



Assessment Policy

**Wadsworth Fields Primary
School**

2022

Assessment is viewed as essential to, and an integral part of effective teaching and learning.

The purpose of assessment is to provide information for a range of audiences. Assessment at Wadsworth Fields Primary School will be:

- Positive
- Manageable
- Useful and used
- Consistent
- In line with government guidelines

Aims

- To indicate where a pupil/ class is in his/their learning in order to plan for future teaching and ensure progression and that lesson time is utilised well.
- To gather information about the performance and progress of individual pupils, groups and cohorts of pupils so that it can be used to inform target setting at a range of levels and provide the necessary support.
- Record a pupil's overall attainment in order to give information to parents, colleagues and to other schools on transfer.

In order to fulfil these aims we will:

- Integrate assessment into our long, medium and short term planning cycles
- Use a variety of assessment styles and techniques agreed by all staff
- Use assessment to track each pupil's progress through the school so that we can plan for his/her development.
- Ensure that there is a consistency of assessment practice and judgements throughout the school. (EAZMAG tracking system based on Sheffield STAT statements as well as statutory external assessment points)
- Keep evidence of our assessment judgements to meet the requirements of external scrutiny.
- Analyse assessment outcomes to contribute to the process of school target setting.

Effective assessment in this school is characterised by:

Teachers knowing what children know and what they need to teach to move them on with their learning. This is constant assessment for learning and although may not be formally recorded is crucial to the roles of good teaching and learning.

Meaningful and useful information about the pupils' achievement and progress transferring with the pupils as they move from:

- Home/other setting to nursery
- School Nursery/other setting to FS2

- FS2 to Key Stage 1
- Key stage 1 to Key Stage 2
- From class to class
- Key Stage 2 to Key Stage 3

Monitoring and evaluation

The Head teacher and assessment co-ordinator will ensure this policy is implemented consistently throughout the school using strategies such as discussion with teachers, pupils and parents/carers, work scrutiny, sampling planning and analysis of current data.

Assessment- who is it for?

Teachers will know:

Where the pupils are starting from and how this information can inform planning.

If the class overall are learning what was planned.

Whether all pupils are making expected progress.

If pupils are making enough progress against nationally set age related expectations.

How pupils are applying their skills, knowledge and understanding across the curriculum.

Which pupils need further support or extension.

How well the pupils are progressing across the Wadsworth Fields wider curriculum overviews

The head teacher, assessment coordinator and subject leaders will know:

Whether pupils are making good progress.

If a pupil's progress is in line with the school's targets.

How Wadsworth Fields Primary School compares to other similar schools.

Any areas of strength or weakness.

The parents will know:

If their child is making good progress.

How their child compares with age related expectations.

What they can do to help.

The LEA/ Government will know:

How well the school and LEA is progressing against their targets.

The impact of the school improvement plan.

The attainment of pupils at the start and end of FS2, KS1 and KS2 compared to age related expectations.

How Wadsworth Fields Primary School compares with other similar schools.

Recording:

Recording will be manageable and relevant at short, medium and long-term levels.

Short term

Effective use made of assessment for learning during lessons including verbal assessment by different styles of questioning.

- Sharing success criteria.
- Marking of work to include targets
- Pupils engaging in self and peer assessment.
- Use of the plenary to check understanding and reinforce learning.
- Identify problems which will help SENCO or another adult.
- Teachers being aware of what the next steps of learning should be and how their lesson content will help to address this

Medium-term

- Target setting for improvement with individuals or groups of pupils.
- Ongoing knowledge of a child's progression towards age related skills informing planning and targets.
- Discussions with parents/carers at parent interviews held in October and Spring term

Long-term

- Recorded assessments will be carried out as agreed by staff following the assessment calendar. (Located in the staffroom, assessment folder on the network)
- An annual report to parents is issued for each child towards the end of the summer term followed by an opportunity for parents to discuss the contents of the report.
- End of year summative assessment will be undertaken in line with national statutory assessments at the end of key stages.

Paper copies of records may be held by individual teachers.

Assessment data is entered onto EAZMAG and all staff can access this data. Staff can use EAZMAG to generate visual maps, tracking and progress reports and need to ensure that they use the information they give to inform both their teaching and their interventions. EAZMAG also provides information about children's additional needs or vulnerability. The SENCO will also arrange any necessary external assessment by the Family SENCO, teaching assistant and class teacher.

The Head teacher will report to the governing body on standards and school improvement.

SEN Statement

At Wadsworth Fields we are strongly committed to supporting all children with a Special Education need. We are aware of the many complex and different needs of individuals (Dyslexia, Dyspraxia, ADHD and ASD) and aim to make provision for all these in all lessons. Through training and resources children are supported by all adults both within and outside of the classroom.

Target setting

All year groups may consider appropriate target groups where necessary to provide support for the children. Target groups for numeracy, literacy and phonics can support children and enable teachers and teaching assistants to focus their planning and teaching.

Foundation Stage:

These records will be kept:

- New Development Matters based on the Early Years framework record for each child showing progress towards the Early Learning Goals. This is completed on entry to FS1 and regularly updated before being passed on to FS2 staff. Staff are trained to assess with a 'best fit holistic child' approach. Data to be entered on the EAZMAG system
- Written report for parents at the end of FS1 and FS2, indicating whether a child is working at age related expectations, or above or below. Personal comments include reference to the characteristics of learning as set out in Development Matters.
- Reception Baseline Assessment completed at the start of FS2. Results are reported to the DfE. Staff also assess other areas such as PSHE that are not included in the RBA.
- EYFS Profile at the end of FS2 including point scores linked with the Early Learning Goals and the characteristics of learning. This report is for parents and Year One staff and reported to LA.
- Ongoing observations (three types) inform record keeping and future planning of learning and activities.
- 'Happy Books' (FS1) contain examples of children's progress and attainment over time such as drawing, writing, craft work, ICT, photographic evidence of DT etc
- The children in FS2, have a 'Learning Journey' book which illustrates the children's progress over time. This is accompanied by Literacy, Numeracy and Understanding the World folders.
- Family members and the children themselves contribute to the assessment process, through 'Wow' sheets and child interviews.
- Play / activity records for TAs and PPA staff working with groups of children
- Class/cohort sheets for planned assessment activities - inc. literacy and numeracy
- FS2 termly phonics assessments
- Reading diary usually begins in the final term of FS1 (earlier if appropriate) and is passed onto FS2

This policy will be reviewed annually. Any implications relating to issues for the whole school will be considered for inclusion in the school plan.

**Ruth Noyes
March 2022**