



Wood End Park Academy

Assessment Policy

Approval

Approved by the Principal on behalf of the Academy Council	
Date of approval	September 2015
Date of review	September 2017

Notes on Document Control

This document is the property of The Park Federation Academy Trust and its contents are confidential. It must not be reproduced, loaned or passed to a 3rd party without the permission of the authoriser.

It is controlled within the Park Federation Academy Trust Admin Server where the electronic master is held and can be accessed on a read only basis, subject to security permissions.

Users of the document are responsible for ensuring that they are working with the current version.

Paper or electronic copies may be taken for remote working etc. However, all paper copies or electronic copies not held within the Admin Server are uncontrolled. Hence the footer 'DOCUMENT UNCONTROLLED WHEN PRINTED' which must not be changed.

Once issued, as a minimum this document shall be reviewed on an annual basis by the originating team/function. Any amendments shall be identified by a vertical line adjacent to the right hand margin.

To enable continuous improvement, all readers encouraged to notify the author of errors, omissions and any other form of feedback.

Assessment Policy

Aims:

- To use a system that ensures children progress, knowing the skills they have acquired and what is needed next so children can leave at the end of the year meeting age-related expectations.
- To internally track all groups of pupils for their attainment and progress.
- To use for teacher planning so it is amended and teaching meets the needs of all groups of children
- To have a consistent approach that measures school progress against national standards, including the performance of groups.

Principles

A range of evidence should be used to form assessment of pupils e.g. observations, discussions as well as formal assessment of written work and tests.

A pupil must be assessed as being on track to leave: 'towards', 'at' or 'above' age-related expectations by the end of the year; and at the end of the year which standard has been actually achieved.

This policy should be read alongside the academy's guidance on Marking (see the Teaching and Learning policy).

Monitoring and Evaluation

- End of Year Targets are set for each pupil; all monitoring bears in mind the expected achievement of the pupils as set for the end of the year. Fischer Family Trust is used as a tool to set targets for KS1 and KS2 pupils.
- Both teacher assessments and formal assessments (tests) are moderated by Senior Leaders. Senior Leaders will use directed time to meet with individual teachers as well as groups of teachers, to verify judgements made. This will be for sample children that the Senior Leader will identify.
- Assessment Information guides staff performance management targets to ensure pupils are on track to meet national age-related expectations and to identify pupils who can leave the year above age-related expectations.
- Following allocated assessment weeks, entries by teachers are analysed by Senior Leaders for their department and Pupil Achievement Meetings (PAMs) held with all staff to identify pupils who may require further intervention and support. This support is always measured for impact
- Particular emphasis is placed on the Key Performance Indicators (KPIs) in PAMs
- Some Lesson Observations, Learning Walks, Drop Ins, Book Scrutinies and Pupil Voice surveys focus on target pupils to ensure needed accelerated progress is evident within teaching. Some target groups of pupils are identified on lesson plans (using the context sheet) too so their provision can be evaluated during lesson plan scrutiny.

- Team Leaders carry out pupil voice surveys each fortnight to assess whether pupils are working at age related expectations and know their next steps for achievement. They will direct their year group of staff to implement any needed strategies so pupils can talk easily about what they are learning, their targets and expected achievement. Pupils' views on what would help their learning are also ascertained and used

On Entry to a Year Group

- On entry to a year group, each class teacher will receive a spreadsheet showing which age band each of their pupils left the previous year. It is good practice for each teacher to know the on-entry data for their class
- Class teachers are expected to keep up to date when marking off objectives so they can spot quickly if a pupil may leave the year below or above their on-entry band
- The teacher should inform their Senior Lead as soon so that additional strategies can be put into place for a child who may leave at a lower band, or the child's work moderated to place in a higher achievement band.
- Only the Senior Lead can alter where pupil are on the spreadsheet (master spreadsheet) as this is used on an ongoing basis for the senior lead to talk about the performance of their classes

Teacher Assessment

- Ongoing teacher assessment is important in Wood End Park Academy. Each teacher has a ACER device to view objectives that may be marked off in the lesson; the academy uses assessment tool Classroom Monitor to mark off objectives in various stages: not met, almost met, met.
- Teachers should set aside time so that marking off objectives is carried out on a regular basis. Senior Leaders will set aside some department meeting time for this task but teachers are expected to stay up to date in use of Classroom Monitor on a daily basis
- Staff working in the Early Years setting, use the Early Years Framework and assess pupils' acquisition of skills from the framework. The evidence and staff comments are uploaded onto an IT based tool called Tapestry which parents can access. There is a separate policy on the use of this tool which can be found in the Early Years section of the academy's website. Parents are expected to contribute to the judgements made on their child's development.
- Staff working in years 1 to 6, use the National Curriculum which is supplemented by the Rising Stars framework to plan their lesson objectives which they then assess pupils against.
- Teachers will work with guided groups each relevant lesson to assess pupils' independent use of skills from the reading, writing and mathematics progression documents, as created by Rising Stars.
- Year 1 also assess against the phonics objectives. Pupils are set for phonics and tested each term to inform future teaching for the group
- Years 2 to 6 also assess against the grammar objectives.

- Teachers use specific opportunities to assess several objectives as being met by pupils:
- Big Maths ,where pupils may complete end of unit tests and /or apply their previously taught skills independently
- Big Write which is a piece of independent writing at the end of an unit of work
- Independent Reading activities where pupils apply taught reading skills.

However, teachers can use their observations and marking to form targets for pupils in writing, reading and mathematics regardless of set up or lesson. Views from support staff are encouraged too in forming assessment of a pupil.

Expectations for SENd pupils

A small number of pupils with Special Educational Needs will develop skills as outlined in the curriculum for the age group below their chronological age. The decision for any pupil to be working from a different age related curriculum has to be made by the Director of Inclusion/SENCo and agreed by the Principal.

Specific plans are drawn up for these pupils so their acquisition of skill is still being tracked or reference to their provision is highlighted in lesson plans.

Assessment Weeks

A week for any formal testing and final input of entries up to the time so far, is identified each term around the half term break. Assessment Week is designed so teachers have an opportunity to verify judgements they are making

What Happens in Assessment Week?

1.All objectives on Classroom Monitor that can be, are marked off and sample pupils checked by Senior Leaders.

- Some year groups, at the moment, years 5 and 6, with year 2 from the Spring Term, will ask pupils to sit tests to check achievement of each pupil. Teachers should look closely at the questions pupils have answered correctly as this supports that the pupil has independent acquisition of this objective.
- Tests should not be relied upon to correlate where a child is working at in the age bands.
- Judgements on year 1 pupils are based on teacher assessments.
- Judgements on year 3 and 4 pupils are mostly teacher assessment with test questions used flexibly to verify that a child can use an objective independently. In the summer, pupils in these year groups sit the end of year tests for their age band.

2.During Assessment Week, teachers also identify the pupils who are on track to leave the year working:

Towards age-related expectations

At age-related expectations

Above age-related expectations.

Teachers look at number of objectives acquired to make the judgement above. These decisions are entered into a spreadsheet devised by the academy.

To be judged as leaving the year at 'at':

Years 1, 3, 4 and 5:

Mid Autumn Term: 33% of objectives marked off as at least almost met. Final decision must take into account teacher judgement and the allocated KPIs must be almost met

Mid Spring Term: 75% of objectives marked off as at almost met; with 40% fully met. Again teacher judgement must be used to double check and the allocated KPIs since Autumn term

End of Summer Term: All KPIs met; 80% objectives fully met in reading, grammar and mathematics; all objectives to be met in writing

Years 2 and 6

Rely on the end of key stage assessment frameworks (2015-16: interim in place).

Early Years: judge where a child is at using the Early Years Framework.

This is then used alongside targets set to identify pupils who need to make accelerated progress. These pupils are discussed at the Pupil Achievement Meetings. Emphasis is placed on acquisition of the KPIs.

3. Moderation. Senior Leaders will organise for sample pupils' work to be moderated so teachers judgements can be verified. The interim guidance for Year 6 and Year 2 teachers is used to accurately judge working towards, at and above age related expectations, along with the exemplification material.

Data Analysis

Data is analysed in the autumn and spring terms, after the assessment week to identify forecast attainment of:

- All pupils
- Disadvantaged pupils
- SENd pupils
- Boys to girls
- Each significant ethnic group

The Director of Inclusion will then further analyse the data to identify boys and girls from each significant ethnic group and their performance to identify any issues.

The data is also analysed to identify which groups of pupils are on track to leave at age-related expectations and which groups are not so a focused plan can be in place if needed.

The analysis will also show which subject area has poorer performance in it as a focused plan may need to be created for this so attainment in this subject is on par to the others.

In the summer term, the actual attainment of pupils is analysed.

Even though data is analysed at set times, performance of groups can be presented at any time of the year if the master spreadsheet is kept up to date.

Other Assessment

Assessment of other curriculum subjects, are made at the end of each unit, again noting pupils who are working below, at and above age-related expectations (see document at the end of this policy).

All Lesson objectives are taken from the National Curriculum and marked with LO*, LO/ or LO? each lesson.

LO*- objective has been met

LO/ - objective has been mostly met

LO?- objective has not been met.

Pupils' work is always marked for its handwriting and presentation too (PH).

Teachers are encouraged to form useful next steps that support the child to progress in skill related to the curriculum area.

The weekly marking against the objectives are used to decide whether the pupil is working below, at or above age-related expectations for that unit of work. This is fed into end of year reports for parents.

Teachers should plan effective openers to lessons (AfLs) that are used to decide the existing knowledge of pupils and drive the lesson accordingly for each group of pupils. Teachers should also assess each day through their AfL, questioning and feedback given from support staff.

Homework can also be used to inform assessment of a pupil, so long as the work has been completed independently.

Parent Partnership

Regular opportunities are set up for parents so they can become familiar with the objectives their child will be assessed against:

- Meet the Teacher at the end of the academic year
- Termly parent meetings (targets for their child are shared)
- Curriculum Exhibitions
- Parent Workshops where resources for supporting achievement at age-related expectations are shared
- Years 2 and 6 deliver information sessions on the SATs
- End of year pupil report.

Reporting

In addition to the reporting already mentioned in this policy, certain assessment outcomes must be reported to the local authority:

- Assessment of each Reception pupil in each area of the framework
- Year 1 pupils take the phonics screening; Year 2 pupils who re-take the test
- Teacher assessments of year 2 pupils in reading, grammar, writing, mathematics, speaking and listening and science

- Teacher assessments of year 6 pupils in writing, plus their test results for Grammar and Spelling, Reading and Mathematics must be submitted to the Department of Education via the NCA Tools website.
Senior Leads must look out for guidance on each of the above.



Wood End Park Academy

Assessment

Guide to Assessment in Foundation subjects

Below is the new assessment for foundation subjects that we will be using at WEPA. These are all statements from the skills ladders. There is an assessment grid for each foundation subject.

You will need to select the age related grid for your year group. On the assessment grid there is space for you to list the children who are working below, at or above expectations.

One of these should be completed at the end of each unit of work. They will be checked termly.

The assessment grid works as follows:

- The first column lists the **process** for the subject, which are the same in each age group.
- The first column also contains the **skills** specific to that age group; this shows the progression through each process.
- Highlight the skills that you have covered this half term. To form an assessment you need to look back at the children's work and see what they have done independently.
- Determine whether the child is working towards, at or above ARE.
- E.g.

Skills	Working towards age related expectations	Working at age related expectations	Working above age related expectations
Language to describe Children can use their factual knowledge to describe past periods and make links between past periods and society.	Anna Matinez	Susan Billy Jatherson Hunter	Samiya Joan Damien

When planning your next topic, these grids should inform your planning and focus groups. Ideally all children would be working 'at' with some 'above'. Your planning

should show evidence that you are doing this. For outstanding progress in a lesson, most of the children should be working at and above for that skill.

Director of Curriculum: Kelly Whitehead.

Assessment in Early Years

Baseline

In the first six weeks of a child starting the setting, the teacher gathers ongoing evidence of what the child is able to do and uploads these judgements onto the online learning journey system. After the six week period they make a summative judgement of what age band the child is working in. In Reception we used the Eexba baseline assessment tool to help us make these judgements by answering a range of questions which gave us information on the age band they were working within.

Ongoing Assessment

Throughout the day all members of staff take ongoing observations of the children and assess these against development matter points. These observations are of what the child does independently in their play, therefore we are watching to see their independent application of skills that we have taught them during our focus tasks.

Half Termly Judgements

Every half term the teachers are asked to make a summative best fit judgement of where the children are working in age bands. By using the observations, work in focus books, as well as teacher professional knowledge of the children we ask for the teacher to make a best fit statement of where the children are working in the age bands. We also ask for the teachers to say if the children are just beginning to work within this age band, developing their knowledge within the age band or secure within the age band. This data is what we use to track our children's progress throughout the year.

Reception Profile

At the end of the reception year, teachers are asked to look at 17 Early Learning Goals, the teachers are asked to use all their knowledge of the children, the observations they have taken, the work completed in focus tasks and make a best fit judgement for each child. We ask for the teacher to decide if they are work at three stages. The three stages are as follows – the child is emerging, they have not yet reached the early learning goal or they have not shown enough independent application of the skills to be working at Early Learning Goal. The child is working at Expected level therefore they have achieved the majority of the Early Learning Goal and can apply this to their work. The last judgement that can be made is exceeding, this is a child who has met the expected level and is working at a significantly higher level than the Early Learning Goal therefore satisfying the exceeding criteria that is supplied to us.

By Early Years Lead: Emma Knight.