



ASSESSMENT POLICY

Both staff and pupil wellbeing have been considered in the review of this policy.

Aims

At Westfield school we agree that assessment is an integral part of the planning and learning cycle and should promote continuity and progression within the school. We recognise the importance of continuous assessment and that recording and assessment must be systematically and consistently applied by all staff so that informed decisions about future learning can be made.

Purposes

Assessment can be used for a variety of purposes –

- 1) It contributes to the formative process by recognising the achievements of the child and assists with the planning of the next steps in the child's learning.
- 2) It helps to diagnose what knowledge and skills a child already possesses and facilitates the identification of strengths and weaknesses so that appropriate remedial help and guidance can be provided.
- 3) It helps to summarise the overall achievement of a child. It may be recorded at various times (eg during and at the end of a topic, at the end of term, school year and key stage).
- 4) It facilitates the evaluation of specific teaching methods, school policies, resource allocation, in-service education as well as training and other aspects of class, school and LA organisation.

Responsibilities

Assessment is the responsibility of the whole staff and the outcomes of any assessment should be readily available for parents, teachers, governors and other agencies.

The Headteacher is responsible for preparing the assessment policy, recording and assessment strategies within the school and keeping up to date with national requirements. She is responsible for the implementation of the assessment and recording policy and the statutory assessments in school.



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Legal Requirements

Statutory assessment tasks and tests are carried out in the foundations stage (FSP) and at the end of KS1 and KS2. Pupils in Y1 engage in the national Phonics Screening Check and in Y4 the Multiplication Check.

Planning for Assessment

We recognise that classroom management and organisation are critical to the quality of assessment. It is essential that all assessment, individual, group or class, must be planned – it must not just ‘happen’. Assessment information is to be used to set class, group and individual targets in reading, writing and mathematics.

Assessment complements and assists teaching and learning and is built into the medium- and long-term planning in the school.

Recording of Assessments

We use Class Track to record the outcome of formative assessments in reading, writing and maths and the FSP in Reception to record the outcome of assessments. Summative assessments are recorded on OTrack and internal tracking sheets. The Headteacher maintains an overview and completes an analysis of results in English and maths which is discussed with class teachers and S.L.T. All class teachers are provided with updates to this database for their set and class on a regular basis. Pupils are individually tracked, and their progress is monitored. FFT 20 data is used to forecast expected levels of attainment in English, and maths and targets are set for each child and year group annually.

Early Years

Foundation Stage 1 and Foundation Stage 2 classes use a small steps progressive record of attainment to record individual achievements in the prime and specific areas. These are recorded on Tapestry and summative judgements are recorded, tracked and analysed on a formulated excel spreadsheet. The curriculum is based on the ‘Statutory Framework for the Early Years Foundation Stage’ and our own Westfield Foundation Stage 1 and Westfield Foundation Stage 2 curriculum. ‘Birth to 5 Matters’ and ‘Development Matters’ were taken into consideration whilst developing our own curriculum. We value all areas equally and understand that they are often inter-connected. Reception Baseline Assessment (RBA) is used on entry into FS2 and is used to identify strengths and weaknesses. The Early Years Foundation profile is then completed by the end of Reception. Emerging and Expected



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judgements are made against all prime and specific areas of learning. These identify Good Levels of development and are discussed and moderated with Y1 staff.

Consistency, Standardisation and Moderation

School based INSET and staff meetings are used for whole school moderation of pieces of work. Subject co-ordinators scrutinise samples of work in all subjects and give feedback to the S.L.T and subsequently the whole staff on standards in their subject. All co-ordinators monitor planning and are empowered to perform classroom observation in order to monitor the standards of teaching and learning in their subject.

SLT observations are held annually in order that the team attain a whole school picture of standards and achievement.

Each term assessments of reading, writing SPAG and maths are carried out throughout the school. These assessments are used to record individual attainment and to provide future teaching points.

The Use of Testing in Assessment

We use teacher assessment and testing materials throughout the school to monitor children's progress and to confirm judgements about individual attainment. The results are used when organising the children into the English and Maths sets for the start of the Autumn term in Year 2 onwards. The Headteacher analyses and uses the test data to monitor and evaluate current levels of progress and learning within the school.

Testing arrangements

- PIRA, PUMA and GAPS testing is in Y1 completed termly in Y2 – Y5 and standardised scores tracked.
- NTS Reading, NTS Maths and GAPS testing is completed termly in Y2 – Y5 and standardised scores tracked.
- Previous SATs testing is completed termly in Y6 and standardised scores tracked.



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Feedback

Effective feedback lies at the centre of all good teaching and assessment. It is a means of motivating and providing direction for pupils in the learning process. Please see the school's Feedback Policy for further details.

Target Setting

We believe that target setting is an integral part of assessment, recording and reporting and should be used to give children a clear understanding of where they are going and what they are aiming to achieve. We also recognise that parents have an important part to play in helping their children achieve the next steps in their learning.

Please see Target setting policy for details. Our Feedback Policy focuses on how children can improve their work further.

Retention of Work

Previous school records, admission records, records of parents' meetings, SEND information, test material and samples of children's work are kept in individual folders. All records are confidential, and the parent can inspect the files by appointment with the class teacher.

Transfer Records and Documentation

On transfer to another school, the pupil's UPN, national curriculum record of progress, their entry from the attainment database and the common transfer form is forwarded to the receiving school within 15 days of transfer. Any additional material which may prove useful to the child's receiving school is also be forwarded on request. This may include copies of school reports, examples of work, recently assessed pieces of work etc.

On transfer to secondary school, estimated levels of achievement for the core subjects are sent to the receiving schools in June. Secondary school staff are made aware of individual pupils' needs both social and academic. The Transition Links teacher forwards the individual statutory assessment results in July.



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Special Needs

We recognise that tracking progress in whole levels may not be appropriate for some children. Smaller steps may be needed for those who learn slowly or who have other special needs.

Information from teacher assessment assists in the planning of programmes of work for individual children with special needs.

We recognise the importance of the following points.....

- 1) Some children with SEND may still be able to proceed through the same stages as other children, but at a slower rate.
- 2) For them the units of learning may need to be smaller if the child is to gain a sense of progress and if there are to be realistic time scales.
- 3) It may be necessary to spend more time helping the child to see the connection between the current activity and the previous ones.
- 4) More frequent recognition of achievement may be necessary. We must ensure that work is always differentiated for children with SEND but also remember that modifying an activity is to make it accessible as possible and not to make it easier. We must also consider the evidence of attainment. For SEND pupils, we must be prepared to accept a range of acceptable responses.

Reporting

Each term a parents' evening is held. In the Autumn term a short informal appointment with the teacher focuses on how pupils are settling into year groups and gives a brief picture of attainment. Discussions take place between parents and class teachers in the Spring term. Pupil's work in all other subjects are on display and teaching staff are available to discuss progress in all the other subjects. Pupil Annual Reports, detailing attainment and effort in all subjects are issued in July. An optional parent's evening is held in the Summer term to discuss children's written report.

Parents in both Key Stage 1 and 2 are invited to the school to find out about statutory testing at an information evening