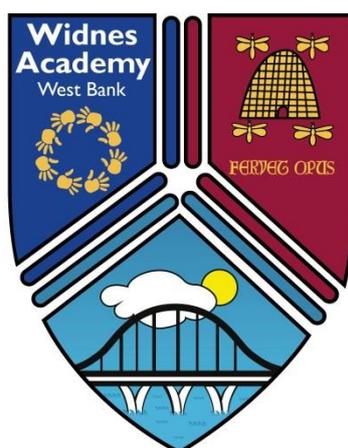


WIDNES ACADEMY WEST BANK
Part of The Wade Deacon Trust



WIDNES ACADEMY West Bank

ASSESSMENT POLICY

Recommended by	K Highcock
Approved by	Local Governing Body
Approval Date	22.1.16
Version Number	1.2
Review Date	December 2019

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CHANGE RECORD FORM

Version	Date of change	Date of release	Changed by	Reason for change
1.2	December 2019	January 2020	K Highcock	Review of assessment – changes to some assessment procedures in line with review

Links to other policies:

Teaching and Learning Policy
 Marking and Feedback Policy
 Literacy Policy
 Maths Policy
 Early Years Policy
 Curriculum Policy

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INTRODUCTION

At Widnes Academy we believe that assessment is fundamental to be able to extend and challenge the children's learning so that they can reach their potential. It provides a means by which pupils understand what they have achieved and what they need to work on and, wherever possible, encourages pupils to be part of the assessment process.

Assessment is only effective if it is incorporated systematically into teaching strategies and there is a regular review, communicated and acted upon at all levels.

"Assessment of pupil's attainment and progress should be directly linked to the curriculum of the school" (Commission on Assessment without Levels, September 2015)

This policy has been formulated in line with the Assessment Principles produced by the DfE (2014)

AIMS AND OBJECTIVES

The aims and objectives of this policy are:

- To raise the standards of achievement throughout the school
- To monitor progress and support learning
- To ensure consistency in assessing achievement
- To provide reliable information to parents about how their child is performing
- To guide planning, teaching and additional support.
- To provide information that allows school leaders and governors to make judgements about the effectiveness of the school and to evaluate the schools performance
- To ensure an appropriate workload for teachers
- To engage and motivate pupils
- To make sure the school is keeping up with external best practice and innovation

TYPES OF ASSESSMENT

Formative - Assessment for learning: This is the ongoing assessment carried out by teachers both formally and informally during a unit of work. The results of formative assessments have a direct impact on the teaching materials and strategies employed immediately following the assessment.

Formative assessments are used to:

- Identify children's strengths and gaps in their skills/knowledge
- Identify next steps for learning
- Inform future planning linked to the school curriculum
- Enable appropriate strategies to be employed
- Track the child's rate of progress

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- Evaluate the effectiveness of teaching and learning strategies
- Identify individuals and groups for specific intervention support

At Widnes Academy a variety of assessment methods are used to enable teachers to evaluate pupils understanding. These include:

- Marking and feedback – both written and verbal (see marking policy)
- Pupil interviews
- Targeted questioning during teaching time
- The use of ‘Pit Stop’ challenges set at a later date to assess embedded knowledge
- Peer assessments
- Photographic evidence included alongside written work

Summative - Assessment of learning: These assessments are carried out each half term and at the end of the school year and are recorded on the schools tracking system. They are important for informing both parents and teachers of a child’s attainment and progress. This will also inform whole school target setting and identify patterns across the school to ensure that the school is on track to meet the national ly expected standards (or beyond).

Summative assessments:

- Identify attainment through one off standardised tests at any given point
- Provide age standardised information
- Provide end of key stage data against which the school will be judged
- Ensure statutory assessments at the end of EYFS, KS1 and KS2
- Provide information about cohort areas of strength and weakness

At Widnes Academy we use a combination of formative and summative assessments as follows:

In-school formative assessment, which is ongoing and linked directly to the school curriculum.

In-school summative assessments at the end of each term

Nationally standardised summative assessments at the beginning and end of EYFS (from September 2016), Year 2 and Year 6

ASSESSMENT AND REPORTING IN FOUNDATION STAGE

From September 2016, children will be assessed on entry to the Reception class and the results of this assessment used as a baseline. Throughout their time in Foundation Stage – including our Nursery - the children are assessed regularly to ensure that the next steps in learning are appropriately planned in order to help them to make progress.

A range of assessments are used to provide a rounded picture of the whole child including observations and focused tasks. Assessments are recorded onto the schools tracking system and used by both the class teacher and senior leaders to monitor and

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track progress of individual children and specific groups.

ASSESSMENT AND RECORDING IN KEY STAGE 1 AND 2

Teachers use ongoing assessment of lesson objectives to plan next steps using the new national curriculum. This enables teacher to quickly identify those who are falling behind and those who are excelling

Periodic assessments are carried out at the end of each term using materials provided as part of the Liverpool Project to give a fixed point assessment which is used to make a judgement about how the children have progressed.

The results of these assessments are recorded using the schools tracking system, ITrack, to allow progress to be tracked throughout the year. The school are currently working on a new system of tracking which will sit alongside this and provide staff and senior leaders with further relevant information and which will be linked clearly to children's targets. Termly pupil progress meetings between class teachers and senior leaders allow a robust discussion to take place to discuss the results of these assessments.

In-school summative assessments using standardised tests are carried out in Reading, Grammar Punctuation and Spelling and Maths towards the end of the Summer Term. These give a standardised score which will be used to track children's progress across the school as the system develops further.

Children in Year 1 will take part in the phonic screening test in June. They will complete phonic assessments leading up to these throughout the year allowing the tracking of improvement in phonics.

How will assessment be used to inform teaching and learning?

Target groups will be formulated following analysis of the data by each class teacher. Closer tracking ensures that planning is matched clearly to pupils needs. Pupils are encouraged to reflect upon their progress and to be actively involved in the assessment process. This is achieved through focused and targeted marking and also through pupil interviews. Children are also encouraged to respond (see Marking Policy)
The effectiveness of any support offered is reviewed regularly to ensure maximum impact.

SEN and Inclusion

Widnes Academy operates an inclusive approach to assessment. Ongoing formative assessments link into the personalised and appropriate curriculum which is planned for children with SEND. The Senco, in conjunction with class teachers, ensures that the progress and attainment of pupils with SEND is closely tracked and that targets set are appropriately challenging (see SEND policy).

Interventions delivered across school are part of a structured provision map and assessments are carried out robustly to ensure that these are impacting positively on pupil outcomes. Where this is not happening the school acts quickly to adapt the

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intervention.

Standardisation and Moderation

Regular moderation of children's work takes place each term to ensure consistency of judgments. Teachers meet in phase groups or as a whole school to analyse children's work against the relevant Programmes of Study or the Early Years Foundation Stage Development Matters. Staff are also involved in local cluster groups and take part in moderation across different schools alongside the formal moderation procedures which are part of the Local Authority statutory duty.

The school is part of the Liverpool Project which involves a large number of schools working together to ensure standardisation of judgments through the use of periodic assessments.

As the school is part of the Wade Deacon Trust planned opportunities are in place to work with other primary schools across the Multi-Academy Trust to standardise assessment judgements.

Reporting to Parents

Parents are kept fully informed of their children's progress through termly feedback from staff which includes, 2 parents evenings, 2 written feedback short reports and 1 comprehensive written report which includes end of year assessment judgments.

Reporting to Pupils

Pupils are encouraged to reflect upon their own progress and to understand their own strengths and areas of weakness through targeted marking and feedback. Further details are included within the school's Marking and Feedback policy.

Reporting to Governors

The outcome of assessments carried out within school are reported on a termly basis to the Governing Body through the Principal's Report to Governors. All governors are linked to a class within the school and are encouraged to take an active role within the life of the school, meeting with class teachers each term.

Governor training is up to date and they are kept informed of the changes to assessment by the Principal through governors meetings and CPD sessions.

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