically updated with new versions of the tracker and a master copy of all data will be held on the central system. Teachers are expected to maintain their class data sheets in line with the assessment time table.

The foundation subjects are tracked through the end of topic assessment sheets. The skills and contents to be assessed are identified prior the unit and are planned on the assessment topic sheets . At the end of the topic the sheet is annotated with evidence of an atypical child for each pupil grouping and this forms part of the class teachers formative assessments and is placed in the class assessment files .Class teachers will have a responsibility to maintain and update these records in a timely manner ensuring their relevance.

Teachers assessment and planning for ARE concepts is expected to be characterised by quality questioning. They are expected to research an arsenal of key questions that will challenge and probe a child's understanding of the key concept taught . They are also expected to plan the possible children's answers , in doing so they will be able to identify the depth of a child's understanding is " do they have sufficient deep and sustained understanding " that will ensure they can uplift this information in a multiple new and different contexts and achieve successful outcomes.

Foundation Stage ;

Nursery and Foundation stage use development matters as the cornerstone of planning and assessment. Each child on entry is assessed. Assessments are conducted in the first two weeks into school. The assessments are in the form of running records for nursery and reception. At the end of the year the class teacher will produce a summative statement for each child in Nursery and Reception. Reception children will also be assessed against Early Learning goals. The school will track the % of children who are in line for a good level of development (GLD) which is all the prime areas and English and Maths (12). The evidence is based on class teacher observation which is

encapsulated in class learning journeys. The different cohorts in EYFS are tracked individually, 2 year-old, 3 year olds and rising five year olds.

Key Stage 1/2

Teacher assessment is the principle tool for assessment . Class teachers will triangulate their pupils assessment information from a variety of sources. work scrutiny , pupil observation and pupil discussions. Teacher assessment is seen as a continuous process that is seen as a summative end of term assessment. check/tests are used at the end of the term to verify the class teachers assessments. Each key stage operates to an assessment timetable. These checks will be administered in December, March and June.

Each termly assessment within KS1/2 will be followed by individual class teacher meetings with Assessment Data Manger and SENCO to discuss pupil progress, agree interventions and next steps.

Assessment and Data Manager is responsible to ensure ;

An annual assessment time table has been set and identified within the school calendar.

Each class teacher must use the Programme of Study as their basis for planning the objectives against which the performance of individuals and vulnerable groups, will be assessed as the schools on – going assessment .

To ensure that summative assessment tasks are carried out and that the data is collated in a timely manner centrally. To induct new and current staff in assessment protocols and with the new mastery approach . To ensure that Governors are kept up to date on all key aspects of pupil progress and attainment, including current standards and trends over previous years pupil groups who are vulnerable to underachievement in relation to age. To identify key actions to address under achievement . They are required to conduct ongoing work scrutiny exercises sampling pupil work books and quality team evaluative work to ensure consistency, quality and accuracy of assessments and adherence to the agreed principles of assessment throughout the year. They are to quality assure assessment data once submitted for accuracy and consistency . In addition to this they are to lead on interschool and across school partnership moderation exercises. They are responsible for the organisation and submission of end of key stage performance data and the analysis and benchmarking of whole school performance data.

Principal and Data Manager jointly responsible for;

Holding teachers to account for the progress of individual pupils towards their year end expectations and mid year expectation. They are responsible for the organisation and submission of end of key stage performance data and the analysis and benchmarking of whole school performance data.

Quality Teams

To ensure that all staff are familiar with the assessment policy , practice and guidance in relation to their subjects. To ensure that appropriate assessments are carried out and

recorded in-line with school policy. To quality assure pupil outcomes against are related expectations. To write an action plan prioritising key areas for development based on pupil outcomes and to review this as a working document after each quality team monitoring day. To report findings to governors termly focusing on impact against subject targets.

SEND is responsible for; Meeting with the each class teacher and produce closing the gap planning for pupils who are not performing at ARE. Closing the gap planning will be assessed using end of term checks/tests. Using the graduated response for SEN, children will be identified for interventions that for Special educational needs and a provision map will be produced for these children. Appropriate assessment linked to their specific programmes will take place.

Reporting to Parents and outside agencies

Working below ARE - Those children not working at ARE ; This encapsulates those children at significant risk of delay.

Working at ARE - those children who are working securely at ARE

Working above ARE - those children showing greater depth of understanding

Annexe1

Mathematics Assessment 2016-2017			
	Autumn	Spring	Summer
Year 1	White Rose Autumn Assessment	Maths no Problem Mid Year Revision	White Rose Summer Assessment
Year 2	White Rose Autumn Assessment KS1 Practice SAT	Maths no Problem Mid Year Revision	KS1 SAT
Year 3	NFER 3.1	Maths no Problem Mid Year Revision	NFER 3.2

Year 4	NFER 4.1	Maths no Problem Mid Year Revision	NFER 4.2
Year 5	NFER 5.1	Maths no Problem Mid Year Revision	NFER 5.2
Year 6	KS2 Practice SAT (2015)	Maths no Problem Mid Year Revision KS2 Practice SAT(2016)	KS2 SAT

Annexe 2 English Assessment 2016 – 2017 Evelyn Street Primary school

	Autumn	Spring	Summer
Year 1	Reading: Running Records / book bands Phonics assessment	Reading: Running Records / book bands Phonics assessment	Reading: Running Records / book bands Phonics Check
	Writing: teacher assessment using WTSA/EY2P grids	Writing: teacher assessment using WTSA/EY2P grids	Writing: teacher assessment using WTSA/EY2P grids
Year 2	Reading: Running Records / book bands Twinkl reading comprehension	Reading: Running Records / book bands Twinkl reading comprehension / 2016 NC reading test	Reading: Running Records / book bands KS1 National Curriculum reading test
	Writing: teacher assessment using WTSA/EY2P grids 2016 KS1 NC English grammar, punctuation and spelling test	Writing: teacher assessment using WTSA/EY2P grids and assessment framework / writing exemplification 2016 KS1 NC English grammar, punctuation and spelling test	Writing: teacher assessment using WTSA/EY2P grids and assessment framework / writing exemplification KS1 National Curriculum English grammar, punctuation and spelling test
Year 3	Reading Running Records lime book band and below NFER reading CTG / SEN YARC (start /end of intervention)	Reading Running Records lime book band and below Twinkl reading comprehension CTG / SEN YARC (start /end of intervention)	Reading Running Records lime book band and below NFER reading CTG / SEN YARC (start /end of intervention)
	Writing: teacher assessment using WTSA/EY2P grids NFER spelling test NFER Grammar and Punctuation	Writing: teacher assessment using WTSA/EY2P grids NFER spelling test NFER Grammar and Punctuation (retest Autumn paper)	Writing: teacher assessment using WTSA/EY2P grids NFER spelling test NFER Grammar and Punctuation
Year 4	Reading NFER reading CTG / SEN YARC (start /end of intervention)	Reading Twinkl reading comprehension CTG / SEN YARC (start /end of intervention)	Reading NFER reading CTG / SEN YARC (start /end of intervention)
	Writing: teacher assessment using WTSA/EY2P grids NFER spelling test NFER Grammar and	Writing: teacher assessment using WTSA/EY2P grids NFER spelling test NFER Grammar and	Writing: teacher assessment using WTSA/EY2P grids NFER spelling test NFER Grammar and

	Punctuation	Punctuation (Retest Autumn paper)	Punctuation
Year 5	Reading: NFER reading CTG / SEN YARC (start /end of intervention)	Reading: Twinkl reading comprehension CTG / SEN YARC (start /end of intervention)	Reading: NFER reading CTG / SEN YARC (start /end of intervention)
	Writing: teacher assessment using WTSa/EY2P grids NFER spelling test NFER Grammar and Punctuation	Writing: teacher assessment using WTSa/EY2P grids NFER spelling test NFER Grammar and Punctuation (Retest Autumn paper)	Writing: teacher assessment using WTSa/EY2P grids NFER spelling test NFER Grammar and Punctuation
Year 6	Reading WTSa reading assessment / Twinkl reading comprehension CTG / SEN YARC (start /end of intervention)	Reading 2016 NC reading test CTG / SEN YARC (start /end of intervention)	Reading KS2 National Curriculum reading test CTG / SEN YARC (start /end of intervention)
	Writing: teacher assessment using WTSa/EY2P grids 2016 KS2 NC English grammar, punctuation and spelling assessment	Writing: teacher assessment using WTSa/EY2P grids and assessment framework / exemplification materials 2016 KS2 NC English grammar, punctuation and spelling assessment	Writing: Teacher assessment using WTSa/EY2P grids and end of key stage assessment framework / exemplification materials KS2 National Curriculum English grammar, punctuation and spelling test

Annexe 3

Principles of in-school Formative Assessment

The approaches will reflect research based effective strategies

- The use of sampling for on-going quality assurance of teacher assessment
 - The use of indicator children (benchmarking) and sampling techniques to reduce teacher workload.
1. **Assessment will inform about pupils' knowledge and understanding of the topic, concept or skill** - *whether knowledge and understanding is secure enough to move forward, or whether further consolidation work or a different approach is necessary.*
 2. **Assessment should be shared with pupils in a way that helps them to understand what they need to do to improve** - *whether this is better done orally (e.g. through targeted question and answer), in writing or through an alternative form of communication; and whether it is communicated to individuals, groups or the whole class.*
 3. **Assessment should have a purpose that pupils can apply it to their own learning** - *building in time before the assessment to ensure pupils are prepared for it in a way*

which clarifies its purpose and after the assessment to support pupils in identifying what they have learned from the assessment about where they need to target their efforts.

4. **Assessment approaches should be inclusive of all abilities** - *finding alternative ways to enable pupils to demonstrate their understanding through practical application that can be observed or in discussion with the pupil.*
5. **Assessment should inform planning for future lessons** - *How could I improve, adapt or target my teaching, identifying which pupils to target for additional support or which areas of the topic to recap.*
6. **Assessment should identify gaps in knowledge and understanding where learning is secure** - *assessing whether pupils who have demonstrated secure understanding can apply the concept in an alternative context or providing opportunities for exploring a concept in greater depth before moving on to new work*
7. **The recording of assessments must have a purpose** – *it should not be assumed that everything needs to be recorded. Identify which assessment outcomes are essential to record for the teacher pupil, parent or carer and keep it simple. Formative assessment does not have to be recorded using the same scale or terminology as summative assessment.*

Annexe 4

Principles of in-school Summative Assessment

- Summative assessment will take place 3 times a year.
 - It will involve both teacher assessment and standardised testing.
 - It will be used to MCP, evaluate the curriculum and identify next steps.
1. **The assessment should be purposeful** – *to inform the teachers planning responsible for these pupils the following year or for senior leaders to evaluate curriculum teaching and learning or for reporting to parents.*
 2. **The assessment should identify children's attainment against expectations** - *how secure a pupil was in their knowledge of the previous year's curriculum and how ready they are for progression or useful information on levels of independence, confidence and attitudes to learning of pupils with SEN and disabilities.*
 3. **The assessment should be useful to support broader progress, attainment and outcomes for the pupils** - *how the information provided by the assessment can support the following year's teacher in differentiating the support given to pupils in the class or progress against previous assessment data.*
 4. **The assessment outcomes should be communicated to pupils to and contribute to pupils' understanding of how they can make further progress in the future** - *as part of end of year progress meetings, so that attainment marks are supported by the broader context of the child's progress and understanding or using visual methods such as learning journals or videos with pupils with SEN and disabilities as part of their personal learning plan reviews.*

5. **Assessment outcomes should be communicated to parents to ensure they understand what the outcomes tell them about their child's attainment, progress and improvement needs** - *how might you communicate to parents that a child who got standardised score of 99 on the test has actually done quite well considering their starting point or how might you communicate to parents the importance of their child with complex needs building on and applying previously learned knowledge and skills.*

6. **Assessment outcomes should be recorded to allow the school to monitor and demonstrate progress, attainment and wider outcomes-** *how it can be used to provide evidence for Ofsted of how pupil progress informs teaching, or how it informs provision mapping and hence school improvement.*