

ASSESSMENT POLICY

West Park Primary School



KEY PURPOSES

Assessment is an integral part of the planning, teaching, learning and assessment cycle. It is the process through which pupils' attainment and progress are recognised and is used to improve learning and outcomes for children.

The key purposes of assessment are:

- Curriculum - to enable the identification of pupils' progress and needs, to evaluate the effectiveness of teaching in enabling learning and motivating pupils.
- Communication - to provide appropriate information for a range of audiences: pupils, parents and carers, teachers, governors other educational institutions and agencies.
- Accountability - to enable teachers to know their impact and meet needs of children. They can then be reflective – who made/did not make progress? Why?

Assessment *for* learning (formative/everyday) and assessment *of* learning (summative) are different but compatible and complementary. The principle aim of assessment should be to inform teaching and learning. Low stake 'testing' including questioning, quizzes, retrieval practice etc. is embedded in the work at school so that the **art of learning** – or putting things into long term memory – is **explicit** and **visible** to adults and children.

Our aim is ensure that all assessments systems at West Park are appropriate for our pupils with the sole aim of supporting their achievement. They must inform teaching and learning to drive progress, be accurate and build confidence in learning.

1. Fundamental principles

Assessment, recording and reporting should:

- a) Offer all pupils an opportunity to be involved in showing what they know, understand, can do and what they need to develop;
- b) Support the setting of personal and school targets that are based on the highest expectations for each child;
- c) Recognise that the National Curriculum does not encompass all learning. That there is the wider curriculum which includes pupils' personal, social and emotional development;
- d) Provide effective feedback for pupils and adults;
- e) Be rigorous and consistent.

2. Planning learning

Planning will be effective when:

- a) Progression is mapped throughout the school, taking into consideration the National Curriculum and end of key stage Teacher Assessment Frameworks;
- b) Planning is organised into that to be taught in the long, medium and short term and learning objectives are shared consistently;
- c) Teachers/TAs regularly evaluate their teaching and pupil's learning to adapt lessons in real time and inform future plans;
- d) Prior learning is taken into account when planning next steps of learning and setting targets for improvement. This will be evident where high attaining pupils are challenged and when all pupils are supported to make progress from their starting points. If a teacher does a knowledge harvest or quiz at the start of the topic, then this is used organically in planning so that the learning is meaningful and based on what a child already knows and needs to know next.

3. Assessment for learning

Classroom practice will be effective when:

- a) We are clear about what pupils know, understand, can do and what they need to do next in all areas of their learning;
- b) We ensure pupils know what they are learning, how they can succeed, what they have achieved and how they can improve; this is evident through learning objectives, success criteria and a child's ability to know what they need to do next;
- c) Assessment ALWAYS informs practice;
- d) Target sheets in **maths, reading and writing** are live documents that teacher, TAs and pupils engage with.

4. Marking and feedback

Classroom practice will be effective when:

- a) We have clarity and focus the response on the learning objective(s) and success criteria;
- b) A range of strategies are used to support learning which includes verbal and written feedback; oral feedback or audio using technologies, questioning, interventions and marking 'live' in the lesson is prioritised; time consuming remote marking is not encouraged at the school due to work life balance;
- c) Pupils are empowered to be in the driving seat of their own learning and are explicitly taught how give feedback to each other and themselves; the school has developed feedback posters to support this (see the Teaching Essentials section on the cloud);
- d) The Visible Learning model is in place – task, process and self-regulation feedback. Feedback has to close a gap in learning.

Type of feedback	Learning	Feedback focus	Examples
Task	New	Builds surface knowledge. How well task has been done. Correct/incorrect. Clear and specific points.	Giving spellings. Did you remember to put a full stop? Finger spaces please? Make sure 2 is in tens column etc.
Process	Some degree of proficiency	Prompt learner to look for strategies of improvement/alternative strategies.	Which strategy/method will you use? Why? Look at the last time we did this in your book? What will support your learning/improve? Is there anything in the class that will help? How could you check if your answer is correct? There are three errors in that section of work; can you find them?
Self-regulation	High degree of proficiency	Prompt to self-assess and know if learning goals have or have not been achieved.	Have you met success criteria? How will you improve your writing? What sentence code could you use to improve/add more detail? Which methods is more efficient? Why?

In 'The Secret of Effective Feedback' (2016), Dylan Wiliam encourages us to make feedback into detective work. He says that if we're going to provide feedback on 20 answered questions then rather than just marking a pupil's work, we can instead enable deeper learning by making them look further. For example, by saying: *"Five of these are incorrect. Find them and fix them."*

The Education Endowment Report Improving Mathematics at Key Stage 2&3 also encourages us to give feedback sparingly so that it is meaningful and provides a similar example: *"One of the angles you calculated in this problem is incorrect—can you find which one and correct it?"*

5. Assessment of learning

Practice will be effective when:

- a) Teachers use a range of strategies, not just summative testing, and diagnostic use is made of assessments to inform planning;
- b) End of unit mini assessments are used so that adults know the impact of teaching and children are self-aware and can identify what they need to do next
- c) Pupils are taught to effectively assess themselves and each other (see the feedback 5 model in appendix 2)

- d) Consistent judgements of pupil's attainment and progress in National Curriculum are made using Age Related Expectation systems (Entering Developing Secure and Greater Depth) in a 'best fit' way with expectation that 75%+ of each year group are working well in standards;
- e) Pupils' individual needs are fully taken account of e.g. with access arrangements;
- f) Pupil data/test scripts analysed to identify strengths and weaknesses;
- g) Outcomes of analyses are acted upon, **shared with pupils e.g. at one to one learning conference**, and inform teaching, planning and learning.

6. Recording and evidence

Records will be effective when:

- a) They demonstrate pupil progress over time, based on agreed criteria such as learning objectives linked to the National Curriculum;
- b) The agreed systems (mark book plus Excel if teacher's preference) is manageable, useful and used;
- c) SIMS system used and data uploaded as directed;
- d) They inform planning and report writing;
- e) Judgements are accurate, supported by in school and interschool standardisation and moderation.

7. Using assessment information as part of school improvement

To improve our school we will:

- a) Track pupil performance term on term throughout each school year, and half termly for Pupil Premium pupils;
- b) Use assessment information to see how we compare with local and national results and schools in similar circumstances (including Pupil Premium and prior attainment benchmarks);
- c) Set targets for improvement at whole school, group and individual level;
- d) Ensure our expectations are aspirational for all pupils;
- e) Monitor progress in relation to baselines for all pupil groups (prior key stage/end of year) and by calculating effect sizes between assessments;
- f) Make links to appraisals.

8. Additional principles

The school will ensure that:

- a) Staff receive continuing professional development and are supported in assessment systems;
- b) Appropriate links are made to other documents/policies e.g.
 - ◆ Teaching and Learning policy
 - ◆ Transition policy
 - ◆ Separate subject policies and requirements directed by subject leaders
 - ◆ SEND Policy
- c) Report to parents/carers termly in open evenings and through Visible Learning feedback after one to one conferences and assessments, with an annual written report
- d) Information is shared swiftly on transition to other settings

GUIDELINES FOR THE EFFECTIVE IMPLEMENTATION OF THE POLICY

1. Planning learning

a) Long term planning should:

- ◆ map progression throughout the school with reference to the National Curriculum programmes of study and the Early Years curriculum ensuring a broad and balanced curriculum;
- ◆ be shared with families on the class web page.

b) Medium term planning should:

- ◆ contain clear key learning objectives that take account of prior learning, within the context of the NC programmes of study;
- ◆ indicate success criteria relating to medium term teaching/learning objectives;

- ◆ indicate how achievement of these objectives will be recognised through a range of assessment opportunities;
- ◆ suggest key questions teachers might use to focus assessment activity;

c) Short term planning should:

- ◆ recognise individual needs / abilities and prior attainment;
- ◆ take account of the outcomes of pupil's performance when planning next steps of learning;
- ◆ identify learning objectives, success criteria to be applied and key questions to be used;
- ◆ identify strategies and techniques to be used to assess individuals / groups of pupils (SEND, higher attainers etc.) which reflects pupils' different learning styles;
- ◆ indicate any specific individuals / groups who will form a focus for assessment in a particular lesson;
- ◆ involve pupils in self / peer assessment;
- ◆ take account of our agreed priorities for what we will assess in depth.

2. Assessment for Learning

Key Features

Recent research indicates that effective formative assessment is a key factor in raising pupils' standards of achievement.

Central to formative assessment or 'assessment for learning' is that it:

- ◆ is embedded in the teaching and learning process of which it is an essential part;
- ◆ shares learning goals and success criteria with pupils;
- ◆ helps pupils to know and to recognise the standards to aim for through modelling and WAGOLLs (What A Good One Looks Like);
- ◆ provides feedback which leads pupils to identify what they should do next to improve;
- ◆ has a Growth Mindset commitment that every pupil can improve;
- ◆ involves both teacher and pupils reviewing and reflecting on pupils' performance and progress;
- ◆ involves pupils in self-assessment and peer assessment.

a) Involving pupils in their learning;

In order to involve pupils fully in their learning, teachers:

- ◆ explain clearly the reasons for the lesson or activity, in terms on the learning objectives;
- ◆ share the specific assessment criteria with pupils;
- ◆ help pupils to understand what they have done well and what they need to develop;
- ◆ show pupils how to use the assessment criteria to assess their own learning.

b) Modelling quality: showing pupils the learning strategies and goals;

Assessment criteria are often defined in formal language that may not be clear to the pupil, so it is important that teachers share with their pupil's examples of work so that they can see the standards they are aiming for in **all subject areas** and have easily understandable success criteria. Pupils who study the completed work of others will develop their reflective skills and find out what it is like to take an active part in the assessment process. At West Park, this is done in the context of The Learning Pit.

These opportunities can include:

- ◆ encouraging pupils to listen to the range of pupils' responses to questions;
- ◆ showing pupils the learning strategies;
- ◆ showing pupils how the assessment criteria have been met in some examples of work from children not known to the pupils;
- ◆ encouraging pupils to review examples from anonymous pupils that do not meet the assessment criteria, in order to suggest the next steps to meeting the assessment criteria;
- ◆ using examples of work from other pupils in the class highlighting the ways it meets the assessment criteria or standards.
- ◆ Using the learning environment effectively.

3. Assessment of learning

Teachers should ensure that:

- ◆ statutory assessment is administered
- ◆ end of term/key stage Teacher Assessment is finalised using on-going assessment in line with Assessment Calendar;
- ◆ they have a clear understanding of ARE through engaging in moderation activities with other staff;
- ◆ due consideration is given to all pupils entitlement and access to appropriate summative assessment processes;
- ◆ they engage in analysis of assessment data and use the information to adjust teaching and learning plans.

Statutory Assessment (can be dependant e.g. on pandemic)

The following assessments will take place as detailed in guidance received from the DfE. This currently indicates the following:

- ◆ All children, as they move through Early Years will be assessed using the Early Year Outcomes. This is an on-going teacher assessment which will be summarised in the final term of the Reception year using Early Learning Goals.
- ◆ Key Stage 1 - phonics screening takes place in year 1 and all pupils at the end of KS1 will be assessed via teacher assessment using tests to support these judgements..
- ◆ End of Key Stage 2 - all pupils at the end of KS2, usually those in Year 6, will undertake statutory assessment.

Non-Statutory Assessments

- ◆ Nursery and reception children will be assessed on entry – within 3 weeks.
- ◆ Summative assessments will be made termly of all pupils using Teacher Assessment supported by test material as appropriate.
- ◆ The outcomes of both Teacher Assessment and any test/task taken will be used to inform future learning and set targets for individuals.

An Assessment Calendar is included for clarity in the appendix.

4. Recording and evidence

Teachers will:

- ◆ use records to support diagnosing difficulties, informing future teaching and learning, reporting to parents and, in the wider context provide evidence for the monitoring and evaluating of teaching and curriculum provision;
- ◆ keep records on all aspects of teaching and learning and on pupil's achievement outside the school where possible;
- ◆ ensure the following are updated on a regular basis:
 - evaluation/next steps section on short term plans by annotating plans;
 - evaluation on medium term plans, again by annotating to show what has been taught and assessment information;
 - reading records;
 - Target sheets.
- ◆ involve pupils in reviewing their own work and recording their progress;
- ◆ pass on the agreed set of records as specified in the transition policy to the pupil's next teacher.

Feedback and marking

Key Principles

Research has shown that consistent and effective feedback and marking has a significant impact on raising achievement. At West Park, we want all children to make accelerated progress and to develop resilient attitudes to learning. Effective feedback and marking will:

- ❖ Motivate the learner.
- ❖ Address misconceptions.
- ❖ Move learning on by setting extra challenges or tasks where appropriate.
- ❖ Develop a pupil's ability to self-assess, be self-aware and drive their own learning.
- ❖ Relate to the success criteria and or learning objectives.

Shared principles of marking and feedback

- It provides opportunity for prompt and regular constructive written or spoken dialogue with the pupil; focusing on success and improvement needs against LOs.

- All staff and pupils are clear about the LO of a task which are shared with children and reviewed throughout the lesson and in the plenary;
- Staff define and make clear the success criteria for meeting the LO e.g. with using a WAGOLL;
- Staff provide constructive suggestions, either orally or in writing, about the ways in which the pupil might improve his/her work;
- Staff agree next steps with the pupil;
- Staff follow up to the agreed targets with the pupil to see how far they have achieved them.

Characteristics of effective feedback

- ◆ Feedback is more effective if it focuses on the learning objective of the task, is given regularly (including in the lesson by all adults) and while still relevant. It should be limited to what pupils were learning;
- ◆ Feedback is most effective when it confirms the pupils are on the right tracks and when it stimulates correction of errors or improvement of a piece of work.
- ◆ Use coded marking against LO or traffic light highlights of LO/success criteria/I can statements
- ◆ Occasionally using a 'closing the gap' prompt to structure improvement points: Either
 - A reminder prompt, 'how do you think...?'
 - A scaffolded prompt, a direction/order, focused question, start a sentence
 - An example prompt, give a choice of words/phrases they might choose
- ◆ Suggestions for improvement should act as "scaffolding" i.e. pupils should be given as much help as they need to use their knowledge. They should not be given the complete solutions as soon as they get stuck so that they must think things through for themselves.
- ◆ Pupils should be prompted to find an alternative solution if simply repeating an explanation continues to lead to failure.
- ◆ The quality of dialogue in feedback is important and research indicates that oral feedback is more effective than written feedback.
- ◆ Pupils need to have the skills to ask for help and the ethos of the school should encourage them to do so; at West Park this is through Learning Pit strategies in all key stages.
- ◆ Peers should be coached to give effective feedback to peers as 80% of feedback in the day is not from adults!

Feedback - spoken and written form

Teachers should:

- ◆ Ensure pupils are clear about expectations – do they really know what it is they have to do to meet the LO?
- ◆ Feedback must be given against the initial expectations either at task, process or self-regulation level;
- ◆ The skills of responding to feedback must be explicitly taught and pupils must be given dedicated time to respond.
- ◆ Feedback should be teacher-to-pupil and pupil-to-pupil, involving dialogue. Pupils should be supported to give feedback linked to LOs and success criteria.

Feedback in written form – guidance on marking work

Teachers should:

- ◆ make sure pupils can read and understand it, and for written feedback to be a good model e.g. of spelling, punctuation, grammar and handwriting;
- ◆ give dedicated time for pupils to read it and time for improvement to be made; in writing the pink box pen is used to show which part of a text a pupil is expected to work on;
- ◆ make the purpose of work clear and let pupils know how it is to be assessed, making success criteria explicit;
- ◆ comments should focus on the success criteria already established and other recent work if key basic skills issues repeatedly arise;
- ◆ ensure pupils are clear what follow-up is expected to any piece of work e.g. 'do corrections', 'practise certain skills', 'develop the work in certain ways';
- ◆ use task, process and self-regulation as appropriate
- ◆ ensure pupils understand any grade, score, level or code (if used);
- ◆ follow the marking codes outlined in appendix 1.

Self-assessment and peer assessment.

If pupils are to learn, they need to identify any gaps between the learning objective and what they achieved. Pupils should not leave a lesson without an understanding of what they have/have not achieved and need to understand the feedback 5 principle.

In addition, pupils will need to:

- ◆ reflect on their own, and other's work;
- ◆ know that mistakes are a positive part of learning, and be supported to admit problems and identify areas for improvement without risk to self-esteem;
- ◆ be given time to work problems out.

What do we mean by self-assessment?

Children being able to judge for themselves, sometimes in consultation or collaboration with their teachers, peers and others:

- what they know;
- what they have learned;
- where they have been successful;
- what they need to do to improve, and where appropriate know their attainment and progress.

Getting self-assessment going:

- ◆ train children to do it and establish it as a constant feature of lessons;
- ◆ link it to learning objective of the lesson;
- ◆ model possible responses;
- ◆ open up questions to all, sometimes asking for collective responses (small groups or pairs);
- ◆ give 'thinking time', about 15 seconds on one question, then share.

Ask questions such as:

- What are you learning?
- What did you find difficult and what helped you move out of it to learn something new about...?
- What do you need more help with...?
- What are you most pleased with...?
- Tell me three things you have learnt about...?
- How would you change this activity for another class / group who are learning to...?
- Have you been successful? How will you know when you have learnt this?
- Are you making progress? How do you know? (child might refer to target sheets/test scores/books) How well are you working within year group expectations







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[Teacher Feedback to Improve Pupil Learning | EEF \(educationendowmentfoundation.org.uk\)](https://www.eef.org.uk/teacher-feedback-to-improve-pupil-learning)











Appendix 1

SYMBOL	WHAT IT MEANS
	Traffic light system (green orange can be used to show if LO is achieved, partially achieved or not achieved; this is particularly useful for swift assessments in all curriculum areas that are clear for children. Can be used for self and peer feedback too as directed by teacher.
✓ or ✓✓	This is correct. Evidence of good progress against learning object/success criteria
c	Correction needed in maths
	Finger space between words.
	Pink box - part of writing to improve against success criteria
Sp	Written in margin – indicates spelling mistake. Sp x 3 means child has to correct three times and put in word book.
HLV	Improve vocabulary choice – higher level vocabulary
HLP	Improve use of punctuation – higher level punctuation
GR/GW/SW	Indicates that the work was guided reading or writing, or shared writing.
	Missing letter(s)/word(s). 'Mountain peak'
//	New paragraph required. (Used by children in KS2 when editing)
I A P	Worked independently. Worked with support. Paired work.
* CT/TA	Shows where adult intervened in lesson/oral feedback.
	Next steps T = target
SA PA	Self-assessment Peer-assessment
 Sticker or stamp 😊	Praise is the least effective feedback, but nonetheless can be used for motivation. Good work / good response. You have tried hard. Learning objective/target achieved! Good effort and/or resilience. Teachers can use range of strategies in own class as rewards – table points, praise points (PP), dojos etc.

Adults should initial marking in books if they are not class teacher.
 Writing Codes are used in English (not to be used with marking codes)

Appendix 2
The learning scale Feedback 5

Confidence rating	Level of understanding	Can I help others?
5	Totally got it	I can teach someone else
4	Got most of it	I can help someone but may need checking
3	Think I'm ok but not confident and have some questions	Not confident but could try
2	I need help	Not yet
1	I'm lost	No

1	2	3	4	5
				
<p>I don't get it. Even with help, I can't do it.</p>	<p>I kind of -sort of got it. With help, I can do some of it.</p>	<p>I get it but need help to explain it. I can do the easy parts but can't do the harder parts.</p>	<p>I get it, and I can explain it! I only know the way my teacher taught me.</p>	<p>I get it, and can teach it to my friends! I know even more than my teacher taught me</p>
				

Assessment Calendar at West Park Primary School

AUTUMN TERM		Responsibility
September	Baselines for nursery/reception (SIMS) Reading baseline for 1-6 (reading speed and accuracy) on Seesaw Maths fluency baseline Assess pupils for access arrangements	CT Area SENCo
October	Half term assessments - reading/phonics (review book bands), SPAG, Assertive Mentoring/White Rose maths (used appropriately after sufficient coverage and outcomes diagnostically to inform teaching) PP review	CT SLT
November	Standardisation/moderation activities Reading age assessments 2-6	Subject leaders/SLT HT RR teacher
December	End of term assessments - reading/phonics (review book bands), SPAG, Assertive Mentoring/White Rose maths (used appropriately after sufficient coverage and outcomes diagnostically to inform teaching) Moderation (in/interschool) Termly TAs R, W and M & EYFS Analysis of attainment and progress Pupil Progress Meetings; review targets including for GD/HSS	CT CT Subject leaders CTs SLT SLT/CT/phase lead
SPRING TERM		
January	Baseline – new nursery children Standardisation and moderation activities Review children in KS2 requiring access arrangements Reading assessment for 1-6 (reading speed and accuracy) on Seesaw Maths fluency	CT All staff SLT/y6 CT
February	Half term assessments as before - review book bands Apply for Access Arrangements Moderation	CT AH/HT All staff
March April	Assessments - review book bands Moderation Termly TAs R, W and M & EYFS Analysis of progress inc. interventions and impact on priority areas PPM	CT CT CTs SLT HT/DH/CT/TA
SUMMER TERM		
May	Baseline – new nursery children Assessments - review book bands Standardisation and moderation activities KS1 and KS2 statutory testing Reading for 1-6 (reading speed and accuracy) on Seesaw – effect size analysis Maths fluency	CT Subject leaders
June	Year 1 phonic screening Reading age assessments 1-6 Assessments - review book bands Moderation End of year TAs R, W, SL, M and Sci FSP outcomes finalised Analysis of progress PPM/set targets including for GD/HSS Annual reports Analyse impact of interventions	CT RR teacher CT CTs CTs CT HT/DH/AH HT/DH/AH/CT/TA CTs <i>AH report to DH/HT</i>
July	Update EYFS data and analysis MFL/DT progress sheet (and others stipulated by subject leads) Statutory results; data analysis shared Transition/transfer records meetings	CT/EY leader KS2 CTs HT All staff