Walton Primary Academy

Assessment Policy

2021 – 2022

Date	Review Date	Lead	Nominated ASC Member
September 2021	September 2022	Anthony Harpham	Harriet Swainson Jon Alton

Walton Primary Academy Assessment Policy

This policy is written in line with subject based/curriculum policies, EYFS, Marking and Feedback and SEN policies.

At Walton Primary Academy, we strive to support children to achieve to the best of their abilities and reach their full potential. We believe that assessment and the monitoring of assessment data is essential to achieving good progress and high levels of attainment for all pupils.

Aims and Objectives

- To gather information about the performance of individual pupils, groups and cohorts, which is used to set specific targets, and identify strengths and areas for development in learning at different levels.
- To inform parents of their children's progress and attainment at Parent consultations in the Autumn and Spring terms and through annual reports.
- To provide information for planning, teaching, curriculum and whole academy development, as well as monitoring for SEN and interventions.
- To ensure that children progress in lessons, knowing what they have done well and what they need to do to improve further.
- To internally track the progress and attainment of pupils, year on year.
- To ensure that a mixture of formative and summative assessment techniques are used to inform planning and teaching approaches to benefit the progress and attainment of all learners.

Our Ethos

Assessment should be incorporated systematically into teaching strategies in order to assess progress and understanding and diagnose areas for development, whether as an individual, group, class or whole school. Assessment should not simply be the result of testing but a mixture of formative and summative assessment, using class track and subsequent reports to highlight areas for improvement and curriculum strengths.

Assessment is only effective if it is reviewed regularly, communicated and acted upon at all levels. Our assessment procedures are free from bias, stereotyping and generalisation in respect of gender, class, race and stage of the SEND code of practice. However, we do analyse the progress of different groups in order to ensure that we meet individual and group needs.

Assessment is at the heart of teaching and learning in our academy. It provides evidence to guide teaching and learning and alongside our marking policy provides the opportunity for children to demonstrate and review their progress.

Assessment Method

Assessment serves many purposes, however at Walton Primary Academy the key purpose of assessment is to help teachers, parents and pupils plan their next steps in learning.
Ongoing teacher assessment is central to pupils making good progress.

- We also use the outcomes of assessment to check and support our teaching practices and help us improve.
- In our work with other schools; in moderation and using external tests and assessments, we continuously compare our practice and techniques to maintain their success.

- We assess pupils against learning objectives and success criteria, which are short, discrete, qualitative and concrete descriptions of what a pupil is expected to learn, know and be able to do.
- Assessment criteria are derived from the National Curriculum 2014.
- The achievement of each pupil is assessed against all the relevant criteria for a subject at the end of each half term.
- Each pupil is assessed as being either 'below', 'working towards age related', 'working at age related' or 'working at greater depth'.
- For those pupils working at greater depth, work will be provided at a more challenging level within the year group criteria. All children will be given the opportunity to master the curriculum objectives for their year groups.
- For those children working below, class teachers are expected to expand upon this judgement by having evidence to show where these pupils are working, either within or before the national curriculum.
- Assessment judgements are recorded and backed by a body of evidence created using class track, moderations, marking, records of work and testing.
- Assessment judgements are moderated by colleagues in school and in other schools to make sure our assessments are fair, reliable and valid.
- Assessment for Learning is used on a daily basis, along with observation and marking of pupils work to provide formative assessment judgements.
- Summative assessment combines the formative judgements to produce the judgements on a half termly basis.
- Expected outcomes are for children to be at age related expectations.
- More formal testing methods are to be used to monitor progress on a termly basis.

Deeper Learning

- The academy, has adopted the materials of the Optimum Otrack's Deeper Learning and class track system for use in planning and assessment.
- End of year expectations are set for each year group, based on the National curriculum criteria.
- Teachers use plan and assess for children according to the statements on the national curriculum using the class track system. All statements are taken directly from the new National Curriculum. Children are assessed half termly based on the statements they have been taught so far.
- Judgements are not seen as a linear process but are made based on how each child has responded to the statements taught so far.

How we use assessment

- Teachers use the outcomes of assessments to summarise and analyse attainment and progress for their pupils and classes.
- Teachers use this data to identify strengths and developments and plan the learning on a daily basis.
- Termly Pupil Progress meetings are held between teachers and leaders, who analyse the data across the school to ensure that pupils identified as vulnerable or at particular risk in this school are making appropriate progress and that all pupils are suitably stretched.
- The information from assessment is communicated to parents and pupils on a termly basis through a parental consultation and/or report.
- We celebrate all achievements across a broad and balanced curriculum, including sport, art and performance, behaviour, and social and emotional development.

- Whole school moderation and standardisation is undertaken termly for maths and writing. The school is subject to external moderation at any time.
- The wider curriculum is moderated by curriculum leaders on a termly basis.
- Moderation with schools in the local area and across Waterton Academy Trust MAT schools takes place on a termly basis.
- The Academy Standard Committee has access to anonymised assessment data to support and challenge the school.

Assessment for Learning

- Assessment for Learning is pivotal and underpins the Walton Primary Academy approach to Teaching and Learning. Staff use Learning Objectives, Steps to Success, effective marking and peer and self-assessment to engage pupils in their own learning journey and to inform them of their next steps.
- Assessment opportunities are identified on our planning grids. Marking is in line with the Marking Policy and will identify successes and areas for improvements. Review times are important to create a dialogue with pupils to extend, challenge and move their learning forward and close the gaps.
- Teachers use high level questioning to question and deepen understanding of pupils in their classroom. In addition teachers use other means by which to assess pupils for example: through partner or group work, talking partners, lolly sticks, observations, listening to pupil's discussion, etc.

EYFS

Evidence is collected through observations and discussions and these are recorded on Learning Book System within pupils' individual learning journeys. Photographic evidence and pupils quotations are also gathered. Along with written work, these form the basis of the on-going teacher assessments in line with National Expectations.

Progress of pupils is tracked half termly in Reception and termly in nursery.

SEND

Pupils identified on the SEND register are assessed in line with other pupils using P scales, Wakefield Progress Steps or the year group criteria which is applicable to their needs. Progress is tracked and reviewed half termly at pupil progress meetings and targets are set and reviewed termly through the One Page Profile meetings.

Monitoring Progress

Each half term, each teacher will complete a Pupil Progress Meeting Pro forma. Meetings will always be attended by all relevant stakeholders in school including the head teacher, deputy head, assistant head, SENCo, phase Leader and phase teachers. Progress and attainment is discussed for all groups such as high attaining, middle ability, low ability, disadvantaged and SEND. The provision map for low attaining and children those who need to make accelerated progress is reviewed. Discussions and results will be considered when allocating human resources (TAs) as well as deciding on intervention programmes and progress towards achieving Performance Management objectives. Actions to impact on progress and attainment are agreed and set.

Tracking Assessment

- All teachers use the Otrack Class Track system to record formative and half termly summative judgements in reading, writing, and maths.

- This system is used to review pupils progress, set appropriate targets for the future and to form the basis of reports to parents.
- End of year targets are initially set at the end of Summer term and finalised during the first half term in Autumn. These are recorded in the pupil progress meetings.
- Formative Assessment occurs daily and weekly and is recorded on Class Track. This is then used to provide summative data at the end of each half term.
- Other forms of record keeping used by teachers are- planning, children's work, teachers observations.

Moderation

- At least termly moderation of writing and maths takes place within the academy at PDMs.
- Termly moderation between the MAT schools and local pyramid schools and takes place in writing, maths and EYFS.
- The academy is subject to external moderation for EYFS and KS1 as appropriate.

Targets and Target Setting

- End of year Targets are set for individual pupils at the beginning of each year, for reading, writing and maths. Progress towards them is monitored through half termly pupil progress meetings.
- Targets are set for all classes and cohorts for the end of the year in reading, writing and maths and used to support Performance Management targets.
- Targets for Y1 phonics, Y2 and Y6 reading, writing, maths and SPAG are set through the KPI process and monitored by SLT and the Academy Standards Committee.
- Targets are also set for vulnerable groups across school.

Roles and Responsibilities

Responsibility for assessment lies with the class teachers, although overall responsibility lies with the Headteacher, in conjunction with the leadership team, overseen by the Academy Standards Committee.

- **the Academy Standards Committee,** monitor the academies progress data with support from the Headteacher, Deputy Head and Assistant Head.
- **The Headteacher, Deputy Head and Assistant Head -** moderate assessments and provide data analysis reports to staff and the Academy Standards Committee. They hold teachers to account for pupil progress using pupil progress meetings and performance management to address under performance and set targets.
- **Subject Leaders-** particularly literacy and Numeracy monitor and moderate assessments within their curriculum area. They source methods and materials for assessment and where appropriate provide support and guidance to other members of staff.
- **Teachers**-Regularly assess pupils and provide feedback. They adapt planning in line with assessments to ensure good progress for all. They provide assessment information for pupils and parents as well as academy leaders. They will update Emag regularly and complete Pupil Progress Data which will be in preparation of Pupil Progress Meetings.
- **Teaching Assistants—**provide feedback to teachers on the progress and attainment of pupils they work with.
- **Parents and Carers-** support children at home with homework.
- **Pupils-** complete work to the highest standards in order to make good progress in school.

Walton Primary Academy Marking and Feedback

Key ideology:

The purpose of marking and feedback at Walton Primary Academy is to impact upon and advance pupil progress and outcomes.

Teachers will ensure that all pupils understand how to improve and how to respond to the different types of prompt that are used, as appropriate to their depth of learning. This may be done through comments, questions, discussions or diagrams that help pupils to impact on their progress and understanding.

Teachers and TA's will ensure that time is given to reflect and respond to feedback so that pupils may act upon it and make improvements.

Feedback will be evident in all classes (from KS1) in all subjects throughout the school. However, approaches may differ slightly depending on age, ability and topic.

Both verbal and written feedback is appropriate.

Teachers will ensure that:

Where verbal feedback is given for pupils' written work, time is made for the work to be checked for visible signs of improvement. Improvement in learning is in itself proof of feedback.

It is not necessary to leave a mark to show a verbal comment.

Written work is marked using yellow highlighter to show a strength and green highlighter to show an area for improvement.

Children up-level and peer assess in purple pen and pencil.

Maths:

All maths work is marked either by; active marking, marking at the end of the day or by the children themselves. A further challenge in learning for the next day should be evident from marking. Only misconceptions require written feedback if not given verbally. All marking is given time to respond to.

English:

All reading and SPaG work is marked either by; active marking, marking at the end of the day or by the children themselves.

Writing should be marked consistently across a piece of work. Written feedback and targets should be given regularly for children to respond to. In English we also use self and peer assessment to compliment teachers marking. All marking is given time to respond to.

Wider Curriculum:

Books will be marked actively and with the children. Feedback will be given orally and written where appropriate.

Learning Objective and Steps to Success:

All new learning will have a clear and achievable learning objective in the form of a Can I. Each Can I will have a set of clear steps to success for the children to follow in order to be successful. Children can then judge their own learning against the steps to success and will have a guide to the success of their independent learning.