



## Watton Westfield Infant and Nursery School and Watton Junior School Assessment Policy

Reviewed By	Watton Federation Exec HT
Approved By	Watton LGB
Meeting at which policy was approved	22 Jan 2024
Next Review Date	Spring 2025

Document management	
Action	Date
Approved Policy document to Sharepoint folder	

## **Introduction**

This Policy outlines the purpose, nature and management of assessment at the Watton Federation schools of Clarion Corvus Trust. Assessment complements and assists teaching and learning; it plays an integral part in each teacher's planning and enables the evaluation of current practice as well as pupil achievement. High quality formative assessment is an essential part of teaching and learning. It ensures a whole school approach to the provision of an ambitious education for all children at our schools and enables teachers to deliver education that best suits the needs of their pupils.

## **Aims**

The aim of the policy is to give a clear outline of all assessment techniques at the Watton Federation schools from the Clarion Corvus Trust, to ensure that assessment is used as a tool to inform planning, to track pupil progress and to raise standards.

## **Roles and Responsibilities**

The overall responsibility for assessment belongs to the Executive Headteacher of the schools. Class teachers are responsible for assessing the children in their care and curriculum subject leaders are responsible for monitoring assessment data within their subject area.

## **Entitlement**

It is the entitlement of every child at our schools to be given an education that builds on their strengths, addresses their individual needs and ensures progression. Assessment is an essential tool in the delivery of this entitlement.

## **Implementation**

Assessment is a part of the daily life of the school. . We use a wide variety of assessment tools and techniques that provides a full picture of the progress and attainment of the children in each subject; this includes feedback marking and carefully selected assessment materials. More formal methods of assessment provide feedback on pupil progress and ensure a rigorous approach to curriculum delivery.

The purposes of assessment are:

- to be formative, providing information for the teacher to plan the next steps in the children's learning and support children identifying their own next steps;
- to be diagnostic, providing more detailed information about individual children's and the cohorts strengths and weaknesses;
- to be summative, providing a snapshot of each child's achievement – these can be reported to parents;
- to be evaluative, allowing the school and individual teachers to evaluate how effective their teaching is;
- to inform the children, alongside discussion with their teacher, to enable them to develop their learning.

Specific learning objectives (Can Is) and assessment opportunities are identified in our plans. All assessment outcomes, including standardised test results, are used to evaluate current practice and to inform future planning.

## **Forms of Assessment**

### **Day-to-day In-School Formative Assessment**

Formative assessment is carried out by teachers every day in every lesson. It allows teachers to understand pupil performance on a continuing basis. This type of assessment is used to assess knowledge, skills and understanding, and is used to identify gaps and misconceptions. It enables teachers to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. It also enables teachers to identify if children are working at greater depth. Teachers are then able to provide appropriate support or challenge as necessary. The methods of formative assessment we use include: the use of pertinent questioning, marking of pupils' work using our marking guidelines (see teaching and learning policy) and observational assessment. Formative assessment enables teachers to evaluate teaching of the objectives of the curriculum and plan future lessons accordingly. For pupils, formative assessment helps them to measure their knowledge and understanding against the lesson objective and success criteria. They can then identify how they can improve.

### **Local In-School Summative Assessment**

Local Summative assessment enables teachers to evaluate both pupil learning and the impact of their own teaching at the end of a period of time. It provides evidence of achievement against the objectives of the curriculum. It is useful in informing teaching and learning in subsequent lessons. This type of assessment is shared with parents at parent/teacher consultations and reports and enables them to support their child's learning. In Writing, teachers plan for a 'Big Write/Extended Write' at appropriate times in the term. In Maths, teachers use questioning and bespoke assessment material to provide evidence of achievement against the curriculum objectives. In Reading, teachers use shared and individual reading sessions to record progress and achievements against the national curriculum objectives. The progress of pupils with SEN and disabilities is reviewed and summative assessment adapted as necessary. Children who have not made expected progress or whom have fallen behind are targeted for interventions and focus group work.

Pixl is used to support the assessment and gap analysis of pupils in key stages 1 and 2. This in turn informs the objectives which need to be taught in the intervention sessions known as 'therapies' and also possible whole class sessions.

## **Nationally Standardised Summative Assessment**

### **Year 1 Phonics Screening Test**

This test is administered internally. These results are then reported to the local authority and to parents.

## **National Key Stage Two Assessments**

### **Y4 Multiplication Tables check**

In June every Year 4 child will complete the online Y4 Multiplication Tables Check. The results are collated by the Government and reported to parents/carers.

### **Y6 SATs**

In May, the Year 6 children will sit the National Key Stage 2 SATs assessments. Which consists of:

- English reading Paper 1 – reading booklet and associated answer booklet
- English grammar, punctuation and spelling Paper 1 – short answer questions
- English grammar, punctuation and spelling Paper 2 – spelling

- Mathematics Paper 1 – arithmetic
- Mathematics Paper 2 – reasoning
- Mathematics Paper 3 – reasoning

These tests are marked externally.

### **Teacher Assessments**

At the end of year 6, pupils will be given teacher assessments in reading, writing, mathematics and science. Pupils will be assessed against the teacher assessment framework standards under the following headings:

- Reading- Pre-Key Stage standards 1-6, working towards the expected standard, working at the expected standard, and working at Greater Depth
- Writing- Pre-Key Stage standards 1-6, working towards the expected standard, working at the expected standard, and working at Greater Depth
- Mathematics - Pre-Key Stage standards 1-6, working towards the expected standard, working at the expected standard, and working at Greater Depth
- Science- has not met the standard and working at the expected standard,

### **Marking**

Whilst marking work, teachers are assessing children's achievements and noting areas of difficulty in order to inform planning of future lessons. Our teaching and learning policy ensures a consistent approach to marking throughout the school, including opportunities for children to self-assess and peer mark their learning. (See teaching and learning policy)

### **Assessment for Learning**

Assessment for learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where they are in their learning, where they need to go and how best to get there.

Assessment for learning is a key part of our approach to teaching and learning at Clarion Corvus Trust. Staff may use modelling or steps to success, peer marking and peer and self-assessment to involve pupils in their assessment and to inform them of their next steps. Assessment for Learning opportunities are identified in planning. Marking should be against the learning objective and should identify successes and areas for improvement. Effective questioning is also used to inform assessments. Children should

have the opportunity to respond to feedback and to know what they need to do to improve and what they have done well.

### **Pupil Asset**

Pupil Asset is the online tracking tool our schools use to input, track and analyse the attainment and progress of our children.

Teachers are required to add attainment judgements about the children in their classes as a baseline and at the end of each term. ~~7 times during the year.~~

At the start of the academic year:

Teachers put in a baseline judgement about where the children are in each subject. This includes all core subjects at KS1 and KS2, and all the areas of learning at EYFS. This allows us to track the progress of our children as they move through the academic year.

At the end of each term:

Teachers put in judgements for all curriculum areas and areas of the EYFS. They use the analysis tools to complete the pupil progress form ahead of the meeting.

### **Pupil Progress Meetings**

Teachers and senior leaders conduct pupil progress meetings each half term. These take two forms:

At each mid-term point:

Teachers bring a selection of reading, writing and mathematics work with them per class or year group. The work selected should be representative of children in their class who are working towards the expected standard, working at the expected standard and working above the expected standard. Teachers discuss how they have come to their judgements, and the work carefully looked at in terms of progress, attainment and presentation. A professional dialogue takes place between senior leaders and class teachers about the child, and how best to support the class moving forwards.

At the end of each term:

Teachers are expected to have analysed the performance data for their class. They fill in the pupil progress forms and bring these to the meeting. Data is analysed in terms of groups and individuals who are performing well or underachieving. Focus groups and interventions are discussed to inform future planning.

### **End of key stage assessments and moderation**

Year 2 and Year 6 teachers set a range of work to enable them to assess the children's achievement against the requirements of the new national curriculum. Some of this work is carried out under test conditions so that the staff can assess the effect this has on the pupils and the children become accustomed to the process. Teachers use the results from this work to assess progress and whether children are working at, below or above the expected standard for the end of the key stage. The year group teachers concerned make these judgements, with advice from the county assessment team training events and Headteacher. Teacher assessments at KS1 & 2 are sometimes moderated by the local authority. Internal moderation is used to validate teacher assessment across the school and takes place at Moderator Led Assessment Network meetings which are conducted at a local level by county moderators. Teachers will refer to National Standardisation materials to assist their judgements. Staff training is arranged when there are changes to assessment processes to ensure all staff have a good understanding of assessment. Staff members attend training and cluster meetings for their phase to ensure they stay abreast of good practice. Feedback from this training is shared with staff so that we continue to develop and improve our practice.

### **Foundation Stage Assessments and moderation**

A national baseline assessment has been introduced for EYFS and is completed for all children in the first 6 weeks of entering the Reception class and is submitted to the National Foundation for Education Research (NFER).

The Foundation Stage Profile is an ongoing assessment, which is completed throughout the reception year. Written information and record sheets are passed from the nurseries to the reception class teacher and from reception to Year one. The EYFS teachers meet with the Headteacher to discuss the children's progress at pupil progress meetings.

On entry to nursery or reception at Westfield Infant and Nursery, the children are assessed to develop an initial overview of children's abilities. The areas of learning are then regularly assessed through both teacher and child-initiated activities in the form of observations and evaluations. These assessments form part of the child's learning story, which is shared with parents at parents evenings and open sessions and sent home at the end of the year so they can see their achievements and progress.

### **Monitoring throughout the year**

The headteacher and subject leaders monitor class on-line assessment data (Pupil Asset online tracker) during the year. Monitoring of assessment and classroom practice will be carried out through lesson observations, book and planning scrutiny and core subject pupil progress meetings. This includes monitoring of agreed assessment arrangements defined in this policy. Feedback, with necessary actions, is then provided to staff to ensure consistency across the school.

If required, staff meetings are held to discuss and review the procedures in the assessment policy.

### **Equal Opportunities**

As outlined above, assessment plays an integral part in identifying the individual needs of all children. It enables children with special educational needs and disabilities, children who excel and children for whom English is an additional language to be given a differentiated curriculum which meets their needs. In addition, the assessment policy at The Watton Federation ensures that identification of these children is systematic and effective.

### **Special Educational Needs**

When assessment indicates a child may have Special Educational Needs or Disability, the SENDCO is informed and the child's progress is carefully monitored. Further assessment then takes place, as outlined in the SEND policy. Where a child is identified as having a special educational need, teachers will draw upon on-going formative and summative assessments. Where necessary, they will gain views from parents, the pupil and any external specialists. If required, IEPs will be written and regularly evaluated by class teacher and SENDCO. In Y2 and Y6, the child may be assessed using the Government's Pre-Key Stage indicators.

### **Reporting to parents**

Parents receive a written report twice during each academic year. In KS1 and KS2 this comments on the child's academic progress and effort in the core and foundation subjects. Test results for children in Years 6 and teacher assessment in Years 1, 2, 3, 4, 5 & 6 are reported to parents at the end of the academic year. Also, pupils in Year 1 receive a notification to say whether or not they have passed the Year 1 Phonic Screening Check, as do those in Year 2 who did not pass at the end of Year 1. Parents/carers of children in year 4





receive notification of their Multiplication tables check result. Parents of children in the EYFS class receive a report based on the Early Learning Goals. In addition, parents are offered the opportunity to discuss their child's report with the class teacher.

Parent/teacher consultation evenings take place once a year, in the Autumn term. During this meeting, teachers share the pupils' age related attainment against national expectations, next step targets and the progress pupils have made to date. An Open Door policy is offered for any parents who would like to come in and have an informal discussion about their child if there are concerns.

Staff are prepared to make themselves available at the end of the school day to discuss parents' concerns. If it is not possible to speak to a parent immediately, a prompt appointment will be made. If a member of staff has concerns over a child they will contact the parents. Parents of children with IEPs may be given an additional opportunity to meet with staff.