



**WEST VALE**  
ACADEMY

# Assessment Policy

<b>Approved by:</b>	LGB		
<b>Responsible department:</b>	West Vale Academy		
<b>Last review date:</b>	October 2023	<b>Last reviewed by:</b>	C Akroyd
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## **School Aims and Implementation**

West Vale Academy aims to provide children the opportunity to develop towards their full potential; academically, emotionally and socially:

- Providing the highest standard of education to enable all children equally to acquire the skills, knowledge and concepts relevant to their future.
- Promoting an ethos of care, mutual respect and support, where effort is valued and success celebrated.
- Enabling children to become active, responsible and caring members of the school and wider community.

The school works towards these aims by:

- Promoting high quality learning and attainment.
- Providing a high quality learning entitlement and environment.
- Valuing each other and ourselves.
- Working in partnership with parents and the community.

### **Equal opportunities:**

Our school is clear about the need to actively support pupils' special educational needs in the assessment process. We understand that a different approach to assessment may need to be taken with some children.

Any changes to the assessment process based on the individual needs of children will be done so in consultation with the senior leadership team, lead professionals and the parents/carers.

### **Rationale**

Assessment is a powerful tool that can optimise teaching and learning. Both formative and summative assessment play an integral role in providing valuable information to all stake holders in education. The primary purpose of assessment is to identify where a child is at in their learning, where they need to get to next and how best to get there. What matters most is not so much the form of the assessment, but how the information gathered is used to improve teaching and learning.

This policy reflects the reforms to assessment and accountability for primary schools as set out by the DfE in the March, 2014 publication. In this document the DfE advocate that "Good teachers assess children regularly to inform teaching, provide feedback to pupils and to communicate children's progress to parents."

This policy aims to ensure that robust assessment systems are in place which reflect and value both formative **and** summative assessment.

The aims of assessment are to:

1. Promote effective teaching/learning.
2. Provide feedback and identify next steps in a constructive manner.
3. Enable teachers to plan a curriculum that is responsive and meets the needs of **all** learners.
4. Empower children to take ownership over their own learning.
5. Monitor children's attainment in line with national expectations.
6. Monitor children's achievement through their individual progress.
7. Compare attainment/achievement of groups of learners.
8. Identify individuals/groups of learners at risk of falling behind.

9. Improve standards through accountability measures for teachers/whole school.
10. Involve parents in their child's education by enabling them to access and understand assessment information about their child.

### Monitoring and Evaluation

All members of the school community will share responsibility for monitoring the implementation of this policy. Its effectiveness will be evaluated at each annual review.

**Note: It is important that this policy is read in conjunction with the Feedback & Marking Policy, The Teaching and Learning policy and The Monitoring and Assessment policy.**

### National Assessments

The DfE published guidance outlining the key changes to assessment. Below is a summary:

- Assessments reflect the more challenging National Curriculum.
- The National Curriculum tests and teacher assessment at the end of key stages 1 and 2 are reported in accordance with new guide lines.
- Detailed performance descriptors are available to inform teacher assessment at the end of key stage 1 and key stage 2. These are directly linked to the content of the new curriculum.
- A baseline assessment in reception that captures the school's starting point from which progress will be measured.
- Schools are required to publish information on their websites so that parents can understand both the progress pupils make and the standards they achieve.
- A phonics check near the end of year 1.
- A teacher assessment at the end of key stage 1 in mathematics; reading, writing, informed by pupils' scores in externally-set but internally-marked tests (writing will be partly informed by the grammar, punctuation and spelling test); and teacher assessment of science.
- National tests at the end of key stage 2 in: mathematics; reading; grammar, punctuation and spelling; and a teacher assessment of mathematics, reading, writing, and science.

### Testing vs Teacher Judgements

Levels were a 'best fit' model and it was sometimes difficult to moderate/evidence judgements and ensure consistency. Mastery enables teachers to clearly identify whole class/individual gaps and the assessments are spread throughout the year to ensure that learning is embedded. It is key that children aren't assessed directly after being taught; we want to ensure that their skills and knowledge are transferable and secure.

West Vale Academy acknowledges that testing does have its flaws and that tests do not always produce an accurate assessment of what a child can/cannot do. This may be for a number of reasons including 'exam skills', the pressure of sitting a test, a child may not feel well on the day of the test, there may be home issues affecting their performance etc.

When **teachers** mark children's tests and input their results to identify gaps in learning they should use their knowledge of that child to decide whether or not they believe the child should have got a question correct. If they are confident that a child is able to meet a particular objective and they have merely made a mistake on the test, teachers are encouraged to either use their professional judgements or go back to that child and check whether or not they are secure in meeting that objective.

Test results should support teacher's professional judgements of where a child is working, and if these judgements do not match then teachers must explore why.

## **Reading and Phonics**

### **Phonics: Little Wandle**

All children from reception to Y2 are baselined using the Little Wandle phonics assessment. Each half term they will be reassessed and regrouped accordingly.

- **Assessment 1:** Autumn 1 and Spring 2
- **Assessment 2:** Autumn 2 and Summer 1
- **Assessment 3:** Spring 1 and Summer 2.

Teachers should follow the guidance in the reading leader handbook to ensure consistent and accurate judgements and children's results should be recorded on the on-going little wandle tracking spreadsheet.

### **NFER Assessments**

Every term children will do an NFER Assessment. Children are assessed from individual starting points as opposed to age related expectations and their scores are recorded on Arbor.

### **Colour Bands**

Teachers should aim to listen to all children read 1:1 every week and target children should be identified for additional 1:1 reading with TAs and classroom helpers. Colour band judgements should be made based on the fluency rubric skills/running records (95% accuracy or above for home reading books).

Staff update children's home reading records when they move colour band. Once children are confident reading at Dark Blue they should be considered free readers and be encouraged to read longer chapter books.

### **Diebels**

Every term the children will have their reading speeds assessed using the diebels. These are to be recorded in the reading folders and are tracked throughout the year and intervention deployed for those children identified as making limited progress.

### **Reading Records**

Individual reading records should be kept for all children.

Teachers will fill in 1:1 records for focus children identified in each session.

Class 1:1 reading records (reading skills / fluency rubric)

Record of home reading

### **Overall judgements**

Teacher judgments will be decided based on all methods of assessment listed above. When making judgements, please consider children's fluency, comprehension skills, tests results and work in their reading response books (judgements should not be made solely on a NFER reading assessment score).

## **Writing**

At least 12 pieces of 'independent writing' should be assessed throughout the year. There should be a balance of age appropriate work demonstrating a range of both fiction and non-fiction genres. Teacher assessments should be recorded against the objectives on the on-going writing

assessment tick sheets in children's English books or the ITAFs for Y2 and Y6. Internal moderation of writing assessments will quality assure accurate assessment data.

## **Spelling**

All children are baselined on the CEW spellings at the end of every year and they will complete three CEW spelling tests throughout the year. Scores should be recorded and saved in the spelling folder on the server.

From Y2 upwards we follow Read Write Inc spelling which comprises of a daily spelling lesson focusing on a key spelling rule. The children have spellings set each week linked to the spelling rule and they are then tested on these spellings each week. Spelling scores are recorded in the reading folders and tracked each week. Spellings are also available for children to practice at home online using the platform 'Spelling Frame'

## **Maths**

### **Summative Assessment:**

#### **NFER Assessments**

Every term children will do an NFER Assessment. Children are assessed from individual starting points as opposed to age related expectations and their scores are recorded on Arbor.

At the start and end of each unit of maths the children will complete a White Rose Maths pre and post assessment. These include a range of fluency, reasoning and problem solving questions and are to be used to support differentiation and understanding of starting points/ gaps in knowledge. These scores are to be recorded in the child's maths book. The front of maths books contain an assessment grid which staff will highlight to demonstrate how children have performed during the lesson. Green for LO achieved, yellow for partially achieved and pink for LO not achieved.

Arithmetic and times table test scores are also to be recorded as a running log to monitor children's progress with these.

Teachers should use these to inform their termly assessments and refer to these when completing arbor for each child.

### **Formative Assessment:**

On-going observation and teacher judgement throughout maths lessons. AFL should be verbal and/or recorded in accordance with the marking and feedback policy.

Learning objectives are to be skills based and not activity based so that teachers can assess them as 'achieved' or 'working towards'. This information can be used to mark objectives off on the assessment sheet in the front of books. Teachers to use a range open ended and closed questions during a maths lesson and use questioning to challenge children, rather than test prior learning.

## **Science**

Teacher judgements should be made, at the conclusion of each half term unit.

### **Foundation Subjects**

All foundation subjects are assessed using Arbor throughout the year apart from P.E which is assessed using the REAL PE assessment tool. Subject leads then analyse the data looking at groups who have achieved well and areas that need to be developed and use the information to form an action plan for the following academic year.

### **Reporting**

Formal reporting takes place at the end of every half term for Maths, Reading and Writing and termly for other subject areas. Arbor is used to track children's progress and identify any interventions that need to take place. Teachers are to use summative assessment and formative assessments to assess and analyse where children are and should be. This is done by highlighting the objectives each child has achieved using either 'working towards, achieved or greater depth. Each half term, teachers will have a Raising Attainment and Pupil Progress Meeting to discuss children's progress and each term, they will have a meeting with the Vice Principal/ Principal to discuss the children who are not making progress.

### **Early Years Foundation Stage:**

Baseline Assessments:

Rigorous baseline assessments are carried out in Reception using Arbor. These assessments are based on:

- Home visits
- Observation
- Adult-Led activities
- Enhanced provision
- Discussions with parents / carers

Children's progress and attainment is tracked against Arbor age related statements for the 7 areas of learning (prime and specific), and the characteristics of effective learning (CoEL). These judgements are based on evidence gathered through observation of children's play/learning (80:20 ratio of child initiated: adult lead).

At the end of Reception all children will be assessed against the ELGs as emerging, expected or exceeding for each of the 17 aspects of learning as set out in the EYFSP. Judgements should be made in accordance with the profile handbook and judgements will be moderated both in-house and at central moderation events.

### **GLD (good level of development)**

A GLD by the end of Reception relates to children who have achieved at least 'expected' in all of the prime areas of learning as well as reading, writing and maths.

### **Data Monitoring and Data Meetings:**

The Principal and Vice Principal are responsible for tracking and monitoring whole school achievement and attainment. Analysis of this data will be reported to the Governors and used as the basis for discussions at data meetings.

### **Raising Attainment and Pupil Progress Meetings**

Teachers are expected to come prepared to PPM meetings with an analysis of their own class' attainment and achievement data. During these meetings targets will be set, children at risk of falling behind/slow movers and groups of learners that require additional support will be identified. Progress of RAPs (raising attainment plans) will also be discussed as well as strategies for supporting 'at risk' children/groups.

Teachers will be expected to discuss strategies that they have already implemented to support these learners such as IEPs, incentives, booster groups, interventions, support staff, modified timetables, challenges/barriers etc.

### **Reporting to Parents:**

#### EYFS

A formal report will be sent home at the end of each year, however parents have access to the children's learning journey throughout the year via Seesaw, which is updated regularly throughout the year. Achievement against the 17 aspects will be marked as either below, expected or exceeding against national expectations. There is also a comments box for teachers to scribe children's comments: what they enjoy; what they are good at and what they would like more help with. Parents are also invited to two parent's evenings throughout the year.

Early Years hold a stay and play session every half term where teachers have the opportunity to share a child's learning with the parents who attend.

#### Year 1 - 6

Reports will be sent home at the end of each year. Children will be assessed against the National Curriculum age related expectations in all subject areas. On the reports parents will be informed of their child's current stage and how this compares to end of year national expectations.

Final reports are to be sent home with children in a sealed envelope and parents are invited to arrange a meeting with the classroom teacher if they wish to discuss their child's report. Parents are also invited to two parent's evenings throughout the year.

West Vale Academy uses national data bases to inform the focus for learning development for the following academic year.