

# **Worlebury St. Paul's Church of England VA Primary School**

## **Interim Assessment Policy 2015-16**

*To be read in conjunction with our Feedback Policy*

### **Introduction**

Assessment is an integral part of Teaching and Learning at Worlebury St. Paul's Primary School. Effective assessment is essential in providing teachers and staff with crucial information about individual children; this can then be used to enable every child to make excellent progress. At Worlebury St. Paul's we use two different styles of assessment: formative assessment and summative assessment. These are used in conjunction in order to provide the best possible opportunities and highest levels of support for all children.

### **Aims and Objectives of Assessment**

*Assessment at Worlebury will:*

- Enable individual pupils to make good progress in their learning;
- Be underpinned in the confidence that **every** child can improve
- Help all pupils to demonstrate what they know, understand and are able to do;
- Allow teachers and staff to plan work which is effective in meeting the needs of every child;
- Include reliable judgements about how learners are performing, related (where appropriate) to national standards;
- Involve both teacher and pupils reviewing and reflecting upon assessment information;
- Enable parents to be involved in their child's progress and support their learning.

### **Assessment at Worlebury**

Teachers and Teaching Assistants are responsible for carrying out summative and formative assessments with individual pupils, small groups and whole classes, depending on the context. Where appropriate, these outcomes will be shared with pupils as part of an ongoing dialogue with the children about their learning progress. The outcomes of our main summative assessments will be collected three times a year in the school SIMS data system and analysed as part of our Pupil Progress Meetings.

The standards in both core and foundation subjects are monitored throughout the school. This is done by Subject Leaders, Key Phase Leaders and the Head Teacher. Judgements are also moderated amongst staff as a whole team. The data collected is used to analyse pupil progress and attainment, including individual pupils and specific pupil groups; this includes identifying pupil groups who are vulnerable to underachievement in relation to age expectations and prior attainment.

All summative assessments are monitored against the standards for each subject according to assessment criteria set out in the National Curriculum (2014). The Department for Education has now removed Level Descriptors from the new National Curriculum and required schools to come up with a suitable method of monitoring pupils learning progress and achievement and reporting this to parents and to

OFSTED. We are in the process of trialling and evaluating assessment models alongside other colleagues in North Somerset; we are also currently using the SIMS system to track our data. A new assessment model for Worlebury St. Paul's Primary will be in place by September 2016.

### **Summative Assessment**

Summative assessment gives us a 'snapshot' – testing what a child can do at a given time. It can also help build a picture of the child's learning and show individual, group and whole class gaps. At Worlebury we use Summative Assessment in a variety of ways:

- ❖ **Statutory Assessments** – these provide a summative end of key stage attainment result. It is also a national yardstick against which to compare children's performance. The national expectation is that children should be secure in their own year's curriculum (Year 2 or Year 6) by the end of the academic year. Children are tested in May. Pupils in Reception are assessed throughout the year using the assessment strands in the guidance material for the Development Matters in the Early Years Foundation Stage. At the end of the Foundation Stage a summative assessment is made in each of the 17 strands.
- ❖ **Non-Statutory Tests** – at Worlebury we use 'Rising Stars' assessments in Reading, EGPS and Maths. These are administered in order to provide an opportunity for us to keep track of pupils' progress and teachers' expectations; it also enables us to monitor progress through summative means at different points in the key stage. We currently use the 'Rising Stars' tests at three points in the year for all year groups being taught the National Curriculum.
- ❖ **Baseline Assessments** – on entry to Reception, teacher assessments are made using the assessment strands in the guidance material for the Development Matters in the Early Years Foundation Stage. These are used to establish pupils' abilities at the beginning of YR, so that subsequent progress in achievement can be compared with, and measured against, expected norms. These assessments can also be used formatively, to identify strengths and areas to develop; this in turn supports teachers in providing appropriate learning experiences for individual pupils.
- ❖ **Teacher Assessments** – in terms 2, 4 and 6 whole school teacher assessments are undertaken in each year group. The teacher will use the National Curriculum age group expectations and assess against programmes of study for their year group. We also use 'Key Milestones' (NAHT) to assess whether a child has reached a milestone for their year group. Teachers use a combination of all summative and formative assessments and their professional knowledge in order to make a final judgement as to whether a child is working securely within their year group and is therefore on track to meet end of year expectations.
- ❖ **Class tests** – these may be created by an individual teacher and used in day-to-day lessons in order to improve pupils' skills and establish what they have learnt. At Key Stage One, children will do Number Bonds tests and times tables

challenges set by the teacher. At Key Stage Two, children will work progressively through our school's Tables Challenges and may also have spelling tests and mental maths tests set by the class teacher.

### **Formative Assessment**

Formative assessment is day-to-day, ongoing assessment as part of the repertoire of teaching strategies. It involves giving immediate feedback to the children as well as them becoming responsible for improving their own learning.

- ❖ **Teacher Learning Community** – at Worlebury we are in our third year of 'TLC' – a formative assessment programme devised by Dylan Williams. Teachers work together to discuss, trial and evaluate different strategies of formative assessment in order to provide essential information to both teachers and pupils that results in moving learning on. We meet, as a staff, once a month for a dedicated time of valuable professional dialogue.
- ❖ **Planning** – our planning identifies valid learning and assessment objectives that ensure differentiation and progression in delivery of the National Curriculum. At Worlebury we give the children a choice of varying levels of planned challenges in their learning which enables them to have ownership of their own learning journey. Planning also ensures clear learning objectives and appropriate delivery of the National Curriculum; teachers' own short term plans show how assessment affects next steps by the development of activities driven by the learning that has taken place.
- ❖ **Sharing Learning Objectives with Pupils** – pupils know and understand the learning objective for each teaching session. This ensures that pupils are focused on the purpose of each lesson and encourages pupil involvement.
- ❖ **Pupil self-assessment and peer assessment** – children at Worlebury are trained and encouraged, in oral or written form, to evaluate their own and their peer's achievements against the learning objective (and sometimes beyond), and reflect on the successes or otherwise, of the learning process. This empowers each pupil to realise his or her own learning needs and enables them to have control over future targets; it also provides the teacher with further assessment information – the pupil's perspective.
- ❖ **Feedback** – at Worlebury we use a 'pink and green' marking system. The teacher uses a pink pen to highlight strengths in the pupil's learning and comment on what they have done or understood well and a green pen to highlight errors to correct and their next steps in learning. This feedback always reflects the learning objective of the lesson and provides an ongoing record of the child's learning; this can be oral or written. This process tracks progress diagnostically as it informs the pupil of successes and weaknesses and provides clear strategies for improvement.

### **Reporting to Parents and Carers**

We have a range of strategies that keep parents and carers fully informed of their child's progress in school. If parents and carers have any concerns with their child's progress or learning then we encourage them to contact the school to enable us to work together. Three times a year, we offer parents and carers the opportunity to meet their child's class teacher to discuss their learning, targets and achievements. During the summer term, we give all parents and carers a written report of their child's progress and achievements during the year. In this report it is stated whether their

child has met the end of year expectations, if they are working towards these or if they have mastered their current year's curriculum. Reports for pupils in Year 2 and Year 6 will also contain details of statutory assessment tests. Pupils also comment on their own learning during the past year and give a comment about their next steps.

### **Inclusion**

Our school aims to be an inclusive school and so we seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. We work hard to meet the needs of all our children. Where a child is not making the expected progress we work as a team to plan tailored support. We use Individual Learning Plans, where appropriate, which are reviewed with the child and parents termly.