



# Assessment Policy

Written January 2016  
To be reviewed January 2017

*"We use the general term assessment to refer to all those activities undertaken by teachers – and by their students in assessing themselves – that provide information to be used as feedback to modify teaching and learning activities"* Black and Wiliam (1998) Inside the Black Box.

Assessment is a continuous process that is at the centre of teaching and learning. It is how teachers gain knowledge of their pupils' needs, achievements and abilities, enabling planning and delivery to be more effective and personalised and, as a result, raise attainment for every child.

## Principles of assessment:

The Department for Education (2014) outline the key principles for assessment as:

- A tool to give reliable information to parents about how their child, and their child's school, is performing.
- Help drive improvement for pupils and teachers.
- Make sure the school is keeping up with external best practice and innovation.

## Purpose of assessment:

At West Cliff, the purpose of assessment is to:

- Identify pupil progress (both formative and summative)
- Measure the impact of teaching and learning across the school.
- Identify pupils in need of additional support or intervention.
- Report children's performance to their parents/carers.

## Assessment for Learning

Assessment for learning are: opportunities which are a natural part of teaching and learning; are constantly taking place in the classroom through discussion, listening and analysis of work. It is essential that teachers know how well a child has progressed and that pupils understand how well they are doing and what they must learn to help them improve.

To achieve this at West Cliff Primary School, we will:

- Evaluate pupils' learning to identify those pupils with particular needs (including those who are able) so that any issues can be addressed in subsequent lessons. This information will be recorded on the school's 'Response Sheet'.
- Adjust plans to meet the needs of the pupils, differentiating objectives where appropriate.
- Ensure pupils are aware of the learning objective and encourage them to evaluate their progress, so that they understand the next steps they need to make.
- Set individual, challenging targets in Mathematics and English on a regular basis and discuss these with the pupils, so that they are involved in the process.
- Regularly share these targets with parents to include them in supporting their child's learning.
- Encourage pupils to evaluate their own work against success criteria based upon specific, key learning objectives.
- Mark work so that it is constructive and informative in accordance with the marking policy.
- Assess all subjects termly using the agreed format (see Assessment Cycle)



- Pass on assessment file to the next class teacher so children can be tracked as they progress through the school.

### **What is assessed?**

Children at West Cliff are assessed against the expectations of the National Curriculum (2014). In the Foundation Stage, learners are assessed against the expectations of the Early Years Framework.

### **What information is provided by assessment data?**

Results from any assessments carried out by the children provides information in relation to performance against age related expectations. In all subjects, children are given a judgement of:

- Well below
- Below
- Meeting or
- Exceeding

These statements are given in connection with a relevant year group's expectations, e.g. a child meeting the expectation of year five in reading would be awarded a judgement of "Meeting Y5".

In addition to providing data in relation to children's progress (as described), more importantly, assessment strategies at West Cliff enable staff to identify specific areas of learning that require a particular focus. Using diagnostic assessments, class teachers are provided with a clear overview of the strengths and weaknesses of the learners in their cohort. With this information, provision is planned in order to effectively target children's needs.

### **Assessment Cycle:**

Throughout the year, children are assessed using both formative and assessment methods.

#### **Daily:**

- On a day to day basis, teachers assess learners using their marking and judgements from the lessons taught.
- Children's response to work is planned based on teacher's assessment of the lesson. This work is recorded using the school's 'Response Sheet'.
- In the Early Years Foundation Stage, progress is regularly inputted into children's profile using 'Orbit'.

#### **Half termly:**

At the end of each half term, children's progress is assessed using a number of materials.

- *Maths* – McMaths (A tool to assess children's progress against National Curriculum objectives in mathematics) Children take a test that assesses each mathematics objective related to the stage they are working on. Class teachers then analyse this information to identify the areas of development within the cohort and plan their sessions accordingly. During the half term after the assessment, the lessons and provision is tailored to address the weaknesses identified from the McMaths tests.
- *Reading* – 'Rising Stars Progress Tests' – information from these tests are analysed and, as per the maths, the strengths and weaknesses of cohorts are identified. Class teachers then plan and adapt their provision, e.g. guided reading sessions, to address the areas for development.
- *Grammar, Punctuation and Spelling* – 'Rising Stars Progress Tests' – as reading.

#### **Termly:**

- *Writing* – 'APP grids' – used to assess children's strengths against a series of age related expectations. In addition, moderation of judgements are undertaken on a regular basis.
- *Science* - 'APP grids' – used to assess children's strengths against a series of age related expectations.



- *Phonics* – Children across years one to three are organised into phase groups. At the end of each term, all children are formally assessed on a one to one basis to identify their progress in relation to the expectations of the phase they are working in. As a result of this assessment, phonics groups are adapted where necessary.

### **National Testing:**

Using the ongoing assessment cycle, staff provide West Cliff learners with opportunities to be assessed against key stage attainment targets etc. In addition to the 'in school' assessments, children are also assessed by a series of national tests during their time at primary school. These include:

- Early Years Baseline
- Y1 Phonics Screening
- Key Stage One Statutory Assessment Tests
- Key Stage Two Statutory Assessment Tests

### **Recording assessment data**

West Cliff staff use the 'Frog' tracker to record individual progress against individual areas of the curriculum. Using this information, reports to demonstrate progress can be generated.

In the Foundation Stage, the system 'Orbit' is used to track children's progress.

### **How is assessment data used?**

#### **By the children:**

- Target cards are generated to identify next steps for learners.
- Information relating to their progress is shared.
- Daily next steps are carried out in 'response time'.

#### **By parents:**

- Information relating to their progress is shared by class teachers at parents evening.
- Next steps and targets are shared with parents.

#### **By the class teachers:**

- To inform planning.
- To demonstrate progress of children.
- To plan appropriate interventions.

#### **By subject leaders**

- To inform action planning.
- To demonstrate progress of children.
- To plan appropriate interventions.
- To identify any additional support that may be required.

### **By the school's Senior Leadership Team?**

Each term, the school's Senior Leadership Team conducts an analysis of each cohort's assessment results. This supports the SLT to:

- To measure pupil progress.
- To generate cohort reports (including percentages of children at age related, gender and pupil premium comparisons)
- To hold class teachers to account.
- To monitor the impact of interventions.



- To monitor: the impact of teaching; the quality of teaching and identify underperformance.
- To generate reports for the Governing Body's 'Standards Committee'.

**By the Governing Body?**

- To identify how the school is performing against.
- To identify the impact of the school's teaching and initiatives.

**Monitoring the policy:**

It is the responsibility of the Governing Body, Headteacher and Senior Leadership Team to monitor the implementation of this policy.

**Communicating this policy:**

This policy will be made available on the school website to enable all school visitors, including parents, to view. Upon request, it can be made available in alternative formats.

