Wood End Primary School



**Assessment Policy**

|  |  |  |
| --- | --- | --- |
| **Written by:**  | **M Cross** | **Date:** October 2023 |
| **Date for review:**  | October 2025 |
| **Approved by governors:** | 23rd October 2023 |

# Wood End Primary School

**Assessment Policy**

The current National Curriculum has been statutory since September 2014. The National Curriculum is premised on the concept of mastery – something which every child can aspire to and every teacher should promote. It is about deep, secure learning for all, with extension of able students rather than acceleration. Effective assessment will clearly show how secure pupils are in their learning and prompt the teacher into planning the most appropriate next steps in learning.

The overriding principle of good assessment is that it should be clearly tied to its intended purpose. There are three main forms of assessment: in-school formative assessment which is used by teachers to evaluate pupils’ knowledge and understanding on a day-to-day basis and to tailor teaching accordingly; in-school summative assessment which enables schools to evaluate how much a pupils has learned at the end of a teaching period; and nationally standardised summative assessment which is used by the Government to hold schools to account. Good formative assessment ranges from the probing question put to a pupil as they think something through; quick recap questions at the opening of a lesson; scrutiny of the natural work of pupils; right through to formal tests.

As a school we promote these key Assessment Principles:

* Accurate assessment is the key to effective teaching
* Assessment is fair and transparent
* Assessment is ambitious and appropriate
* Assessment is consistent
* Assessment outcomes provide meaningful and understandable information

We view assessment as the starting point for pupils’ learning. Continuous assessments are used by teachers to develop the next steps in pupils’ learning. Pupils then have an ongoing dialogue about their next steps. Verbal and written feedback is used including pupil self-assessment and peer assessment of pieces of work with work being planned against age related expectations and the ability of children.

School is able to demonstrate good evidence of pupils’ progress over time through the work in pupils’ books. However, we do need to demonstrate how children’s achievement is being recorded and monitored. The school are using Cornerstones Assessment as an online tool to record and measure pupils’ progress and assessment outcomes.

Our aim is to give reliable information about how each child, and their class, is performing. To enable this we:

* Use Cornerstones Assessment for tracking that is meaningful as pupils work towards age-related expectations in the new curriculum.
* Provide information that is easily understood and transferable
* Differentiate attainment between pupils of different abilities giving early recognition of pupils who are falling behind and those who are excelling
* Ensure assessment is closely linked to improving the quality of teaching and learning
* Make comparisons against expected standards

**Cornerstones Assessment – recording assessments and establishing progress**

**ALL SUBJECTS**



Assessments of all subjects are completed at the end of each term in school. Teachers use their assessment information from ongoing assessments in their lessons, the books, any national benchmarks that are available (Y2 and Y6) and through discussion with colleagues. They assess where a child is working in relation to age related expectations.

Assessments from the information input by class teachers will then generate percentages of pupils working within each band. This data is easily manipulated to generate data for groups of pupils and identify specific pupils who are not making expected progress.

**Progress Meetings**

Every half term, senior leaders meet with teachers to discuss the progress of pupils in their class against their statutory assessment points- on entry data, EYFS profile, KS1 outcomes. Staff discuss the children who are not making expected levels of progress from their starting points and the strategies planned to address this.

**Moderation**

To ensure assessments are accurate, staff at Wood End moderate within school, with schools within the Community Academies Trust North Warwickshire Hub and schools within our local consortium. Staff in Year 2 and Year 6 all attend agreement trialling meetings with Warwickshire local authority to ensure their judgements against the national Teacher Assessment Frameworks are accurate.

**Roles and Responsibilities**

**The Executive Headteacher will:**

* Use the information collected to inform the school’s strategic plan
* Present the information to governors in a clear and concise format that is easily understood
* Allocate CPD as necessary to address any areas highlighted through assessment
* Monitor progress meetings to ensure class teachers are held to account

**The Assessment Co-ordinator will:**

* Collate all the data collected by staff to create headline data that can be reported
* Check for anomalies in the data and ensure the data has been inputted accurately
* Analyse group data and highlight strengths and areas for development
* Check pupil level data to ensure progress for all pupils

**Subject Leaders will:**

* Understand the data available to them for their subject
* Use tools within Cornerstones to pursue their own lines of enquiry relating to the data, particularly vulnerable groups
* Use the data to inform their strategic plan to ensure all pupils in school are making at least expected progress from their starting points
* Understand from the data the key strengths in their subject in terms of progress and attainment and also the areas that require improvement

**The Class Teacher will:**

* Complete all summative assessments in line with the assessment schedule
* Complete ongoing formative assessments to inform their planning and adaptations to lessons
* Use gap analysis of tests to inform their future planning
* Input the required data into Cornerstones Maestro
* Attend progress meetings and report on the progress of individuals – giving clear and precise information on how progress will be accelerated

**The Governors will:**

* Hold the Senior Leadership Team to account by posing challenging questions around the data presented including possible causes and the planned solutions to any issues arising therefore driving standards within school
* Verify the assessment process through governor visits and meetings with subject leaders
* Understand how data informs the overall picture of performance in school and how it has been used to inform the strategic plans they have been presented