



"Living and Learning through Faith, Hope and Love"

**WEETON ST MICHAEL'S C.E.
PRIMARY SCHOOL**

ASSESSMENT POLICY

SEPTEMBER 2020

REVIEW: SEPTEMBER 2021

Introduction

We believe that effective assessment provides information to improve teaching and learning.

We give learners regular feedback on their learning so that they understand what it is that they need to do better. This allows us to base our lesson plans on a detailed knowledge of each pupil.

We give parents regular written and verbal reports on their child's progress so that teachers, children and parents are all working together to raise standards for all our children.

Through the delivery and monitoring of Assessment, we will ensure that we:

- eliminate discrimination,
- advance equality of opportunity and
- foster good relations.

In September 2014, the Government introduced a New National Curriculum. The staff at Weeton St. Michael's have reviewed and adapted the Assessment curriculum in light of these changes.

The main changes to Weeton St. Michael's Assessment in light of the New Curriculum has been that the previous National Curriculum Levels e.g. 2A, 3C, 3B have been removed and now children are assessed as to whether they are meeting age related expectations.

At Weeton St. Michael's School we:

- * Enable every child to achieve their potential through a broad and creative curriculum
- * Teach children how to work independently and collaboratively
- * Encourage honesty, trust and responsibility
- * Respect differences in gender, ethnicity, religion and ability.
- * Challenge through the provision of fun and adventurous activities
- * Nurture children's confidence and self-esteem

Weeton St. Michael's staff will continue to use a selection of assessment tools to assess what progress the children have made in the academic year. Our Progress and Achievement tracking system has redefined 'levels' in line with the Key Learning Indicators of Progress (KLIPs) for each year group, i.e. year 1 inline would =1S, year 2=2S etc. Each level will be split into E=entering, D=developing and S= secure and ready to approach the next level. We believe by aligning each level to each year group it will in fact make it clearer for all our stakeholders to understand.

Teachers will not teach to KLIPs rather ensure children have imaginative, relevant, meaningful and engaging learning opportunities where they will be able to evidence and demonstrate growing competencies in the age appropriate Key Learning Indicators of Progress.

Our comprehensive school tracking system will still be used to show the % of children on track and the progress a child has made over time.

Aims and objectives

This needs to be read in conjunction with our Feedback and Marking policy.

The aims and objectives of assessment in our school are:

- to enable our children to demonstrate what they know, understand and can do in their work;
- to help our children 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 school leaders and governors with information that allows them to make judgements about the effectiveness of the school.

Assessment is not a singular activity; it is about measurement of performance at a given point in time and a way of gaining information to promote future learning.

We acknowledge that there are two distinct types of assessment used by the school.

These include:

Assessment **for** learning which helps to identify the next steps needed to make progress. It takes account of pupils' strengths as well as weaknesses

Assessment **of** learning which is more associated with judgements based on grades and ranks and with public accountability.

Therefore, we use the following formal assessment procedures to measure outcomes against all schools nationally:

- end of EYFS (% of pupils achieving a "Good Level of Development")
- Phonics Screening Test at the end of Year 1 (% of pupils achieving the required screening check)
- End of KS1 (% of pupils achieving Year Groups Expectations and above in reading, writing, maths and teacher assessment in speaking and listening, science) and (% of pupils achieving above year group expectations in reading, writing, maths and teacher assessment in speaking and listening, science)
- End of KS2 (% of pupils achieving Year group expectations in reading, writing and maths) (% of pupils achieving good or progress in reading, writing and maths)

Good assessment practice will:

- raise standards of attainment and behaviour, and improve pupil attitudes and response
- enable the active involvement of pupils in their own learning by providing effective feedback which closes the gap between present performance and future standards required
- promote pupil self-esteem through a shared understanding of the learning processes and the routes to improvement
- build on secure teacher knowledge of the diverse linguistic and cultural background of pupils
- guide and support the teacher as planner, provider and evaluator

- enable the teacher to adjust teaching to take account of assessment information and to focus on how pupils learn and draw upon as wide a range of evidence as possible using a variety of assessment activities
- track pupil performance and in particular identify those pupils at risk of underachievement
- provide information which can be used by teachers and managers as they plan for individual pupils and cohorts
- provide information which can be used by parents or carers to understand their pupils' strengths, weaknesses and progress
- provide information which can be used to evaluate a school's performance against its own previous attainment over time and against national standards.

The purpose of Assessment for learning is to:

- Provide insight into pupils' learning for both pupils and teachers
- Promote success for all
- Enable continuous reflection on what pupils know now and what they need to know next
- Promote immediate intervention and link judgements to learning intentions

Implications for teaching

The teacher and all our staff will:

- Provide continuous oral and written feedback which identifies strengths and the next step for improvement
- Promote pupil involvement in self-assessment
- Act on insights gained to inform personal targets
- Plan against what children know/can do/understand
- Provide opportunities for all pupils to demonstrate their achievements in their first language
- Make standards and objectives explicit to pupils
- Promote inclusion by attending to all pupils' learning needs, particularly for pupils who are at risk of underachievement
- Engage pupils in rich questioning with 'wait' time
- Build in time for focused observation of teacher-directed and child-initiated activity

Impact on learning and the learner

The pupil will:

- Know what to do to improve
- Know what standards are required
- Know what has been achieved against known success criteria and what to do next
- Gain confidence, motivation and self-esteem as a learner
- Improve own self-evaluation skills
- Make progress

The purpose of Assessment of learning is to:

- Provide a summary judgement about what has been learned at a specific point in time
- Establish national benchmarks about what children can do and about school performance
- Show what pupils can do without support
- Hold the school to public account
- Implications for teaching

The teacher will:

- Provide a periodic summary through teacher assessment and formal tests
- Identify gaps in pupils' knowledge and understanding
- Identify weaknesses in the taught curriculum and in specific areas of learning through analysis of performance which can guide future planning
- Implement strategies to accelerate progress to meet local and national expectations (narrowing the gap)
- Mark and measure against expectations outlined in the National Curriculum

Impact on learning and the learner

The pupil will:

- Be able to gauge own performance against previous performance
- Be able to measure own performance against externally agreed criteria and standards
- Have a measure of performance at specific milestones in life
- Know what standards and expectations are required