

# WALDRINGFIELD PRIMARY SCHOOL



## Assessment Policy

ADOPTED: May 2017

REVIEWED:

DATE OF NEXT REVIEW:

## Introduction/Our Ethos

# 'We care, we share, we learn together!'

We promote positive attitudes in the school by following the five Rs for lifelong learning. Teachers and staff are role models to the children by demonstrating these five important aspects, and this is reflected in our assessment policy.

We expect all children to take an active part in their learning. We use a range of learning approaches in all lessons and plan for a range of abilities, including children with special educational needs. This planning can result in children learning through independent inquiry, response partner collaboration and working in larger groups. We encourage the use of outside learning in the outdoor classroom and our school woodland.

Children know what is expected of them with their learning and what they need to do to improve through daily discussion with the teacher, learning labels, targets and feedback through marking.

Teachers show through their enthusiasm and active participation in lessons how important and enjoyable learning is and celebrate improvements shown by all children, whatever their ability. Teachers and TA's set levels of challenge for each learner and show it through clear, differentiated success criteria and the use of our 'three chilli challenge'.

## Day to Day Assessment

Teachers use a wide range of day to day assessment strategies eg.

Questioning – Key questions to start discussions, refined and focused questions to check understanding.

Observations – Teachers regularly observe children working in different situations to inform their planning and/or make assessment judgements

Displays – Work is displayed and modelled for others to learn from. Teachers use this displayed work to recognize progress and achievement.

Checking work – Verbal feedback (V.F) is given as the children work to praise particular achievements or highlight areas for improvement.

Insights gained from these methods enable staff to respond, adapt, repeat, revisit and revise plans to inform next steps for learning as appropriate.

## The New National Curriculum

At the beginning of the autumn term 2014 the National Curriculum changed for all local authority maintained primary schools in England, with the exception of Years 2 and 6. In these two year groups the children continued to follow the old curriculum for English, mathematics and science because this is what the content of their Standard Attainment Tests (SATs) for 2015 was based upon. From September 2015 children in Years 1 to 6 follow the new curriculum in all subjects.

## What is in the New Curriculum?

English, maths and science remain very important and are considered the core subjects to study. The National Curriculum gives details about what must be covered in each of these subjects, but how the knowledge and skills for each year group are taught has been left for the schools to plan and deliver.

The Foundation subjects are art, computing, design & technology, foreign languages (KS2 only), geography, history, music and physical education. There is also a legal requirement to teach religious education.

The content of the New Curriculum has become more challenging and focuses on 'higher expectations' in all subjects. For example, in mathematics there is now a much greater focus on the fluency of arithmetic, reasoning and problem solving skills. In science, a new unit of work on evolution is introduced in Year 6; work which would have previously been studied in secondary school. In English, there are specific spellings and grammatical features that must be taught in each year group.

The new National Curriculum also places far greater emphasis on ensuring that children not only learn new skills and acquire knowledge but they must also be able to apply them within a range of contexts. Children who master a skill are encouraged to become more independent in their learning through in depth and investigative work to allow for a greater mastery and understanding of concepts and ideas.

## Assessment and the New Curriculum

The Department for Education has not specified how the new curriculum should be assessed by schools. It has published draft level descriptors for the end of year 2 and year 6, but schools are free to choose their own assessment system.

'As part of our reforms to the national curriculum, the current system of 'levels' used to report children's attainment and progress will be removed from September 2014 and will not be replaced. By removing levels we will allow teachers greater flexibility in the way that they plan and assess pupils' learning.' National curriculum and assessment from September 2014: information for schools DfE

This freedom allows for schools to further develop existing formative assessment practices. The elements of formative assessment include:



- Clarifying and understanding learning objectives and criteria for success.
- Engineering effective classroom discussions, questions and tasks that elicit evidence of learning.
- Providing feedback that moves learners forward.
- Activating children as teaching and learning resources for each other.
- Activating children as owners of their own learning.

These professional practices are already part of the culture of assessment at Waldringfield Primary School.

### Tracking achievement over time

In order to track achievement, the school has adopted the assessment model developed by the National Association of Head Teachers. This model has used the statutory requirement statements for English and Mathematics and developed a system where progress can be tracked using Key Performance Indicators [KPIs]. KPIs are those statutory requirement statements that carry significantly more 'weight' than others. This does not mean that other statutory requirement statements cannot be used to measure achievement.

Teachers keep detailed records of when children achieve the statements and meet twice a term as a phase or year group to moderate their overall performance judgements. Against their year group KPIs, children's achievement is judged as being:

- at the expected stage of achievement for their year group or
- above the expected stage of achievement for their year group or
- below the expected stage of achievement for their year group

There is a degree of flexibility for teachers to judge achievement as well above or just below.

Teachers set high expectations for every child. They plan stretching work for children whose attainment is significantly above the expected standard. They carefully plan lessons so that all children can access the curriculum regardless of their starting points.

By the end of the year, the expected standard of attainment for children is to have an 'embedded' understanding of their year group's KPIs. The Government has set a target for 2016 that 85% of children will reach the expected standard by the end of Key Stage 2.

The following chart shows how the school is able to track progress and attainment against these expectations:

	<b>Below</b>	<b>Just below</b>	<b>Expected</b>	<b>Above</b>	<b>Well above</b>
<b>Autumn 1 By October half term</b>			<b>Beginning</b> to show an understanding of the age related KPIs / <b>beginning +</b>	Developing understanding of the age related KPIs / developing +	Embedded understanding of the age related KPIs / Mastered see below
<b>Autumn 2 By Christmas holidays</b>		Beginning to show an understanding of the age related KPIs	<b>Beginning +</b>	Developing understanding of the age related KPIs / developing +	Embedded understanding of the age related KPIs / Mastered see below
<b>Spring 1 By February half term</b>	Beginning to show an understanding of the age related KPIs	Beginning +	<b>Developing</b> understanding of the age related KPIs shown across other subjects / <b>developing +</b>	Embedded understanding of the age related KPIs	Mastered understanding of the age related KPIs – children deepen their knowledge and understanding
<b>Spring 2 By Easter holidays</b>	Beginning to show an understanding of the age related KPIs/ Beginning+	Developing understanding of the age related KPIs shown across other subjects	<b>Developing +</b>	Embedded understanding of the age related KPIs	Mastered understanding of the age related KPIs - children deepen their knowledge and understanding
<b>Summer 1 By May half term</b>	Beginning+	Developing understanding of the age related KPIs shown across other subjects	<b>Developing +/ Embedded</b> understanding of the age related KPIs Children demonstrate their knowledge and understanding across other subjects	<b>Mastered</b> understanding of the age related KPIs children deepen their knowledge and understanding	Mastered+ understanding of the age related KPIs -children demonstrate a mastery of skills, knowledge and understanding across other subjects
<b>Summer 2 By the end of the school year</b>	Developing understanding of the age related KPIs	Developing +	<b>Embedded</b> as above	Mastered as above	Mastered+ As above

## Reporting to parents

The school holds a parents evening every term. This gives the parents a chance to look at the children's work and discuss achievement. The class teacher will inform parents of how well their child is achieving against the age related programmes of study and let them know what the next steps of learning are. They can also give advice on how best to support and develop their child's learning.

The end of year written report will remain largely unchanged from previous years. It will include a detailed narrative of a learner's achievement and next steps, and will inform parents of whether their child has achieved the expected standards for their age or exceeded them.

## Assessing Children's Knowledge and Progress: Years 2 and 6

Children are tested as part of the ongoing assessment of their progress throughout the curriculum. Test results are used to build a picture of the children's attainment alongside teachers' continual assessment. 'SATs', Standard Attainment Tests (and Tasks), are compulsory for children at the end of Year 2 and Year 6.

From 2016 the end of key stage SATs will be based on the new National Curriculum. They will be reported as a scaled score, with a score of 100 representing the expected level for each age group. If a child achieves the score of 100 then they will have reached the 'national average' for Year 2 or Year 6. The new performance descriptors were published by the DfE in September 2015 and these will inform statutory teacher assessment for the end of key stage 1 and 2.

<b>Glossary of terms</b>	
Achievement:	Attainment and progress combined (see below)
Attainment:	The standard a child is assessed at a given point in time
Progress:	How far the child has moved on from their starting point or last assessment.
Formative Assessment:	Formative assessment refers to a wide variety of methods that teachers use to conduct ongoing assessment of a pupil's learning.
KPIs:	Key Performance Indicators – National Curriculum statutory requirement statements that carry significantly more 'weight' than others.
Moderate /moderation:	Moderation is a dialogue between two or more teachers, and between teachers and other professionals, to agree and make judgements about what pupils understand, know or can do, and the extent to which they are consistent in demonstrating their understanding, knowledge and skills. The agreement or moderation of assessment judgements is essential so that all those involved can make effective use of the information. Moderation is used to ensure that the assessment judgements made for any one pupil are accurate, fair, comparable with those made for all other pupils in the same class, and consistent with those made in other classes in other schools.
SATs:	Standard Assessment Tests (and Tasks) – statutory for years 2 and 6. In Year 2, any tests and tasks are only used to inform teacher assessments for English, Mathematics and Science. Year 6 children take a test in Mathematics, reading and grammar, punctuation and spelling. The end of key stage level is calculated from the score from the test. The children are teacher assessed for writing and science. For more information visit <a href="http://www.gov.uk/national-curriculum/key-stage-1-and-2">www.gov.uk/national-curriculum/key-stage-1-and-2</a>