

# **WEST PARK ACADEMY**

## **Assessment Policy**



**Reviewed: November 2022**

## INTRODUCTION

This policy outlines the learning and teaching, organisation and management of Assessment.

## AIMS

At West Park Academy, we believe that effective assessment aims to improve the pupils' ability to learn. Effective assessment raises achievement and provides a focus for communication with pupils, parents, teachers and others.

West Park Academy will do this by:

- identifying successes and future needs including next steps, and build up a full picture of pupils' progress
- motivating pupils by informing them about their progress and encouraging them to recognise their successes
- engaging parents by informing them about their child's progress and next steps
- ensuring that the outcomes of assessment are integrated into future planning in all curricular areas and its delivery
- ensuring a match of learning programmes to individual needs
- helping pupils to take increasing responsibility for their own learning through identified targets and next steps
- supporting the transition of pupils between classes, key stages and schools.

These can be met if we integrate assessment into all teaching and learning experiences.

## **Assessment for Learning (AFL)**

We believe that the most effective assessments are the daily AFL strategies that teachers integrate into all lessons to inform their questioning, level of challenge, marking and day to day planning. There is an expectation that this will be seen in all lessons and should also be reflected in children's ability to self-assess, self-review and correct their work. (See Marking and Feedback Policy)

**English and Maths** are assessed daily and judgments used to inform planning and intervention. Each teacher will evaluate their lessons on a daily basis and adapt the following lessons accordingly.

## **Maths**

Assessment is primarily on-going and formative. Staff observe, question, listen and mark children's work daily, allowing them to build up a picture of children's strengths and areas for development. Each teacher will evaluate their lessons on a daily basis and adapt the following lessons accordingly.

## English

Assessment notes from a unit of planning are added to the top of the next unit of planning. These may include whole class, group and where appropriate individual strengths and weaknesses, which are then to be planned for during the next unit of work (closing the gap). Year group expectations will be used to track coverage and plan for challenge.

Moderating with colleagues is planned for half termly and used in order for judgements to be consistent across the school. In writing, moderation at the end of each key stage is undertaken with other schools and externally dependent on whether the school is selected for moderation.

## Summative Assessment for Reading and Maths

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1		Teacher made assessment		Teacher made assessment		NFER test
2		NFER test	SATs past papers	SATs past papers	SATs	Teacher assessment Writing
3		NFER test		NFER test		NFER test
4		NFER test		NFER test		NFER test
5		NFER test		NFER test		SATs past papers
6	SATs past papers	SATs past papers	SATs past papers	SATs past papers	SATs	Teacher assessment Writing

## Summative Assessment for Writing

Writing trackers are used from February onwards to track which objectives the children have achieved. Each objective needs to be achieved in three independent pieces of work, across a range of fiction and non-fiction writing. Additionally, the writing trackers enable teachers to assess which objective needs more of a focus. More information about feedback in writing can be found in the Marking and Feedback policy.

Summative judgements are made termly based on the body of work produced in the subject area and the child's ability to apply this knowledge in an assessment. These will be used as the basis for Progress Meeting discussions with the Senior Leadership Team.

## Making Judgements

At the end of each term, teachers are required to make judgements against year group expectations for each child. The majority of children who are accessing the year group objectives will be judged to be on track to meet the year group expectations. A sample of each year group's work will be moderated across phase and by the Maths and English

leads. For those children who are working below year group expectations, they will be given a best fit judgement. Their independent work will be moderated by the SENCo in discussion with the teacher and Teaching Assistant. This will support teachers to identify the next steps and feed into Provision Maps as targets.

## Data

The majority of children will progress through school accessing the age related expectations, on track to meet the requirements of the end of Key Stage. Data is added to SIMs termly. The data is then analysed and used as a base for progress meeting discussions, intervention planning and is shared with parents through reports and parents' evenings. Assessment scores are categorized into 4 groups, with each group preceded by the year group number the child is working within e.g.

- 1- Child is dipping into the Year 1 content (expected level for most children in the autumn term)
- 1= Child is secure with some of the year group content (expected level for most children in the spring term)
- 1+ Child is secure with most of the year group content (expected level for most children in the summer term)
- 1M Child is exceeding the year group content

The journey through the assessment system is unique to each child and staff are aware that some children will make accelerated progress and some children will make less than expected progress.

## Interventions

See Intervention policy.

## Foundation Stage

In EYFS, children are tracked against Development Matters through formative assessment and observations from both practitioners and parents. A child is thought to be broadly typical if on entry to Nursery they are working at secure 22-36 months to emerging 30-50 months and secure 30-50 months to emerging 40-60 months on entry to Reception. It would be expected that they make good to better progress and leave Reception having achieved the Early Learning Goal. On our internal tracking system this would equate to 7 points progress over their time in EYFS. This is judged to be expected progress. However there is the expectation that for some children (children from lower starting points) they will make more than expected progress in order to catch up with their peers whilst others will exceed the Early Learning Goal. This will be tracked through termly pupil progress meetings with the Senior Leadership Team.

## How we work in EYFS

Assessment in the Early Years at West Park Academy is an intrinsic part of our practice as adults take a genuine interest in understanding the interests, abilities and characteristics of each and every child we work with.

In Nursery and Reception, all adults get to know the children very well and have clear expectations of their competencies and abilities. The staff quickly and accurately identify children's starting points and use these to inform planning and provision. These on entry judgements are based on a combination of observations and information collected from

parents and other professionals with 2-6 weeks of the children starting. All children entering reception will sit a baseline assessment within the first 6 weeks of starting school. The assessment provides a starting point to measure the progress a school makes with their pupils throughout their whole time at primary school, between reception and year 6.

At key points throughout the year, individual and cohort assessment data is collated to inform provision and planning. At the end of the Reception Year, the statutory Early Years Foundation Stage Profile is completed for every child.

Formative assessment happens on a daily basis to enable staff to build up a picture of where children are in relation to each area of learning and make plans accordingly. Observation, assessment and planning are at the heart of our practice. This information is needed to measure their achievement and progress but also to plan appropriately for each child. The characteristics of effective learning are upheld and staff understand that not only what children do but also how they do it is important.

Time for staff to observe and work alongside the children is timetabled to enable staff to pay close attention to what they are doing as they play and engage in focussed teaching tasks to gain an understanding about their learning. Quality interactions with children with staff asking questions, modelling thinking and developing learning are at the heart of our practice.

Staff use The Development Matters Statements to support assessment judgements. The age bands within these documents are used to form the basis of tracking systems used to measure progress and attainment across the year to find a best fit for each child. Staff also take each child's chronological age into account.

Staff also moderate across Nursery and Reception but also with other schools and the Authority to ensure judgements are in line with National and the LA.

Sharing information with parents and encouraging them to contribute is very important to us at West Park Academy and we are continually developing our systems to enable a collaborative approach.

### **Science and Foundation subjects**

Science and foundation subjects are ongoing through formative assessment recorded against Attainment Targets from the National Curriculum, provided by each subject leader and judgements made throughout the year. These completed trackers are kept in the Assessment file and passed up to the receiving teacher. Subject leaders are responsible for creating a portfolio of evidence that exemplifies year group expectations and helps teachers to support judgements. Final judgements are made at the end of the year and recorded on SIMs.

At West Park Academy, we recognise that evidence of assessments differ in accordance with the curricular being addressed. For example, in PE some photographic evidence may be used alongside notes, whilst Music will require some recorded evidence. Teachers will share work as evidence which will be made available to subject leaders and shared at Termly Subject Meetings. All assessment information should be used when planning the next unit of work.

Feedback on progress to parents will be through final reports and consultation with parents.

## **Children new to school**

Children who come into school part way through a school year will be assessed in their first couple of weeks using appropriate tests such as: Phonics assessments, Salford Reading test and data received from their previous school. This is to establish their baseline and ensure they are quickly placed in the right groups. Teachers will ensure that this is carried out and information reported to the Principal in order to establish a baseline.

## **SCHOOL AND CLASS ORGANISATION**

### **How we cater for pupils who are more able**

More able pupils will be challenged through differentiated work when appropriate and additional challenges. They will be used to support their peers and through this develop their understanding through explanation. They will also be signposted to and encouraged to take part in extra curricular activities.

### **How we cater for pupils with particular needs**

Teachers will involve all pupils in learning through setting appropriately pitched work and support, resources, pre-teaching or intervention. The impact of intervention programmes will be tracked half termly and fed back to the class teacher and to the SLT through progress meetings. If we remove children from the class for their learning, this must be planned for by the class teacher and shared with the Teaching Assistant.

Targets for SEND children will be identified on provision maps and, where appropriate, planning, planned for through EHC plans in conjunction with the child and their parents, and will be tracked by the Principal and SENCO.

### **Record Keeping**

Tracking records in core subjects for each class will be stored within SIMS. This will be updated termly and this information used as the basis of tracking individuals pupil's progress, progress meetings and Performance Management. Teachers are expected to keep an assessment file that contains the provision map, formative assessment sheets and pupil premium information.

### **Equal opportunities**

All children will undertake assessments, their progress tracked and targeted and any underperforming children identified for additional support.

### **Monitoring and evaluating**

- The Deputy Principal to oversee administration of assessments and ensure resources are available wherever appropriate.
- The Deputy Principal will ensure all assessments are handed in within deadlines. Individual children's progress discussed half termly with members of the SLT. Progress meetings are then held to ensure that interventions are monitored for impact. These meetings will be used to as an opportunity for professional dialogue on strategies being used and progress being made.
- The SLT to ensure assessments are being carried out in line with subject guidelines.
- Termly moderation meetings carried out to ensure judgments are standardised in writing. Opportunities to be arranged for cross year group and across school moderation.

### **Reporting to Parents**

At West Park Academy, we report end of Key Stage results in accordance with statutory guidelines.

Autumn 1 (October) – Parents' consultation

Spring 1 (January) – Interim Report

Spring 2 (March) – Parents' consultation

Summer 2 (June) – End of year report

## **MANAGEMENT OF ASSESSMENT:**

### **Role of the Subject Leader**

- To know the legal requirements for Assessment.
- To keep up to date with developments in Assessment, data analysis, recording and reporting through appropriate literature and professional development activities.
- To identify resources needed and oversee their maintenance.
- To identify training needs and organise CPD when appropriate
- To ensure continuity, progression and challenge in skills, concepts and knowledge
- To work with the Principal to monitor Assessment each term and ensure results are updated on the tracking system.
- To input on the School Improvement Plan after analysis of data and work and planning scrutinies.
- To promote accurate assessment through moderation, display and sharing of good practise.
- Report on Assessment issues to the Governing body ie, end of Key Stage statutory assessments.
- To work with Subject Leaders to monitor the quality of Assessment within all teaching groups.
- To collect data, analyse and use for continuous improvement and set targets for Performance Management.

### **Evaluation**

- Evaluation of assessment procedures carried out annually in consultation with the SLT and Subject Leaders. Assessment procedures may be amended in response to this feedback.

**Policy reviewed on: November 2022**

**To be reviewed on: November 2024**

**By: Jenna Ford**