Whiston Willis Primary Academy

Assessment and Reporting Policy

Lead Responsibility	R. Pender	Approved By Governors	
Review date	September 2020 or earlier if required		

MISSION STATEMENT

Our school is a safe, happy and inclusive place where everybody is valued, treated equally, respected and where difference is celebrated.

We believe that all members of our School community should reach their full potential academically, socially and emotionally.

We are committed to ensuring that every child is prepared for their future lives as responsible citizens with a strong moral purpose.

Learning is a lifelong journey and we strive for all children to enjoy learning; leading to independent, motivated 'Lifelong Learners' who are prepared to face the modern day wider world with enthusiasm.

POLICY STATEMENT/INTRODUCTION:

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations. Research says:

- A way of acknowledging pupils' work, checking the outcomes and making decisions about what teachers and pupils need to do next.
- Formative assessment aims to provide information to learners about how to improve performance

This document should be read alongside our **Marking and Feedback policy**.

Aim

All assessment carried out at WWPA has the learner at the core and is carried out to gather information, identifying what a learner already knows and to identify gaps in learning which informs future teaching and learning.

Assessment at WWPA will:

- Allow teachers to give effective feedback to learners so they understand what they have to do to improve;
- Allow teachers to determine what a child can/ cannot do and to use this information to inform next steps;
- Set targets collaboratively: involving pupils in their own learning;

- Give parents/carers accurate information regarding their child's learning journey and next steps to improve;
- Ensure that **all** pupils make at least expected progress.

At Whiston Willis we use three different types of assessment:

Formative Assessment

This is used by our teachers to evaluate pupils' knowledge and understanding on a day-to-day basis and to tailor teaching accordingly.

Summative assessment

This is used to evaluate how much a pupil has learned at the end of a teaching period (end of a sequence of learning, term or academic year).

Nationally Standardised Summative Assessment

This is used by the Government to hold schools to account and to provide information on how pupils are performing in comparison to pupils nationally.

Procedures

Formative Assessment – Day-to-Day

This type of assessment is embedded across all learning – in all subjects. Teachers assess pupils' understanding of individual learning objectives and identify where there are gaps. This tells the teacher what to focus on in future lessons/interventions and prompts them to adapt their teaching approach to improve pupils' understanding. All strategies are carried out to encourage self – reflection and to place the ownership of the learning journey onto the learner themselves.

A wide range of strategies are used and will vary according to the subject and learning objective taught. **(Refer to Marking and Feedback Policy for more detail).**

Reflection

We use a traffic light system in all classes from Y1-Y6 to support staff and pupils to engage in effective dialogue around learning. Staff and pupils will use the language of learning to gauge where a pupil is within their learning journey. The child will often give themselves a number which reflects red, amber, green on the traffic light and will then use this to discuss their learning and why they believe they are at that point, discussing their next steps or taking steps back in their learning if necessary. This is often done at the point of learning and books are piled accordingly ready for the teacher to review. Teachers can then plan what to do next to ensure learners are ready for future learning and that they achieve their potential.

The ultimate aim of formative assessment is to identify where a child is in their learning journey and to provide ongoing feedback, mostly 'at the point of learning', that is used by teachers to adapt their teaching and for learners to improve their learning. Assessment is predominantly centred on the learner.

Summative Assessment

We carry out summative assessments termly using NFER assessments for Y1, Y3, Y4 and Y5. These assessments are carried out to identify where each individual learner is in their learning journey. This allows teachers to complete question level analysis tasks; identifying key information to inform any future planning or interventions/ small group sessions. This also supports subject leaders to identify any whole school/phase/year group areas for development.

Year 2 and 6 carry out summative assessments using practise SATs papers, when necessary, to identify where each learner is and to plan for progression and identifying gaps in learning. Teachers use this information to inform future planning and interventions/ small group sessions to address the gaps in knowledge.

Nationally Standardised Summative Assessment

Nationally standardised summative assessment provides information on how pupils are performing in comparison to pupils nationally:

Year 1 Phonics Screening Check
This check demonstrates how well a child can use the phonics skills they have learned up to the end of Year 1 and identifies pupils who need extra phonic support. It consists of 40 words and non-words that a learner reads 1:1 with a teacher. Each learner is scored against a national standard – children who do not meet the expected level in Year 1 are given extra phonic support and then repeat the test near the end of Year 2.

End of Key Stage 1 tests
All pupils sit the following tests at the end of Year 2:

- Reading
- Grammar, Punctuation and Spelling (GPS) – OPTIONAL
- Mathematics
- Writing (teacher assessment)

End of Key Stage 2 tests
All pupils will take the following tests at the end of Year 6:

- Reading
- Grammar, Punctuation and Spelling (GPS)
- Mathematics
- Writing (teacher assessment)

At the end of KS1 and KS2 pupils will be given a scaled score and a 'performance descriptor' against the expected standard.

We use these results to benchmark our school's performance against other schools locally and nationally. This allows us to make judgements about school's effectiveness and analysis of data is used to inform the School Development Plan.

Insight Tracker

All summative data for Reading, Writing, Maths and Science is inputted onto INSIGHT tracker 3 times yearly (termly). Information captured is used to monitor progress of individual pupils based on their starting points. This enables us to collaborate all assessment to create an overall picture of our learners and to stimulate professional dialogue with senior leaders and governors regarding standards of attainment and rates of progress.

Early Years

Ongoing Assessments throughout our Early Years setting, practitioners use the Development Matters and Early Learning Goals (ELGs) as a part of their daily observation, assessment and planning. On-going formative assessment is at the heart of effective early years practice. Staff make regular observations of how children act and interact and take photographs and make notes of what they can do to help identify where they may be in their own developmental pathway. Teachers collect this evidence using the Tapestry program on their iPads. All information collected is used to inform their judgements of whether pupils are 'Beginning, Developing or Secure' in each aspect of the early years ages and stages.

These judgements are used to help track pupil progress alongside evidence in pupil books, ongoing assessments, observations and notes. Analysis of data is used to inform individual pupil targets and to plan appropriate support. It is also used to help identify whole class coverage of the Early Years curriculum and more general gaps in knowledge.

The foundations of self- reflection is beginning to be introduced in early years by encouraging the children to constantly reflect on their own work and actions and that of others in all contexts. They are introduced to the high 5 strategy to check over their sentences independently before showing a member of staff.

Reporting

Reporting not only fulfils legal requirements but also is vital part of our relationship with parents and the wider community, serving to support and extend pupil progress.

Reporting to Parents

- Two Parent Meetings per year: these meetings focus on the curriculum – what pupils can do and what they need to do to improve.
- Annual Reports – report on overall progress in all subjects
- The results of any statutory assessments e.g. the Phonics Screening Check and end of KS1 and KS2 SATs tests.

Reporting to Governors

- The Head Teacher's Report to Governors (termly)

Pupils

- Through our formative assessment strategies pupils constantly get instant feedback on a daily basis. This informs pupils of what they have done well and what they need to do to improve.

- Pupils are actively encouraged to act upon feedback given, marking or questions, to self-evaluate their work and to self-plan what they are going to do to improve.

Local Authority and Government (DfE)

- All statutory information (including relevant teacher assessments) are sent to the Local Authority and DfE as required.

Arrangements for the Governance, Management and Evaluation of Assessment

A member of the Senior Leadership Team (SLT) has been assigned the role of Assessment coordinator and has responsibility for maintaining this Assessment Policy and reviewing or updating it as necessary.

The monitoring cycle carried out by by SLT is used to monitor the effectiveness of formative assessment strategies used in classrooms and learner books.

Pupil Progress Meetings are carried out with teachers to analyse the attainment and progress made by pupils. The main aim of these meetings is to identify pupils who are underachieving and to put support in place to fill the gaps. Intervention includes adapting whole class planning, pre-learning, booster groups, catch-up programmes etc.

Moderation and Standardisation Moderation is important to ensure a consistent approach to assessment across the school. When teacher assessments are carried out, it is important that there is evidence recorded to justify judgments made. Moderation and Standardisation is carried out at regular points in the year. Within school, across the local authority and within our Multi Agency Trust.

Comparative Judgement

Comparative judgement is used as an extra layer of standardisation to quality assure our writing teacher judgements across school. Comparative judgement is a process where judges compare two responses and decide which is better. Following repeated comparisons, the resulting data is statistically modelled and responses placed on a scale of relative quality. This is judged by all teaching staff within school and across other schools.

All teachers are kept up to date with developments in assessment practice through staff training.

EQUALITY IMPACT STATEMENT:

Under the Equality Act 2010, we have a duty not to discriminate against any person based on 'protected characteristics'.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at Whiston Willis.

MONITORING:

The practical application of this policy will be reviewed by subject leaders in consultation with the curriculum lead within school regularly. The effectiveness of the policy is demonstrated through subject leadership reports to governors which include impact statements on outcomes for pupils and the quality of teaching and learning.

The policy document will be reviewed by the subject leader and curriculum leader annually or earlier if required.

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